

Raul Yzaguirre Schools for Success

Annual Performance Report 2019-2020

David Corpus
Chair, Tejano Center for Community
Concerns
Adriana Tamez, Ed.D.
Superintendent of Schools



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District Summary

2019-2020 Composition:

- Enrollment: 1,329 students
- Hispanic—99.5%; Economically Disadvantaged—98.2%; English Learners—55.2%; Students with Disabilities—6.2%

2019 Accountability Rating

- District: A

2020 Accountability Rating

- Not Rated: Declared State of Disaster

2020 Special Education Determination Status

- Meets Requirements

2019-2020 Charter FIRST Rating

- B: Above Standard, 88

2019–2020 Accreditation Status

- Accredited

Campus Summaries

2019 Accountability Rating

- Brownsville Raul Yzaguirre STEM: A
 - Distinctions: ELA/Reading, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps
- Elite STEM Primary Academy: B
- Houston STEM and Early College Middle School: B
 - Campus identified for Targeted Support and Improvement for 2019-2020. The identification was removed for 2020-2021.
- Houston T-STEM and Early College High School: B
 - Campus identified for Additional Targeted Support and Improvement for 2019-2020. The identification remains for 2020-2021.

All campuses received a 2020 Rating of Not Rated: Declared State of Disaster

TEC Section 11.253 requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. This information is available on the district's website: <https://www.tejanocenter.org/Page/1241> for 2020-2021.

District 2019-2020 Texas Academic Performance Report (TAPR)



2019-20 Texas Academic Performance Report

District Name: **RAUL YZAGUIRRE SCHOOLS FOR SUCCESS**

District Number: **101806**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

This district is a Charter District.

2020 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL					
	State	04	District	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously	Continu-	Disadv	(Current	
													Enrolled	ously		&	
														Enrolled		Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	70%	-	70%	-	-	-	-	*	*	70%	71%	71%	71%	
	2018	77%	77%	68%	-	68%	-	-	-	-	80%	-	64%	77%	68%	67%	
At Meets Grade Level or Above	2019	45%	46%	38%	-	38%	-	-	-	-	*	*	36%	41%	40%	37%	
	2018	43%	44%	31%	-	31%	-	-	-	-	60%	-	31%	30%	30%	27%	
At Masters Grade Level	2019	27%	28%	24%	-	24%	-	-	-	-	*	*	26%	21%	24%	24%	
	2018	25%	25%	11%	-	11%	-	-	-	-	20%	-	9%	17%	11%	7%	
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	87%	-	87%	-	-	-	-	*	*	86%	88%	88%	89%	
	2018	78%	79%	84%	-	84%	-	-	-	-	100%	-	80%	93%	84%	83%	
At Meets Grade Level or Above	2019	49%	49%	59%	-	59%	-	-	-	-	*	*	61%	56%	62%	61%	
	2018	47%	48%	52%	-	52%	-	-	-	-	80%	-	44%	67%	51%	49%	
At Masters Grade Level	2019	25%	25%	31%	-	31%	-	-	-	-	*	*	36%	21%	34%	30%	
	2018	23%	24%	17%	-	17%	-	-	-	-	0%	-	10%	30%	17%	13%	
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	75%	71%	-	71%	-	-	-	-	100%	-	73%	68%	74%	70%	
	2018	73%	73%	65%	-	66%	*	-	-	-	*	-	64%	68%	65%	61%	
At Meets Grade Level or Above	2019	44%	45%	45%	-	45%	-	-	-	-	60%	-	48%	40%	46%	43%	
	2018	46%	46%	40%	-	41%	*	-	-	-	*	-	41%	39%	40%	38%	
At Masters Grade Level	2019	22%	23%	13%	-	13%	-	-	-	-	20%	-	15%	10%	15%	11%	
	2018	24%	25%	22%	-	22%	*	-	-	-	*	-	21%	24%	21%	17%	
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	75%	-	75%	-	-	-	-	100%	-	75%	75%	79%	75%	
	2018	78%	80%	78%	-	78%	*	-	-	-	*	-	76%	82%	78%	75%	
At Meets Grade Level or Above	2019	48%	49%	46%	-	46%	-	-	-	-	80%	-	44%	48%	46%	43%	
	2018	49%	51%	51%	-	51%	*	-	-	-	*	-	50%	53%	50%	49%	
At Masters Grade Level	2019	28%	30%	28%	-	28%	-	-	-	-	0%	-	27%	30%	30%	25%	
	2018	27%	29%	32%	-	32%	*	-	-	-	*	-	33%	29%	31%	28%	
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	67%	67%	-	67%	-	-	-	-	100%	-	71%	63%	71%	66%	
	2018	63%	63%	66%	-	66%	*	-	-	-	*	-	62%	74%	66%	64%	
At Meets Grade Level or Above	2019	35%	35%	26%	-	26%	-	-	-	-	40%	-	31%	20%	28%	24%	
	2018	39%	40%	45%	-	45%	*	-	-	-	*	-	42%	50%	44%	41%	
At Masters Grade Level	2019	11%	11%	0%	-	0%	-	-	-	-	0%	-	0%	0%	0%	0%	
	2018	11%	11%	9%	-	9%	*	-	-	-	*	-	8%	11%	9%	7%	

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL					
	State	04	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current	
										Races	(Current)	(Former)	Enrolled	ously		&	
																Monitored)	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	87%	-	87%	-	-	-	-	100%	-	86%	89%	88%	84%	
	2018	84%	83%	80%	-	80%	-	-	-	-	*	*	85%	71%	80%	78%	
At Meets Grade Level or Above	2019	54%	54%	45%	-	45%	-	-	-	-	40%	-	44%	47%	47%	40%	
	2018	54%	54%	40%	-	40%	-	-	-	-	*	*	39%	43%	40%	35%	
At Masters Grade Level	2019	29%	30%	17%	-	17%	-	-	-	-	20%	-	19%	13%	17%	15%	
	2018	26%	27%	22%	-	22%	-	-	-	-	*	*	24%	18%	21%	19%	
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	89%	94%	-	94%	-	-	-	-	100%	-	93%	96%	94%	94%	
	2018	91%	90%	86%	-	86%	-	-	-	-	*	*	90%	79%	86%	87%	
At Meets Grade Level or Above	2019	58%	59%	70%	-	70%	-	-	-	-	80%	-	69%	73%	70%	68%	
	2018	58%	58%	52%	-	52%	-	-	-	-	*	*	59%	36%	52%	51%	
At Masters Grade Level	2019	36%	38%	45%	-	45%	-	-	-	-	40%	-	47%	42%	45%	45%	
	2018	30%	31%	30%	-	30%	-	-	-	-	*	*	34%	21%	29%	26%	
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	86%	-	86%	-	-	-	-	80%	-	86%	87%	88%	83%	
	2018	76%	76%	82%	-	82%	-	-	-	-	*	*	88%	68%	81%	81%	
At Meets Grade Level or Above	2019	49%	50%	58%	-	58%	-	-	-	-	60%	-	61%	53%	59%	54%	
	2018	41%	42%	46%	-	46%	-	-	-	-	*	*	49%	39%	46%	43%	
At Masters Grade Level	2019	24%	25%	27%	-	27%	-	-	-	-	40%	-	31%	20%	27%	24%	
	2018	17%	18%	17%	-	17%	-	-	-	-	*	*	19%	14%	18%	13%	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	69%	62%	-	61%	*	-	-	-	33%	*	70%	54%	62%	58%	
	2018	69%	71%	74%	*	75%	-	-	-	-	50%	*	75%	74%	74%	77%	
At Meets Grade Level or Above	2019	37%	38%	24%	-	23%	*	-	-	-	33%	*	27%	22%	24%	19%	
	2018	39%	41%	34%	*	34%	-	-	-	-	33%	*	38%	30%	34%	37%	
At Masters Grade Level	2019	18%	19%	13%	-	13%	*	-	-	-	33%	*	16%	11%	13%	10%	
	2018	19%	20%	12%	*	12%	-	-	-	-	33%	*	13%	11%	12%	12%	
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	80%	-	80%	*	-	-	-	83%	*	81%	78%	80%	78%	
	2018	77%	78%	79%	*	79%	-	-	-	-	38%	*	83%	75%	79%	80%	
At Meets Grade Level or Above	2019	47%	48%	40%	-	39%	*	-	-	-	50%	*	45%	35%	40%	36%	
	2018	44%	46%	48%	*	48%	-	-	-	-	38%	*	48%	48%	48%	50%	
At Masters Grade Level	2019	21%	22%	13%	-	13%	*	-	-	-	17%	*	19%	8%	13%	12%	
	2018	18%	20%	21%	*	21%	-	-	-	-	25%	*	22%	20%	21%	23%	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	86%	-	86%	-	-	-	-	29%	*	90%	82%	86%	86%	
	2018	74%	76%	64%	*	65%	*	-	-	-	50%	*	68%	62%	64%	62%	

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	State	04	District	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously	ously	Disadv	(Current & Monitored)	
At Meets Grade Level or Above	2019	49%	51%	50%	-	50%	-	-	-	-	29%	*	62%	38%	50%	49%	
	2018	48%	50%	31%	*	32%	-	-	-	-	38%	*	34%	30%	32%	29%	
At Masters Grade Level	2019	29%	31%	26%	-	26%	-	-	-	-	14%	*	27%	26%	27%	23%	
	2018	29%	30%	17%	*	17%	*	*	-	-	25%	*	15%	19%	17%	13%	
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	87%	-	87%	-	-	-	-	29%	*	90%	85%	87%	88%	
	2018	72%	75%	74%	*	75%	*	*	-	-	44%	*	67%	79%	73%	72%	
At Meets Grade Level or Above	2019	43%	46%	63%	-	63%	-	-	-	-	14%	*	67%	60%	63%	64%	
	2018	40%	43%	46%	*	47%	*	*	-	-	44%	*	39%	51%	45%	45%	
At Masters Grade Level	2019	17%	18%	26%	-	26%	-	-	-	-	14%	*	27%	25%	26%	29%	
	2018	18%	20%	24%	*	25%	*	*	-	-	33%	*	22%	25%	24%	25%	
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	86%	-	86%	-	-	-	-	43%	*	93%	78%	86%	86%	
	2018	69%	69%	58%	*	58%	*	*	-	-	30%	*	64%	54%	59%	56%	
At Meets Grade Level or Above	2019	42%	43%	42%	-	42%	-	-	-	-	14%	*	38%	46%	43%	43%	
	2018	43%	44%	27%	*	28%	*	*	-	-	30%	*	31%	24%	27%	23%	
At Masters Grade Level	2019	18%	19%	10%	-	10%	-	-	-	-	14%	*	7%	14%	10%	8%	
	2018	15%	16%	6%	*	6%	*	*	-	-	30%	*	5%	6%	5%	3%	
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	80%	-	81%	*	*	-	-	38%	*	80%	80%	79%	74%	
	2018	86%	86%	85%	-	85%	-	-	-	-	63%	*	84%	86%	86%	83%	
At Meets Grade Level or Above	2019	55%	56%	41%	-	41%	*	*	-	-	23%	*	45%	38%	39%	29%	
	2018	49%	51%	33%	-	33%	-	-	-	-	13%	*	41%	23%	33%	31%	
At Masters Grade Level	2019	28%	30%	16%	-	17%	*	*	-	-	23%	*	20%	13%	15%	10%	
	2018	27%	28%	17%	-	17%	-	-	-	-	0%	*	21%	12%	17%	16%	
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	85%	-	85%	*	*	-	-	58%	*	84%	86%	84%	82%	
	2018	86%	87%	78%	-	78%	-	-	-	-	50%	*	82%	75%	79%	80%	
At Meets Grade Level or Above	2019	57%	58%	35%	-	35%	*	*	-	-	33%	*	36%	33%	31%	30%	
	2018	51%	52%	30%	-	30%	-	-	-	-	25%	*	36%	25%	30%	33%	
At Masters Grade Level	2019	17%	18%	6%	-	6%	*	*	-	-	25%	*	4%	8%	5%	6%	
	2018	15%	16%	4%	-	4%	-	-	-	-	13%	*	4%	4%	4%	4%	
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	81%	67%	-	69%	*	*	-	-	38%	*	72%	63%	66%	59%	
	2018	76%	77%	65%	-	65%	-	-	-	-	25%	*	72%	56%	65%	68%	
At Meets Grade Level or Above	2019	51%	52%	30%	-	30%	*	*	-	-	38%	*	33%	27%	29%	20%	
	2018	52%	53%	25%	-	25%	-	-	-	-	13%	*	30%	20%	25%	27%	
At Masters Grade Level	2019	25%	27%	5%	-	5%	*	*	-	-	31%	*	8%	3%	5%	4%	
	2018	28%	29%	7%	-	7%	-	-	-	-	0%	*	8%	6%	7%	8%	

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		Region	African	American	Pacific	Two or	Special	Special	Continu-	Continu-	Econ	EL					
	State	04	District	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously	ously	Disadv	(Current & Monitored)	
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	66%	-	67%	*	*	-	-	-	31%	*	71%	62%	66%	57%
	2018	65%	66%	77%	-	77%	-	-	-	-	-	38%	*	84%	67%	76%	75%
At Meets Grade Level or Above	2019	37%	38%	37%	-	38%	*	*	-	-	-	31%	*	39%	36%	37%	31%
	2018	36%	37%	47%	-	47%	-	-	-	-	-	13%	*	57%	34%	46%	51%
At Masters Grade Level	2019	21%	23%	18%	-	17%	*	*	-	-	-	31%	*	25%	12%	16%	15%
	2018	21%	22%	21%	-	21%	-	-	-	-	-	13%	*	27%	14%	20%	19%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	58%	-	58%	*	-	*	-	-	20%	-	67%	48%	60%	31%
	2018	65%	65%	79%	*	81%	*	-	*	-	-	88%	-	84%	71%	80%	76%
At Meets Grade Level or Above	2019	50%	50%	36%	-	37%	*	-	*	-	-	13%	-	48%	22%	38%	17%
	2018	44%	45%	36%	*	37%	*	-	-	-	-	13%	-	44%	23%	35%	26%
At Masters Grade Level	2019	11%	11%	5%	-	6%	*	-	*	-	-	0%	-	8%	2%	6%	0%
	2018	7%	8%	0%	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	69%	66%	-	67%	*	-	*	-	-	31%	-	81%	41%	65%	52%
	2018	67%	67%	72%	-	72%	-	-	-	-	-	38%	-	80%	59%	73%	59%
At Meets Grade Level or Above	2019	49%	50%	44%	-	45%	*	-	*	-	-	8%	-	58%	19%	44%	26%
	2018	48%	48%	51%	-	51%	-	-	-	-	-	25%	-	67%	22%	52%	31%
At Masters Grade Level	2019	8%	9%	0%	-	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
	2018	8%	9%	7%	-	7%	-	-	-	-	-	13%	-	7%	7%	7%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	85%	*	85%	*	-	*	-	-	33%	-	88%	82%	86%	76%
	2018	83%	83%	86%	*	87%	*	-	*	-	-	67%	-	93%	74%	86%	84%
At Meets Grade Level or Above	2019	61%	61%	66%	*	67%	*	-	*	-	-	11%	-	72%	59%	68%	58%
	2018	55%	55%	65%	*	66%	*	-	*	-	-	8%	-	74%	49%	66%	62%
At Masters Grade Level	2019	37%	38%	39%	*	40%	*	-	*	-	-	0%	-	40%	39%	42%	35%
	2018	32%	34%	43%	*	45%	*	-	*	-	-	0%	-	50%	33%	44%	43%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	91%	-	92%	*	-	*	-	-	78%	-	98%	84%	92%	87%
	2018	87%	86%	89%	*	89%	*	-	*	-	-	70%	-	96%	78%	88%	80%
At Meets Grade Level or Above	2019	62%	63%	58%	-	58%	*	-	*	-	-	11%	-	62%	55%	60%	38%
	2018	59%	60%	58%	*	59%	*	-	*	-	-	10%	-	67%	46%	60%	45%
At Masters Grade Level	2019	25%	28%	18%	-	17%	*	-	*	-	-	0%	-	17%	18%	18%	15%
	2018	24%	26%	20%	*	21%	*	-	*	-	-	0%	-	24%	16%	20%	12%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	89%	-	89%	-	-	-	-	-	75%	-	92%	81%	87%	79%
	2018	92%	91%	86%	-	86%	-	-	-	-	-	50%	-	90%	79%	88%	70%
At Meets Grade Level or Above	2019	73%	75%	59%	-	59%	-	-	-	-	-	33%	-	68%	37%	62%	39%
	2018	70%	71%	59%	-	59%	-	-	-	-	-	33%	-	69%	42%	59%	30%

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2019-20 District STAAR Performance

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	45%	49%	36%	-	36%	-	-	-	-	-	25%	-	45%	15%	39%	13%
	2018	40%	43%	26%	-	26%	-	-	-	-	-	0%	-	31%	17%	25%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	78%	*	79%	56%	*	*	-	-	51%	22%	82%	74%	79%	75%
	2018	77%	77%	75%	25%	76%	67%	*	*	-	-	55%	41%	79%	71%	75%	73%
At Meets Grade Level or Above	2019	50%	51%	45%	*	46%	44%	*	*	-	-	29%	0%	50%	40%	46%	40%
	2018	48%	49%	42%	13%	43%	20%	*	*	-	-	30%	6%	47%	36%	42%	39%
At Masters Grade Level	2019	24%	25%	19%	*	19%	19%	*	*	-	-	16%	0%	22%	15%	19%	17%
	2018	22%	23%	17%	0%	18%	7%	*	*	-	-	17%	0%	19%	16%	17%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	73%	-	73%	67%	*	*	-	-	39%	29%	77%	68%	73%	69%
	2018	74%	74%	74%	*	74%	40%	*	-	-	-	57%	33%	76%	71%	74%	70%
At Meets Grade Level or Above	2019	48%	49%	40%	-	40%	50%	*	*	-	-	22%	0%	46%	33%	40%	33%
	2018	46%	47%	37%	*	37%	20%	*	-	-	-	29%	0%	43%	29%	37%	32%
At Masters Grade Level	2019	21%	22%	15%	-	15%	0%	*	*	-	-	12%	0%	17%	13%	15%	13%
	2018	19%	20%	14%	*	14%	20%	*	-	-	-	17%	0%	14%	14%	13%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	85%	*	85%	*	*	*	-	-	60%	29%	86%	84%	85%	84%
	2018	81%	82%	80%	*	81%	80%	*	*	-	-	61%	57%	82%	79%	80%	79%
At Meets Grade Level or Above	2019	52%	53%	54%	*	54%	*	*	*	-	-	36%	0%	57%	50%	54%	51%
	2018	50%	51%	49%	*	50%	20%	*	*	-	-	39%	14%	51%	47%	49%	48%
At Masters Grade Level	2019	26%	28%	26%	*	26%	*	*	*	-	-	15%	0%	30%	23%	27%	25%
	2018	24%	25%	25%	*	25%	0%	*	*	-	-	20%	0%	27%	23%	25%	23%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	78%	-	78%	-	-	-	-	-	67%	*	83%	72%	80%	77%
	2018	66%	66%	61%	*	62%	*	*	-	-	-	36%	*	63%	60%	62%	60%
At Meets Grade Level or Above	2019	38%	39%	35%	-	35%	-	-	-	-	-	25%	*	35%	36%	37%	34%
	2018	41%	42%	35%	*	35%	*	*	-	-	-	29%	*	37%	33%	34%	31%
At Masters Grade Level	2019	14%	15%	6%	-	6%	-	-	-	-	-	8%	*	4%	9%	6%	4%
	2018	13%	13%	7%	*	7%	*	*	-	-	-	29%	*	7%	8%	7%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	80%	-	81%	*	*	*	-	-	59%	*	84%	76%	80%	74%
	2018	80%	80%	77%	*	77%	*	-	*	-	-	57%	*	85%	66%	77%	75%
At Meets Grade Level or Above	2019	54%	55%	47%	-	48%	*	*	*	-	-	33%	*	52%	42%	47%	37%
	2018	51%	52%	42%	*	42%	*	-	*	-	-	19%	*	48%	33%	42%	37%
At Masters Grade Level	2019	25%	27%	16%	-	16%	*	*	*	-	-	22%	*	20%	12%	16%	14%
	2018	23%	24%	14%	*	15%	*	-	*	-	-	10%	*	16%	11%	14%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	74%	-	75%	*	*	-	-	-	52%	*	81%	67%	73%	63%
	2018	78%	79%	80%	-	80%	-	-	-	-	-	43%	*	87%	71%	80%	74%

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS
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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

			Region	African		American					Two or	Special	Special	Continu-	Non-		EL	
			State	04	District	American	Hispanic	White	Indian	Asian	Pacific	More	Ed	Ed	ously	Continu-	Econ	(Current
											Islander	Races	(Current)	(Former)	Enrolled	ously	Disadv	&
																		Monitored)
At Meets Grade Level or Above	2019	55%	57%	45%	-	46%	*	*	-	-	-	-	32%	*	53%	36%	46%	33%
	2018	53%	54%	51%	-	51%	-	-	-	-	-	-	21%	*	62%	37%	51%	46%
At Masters Grade Level	2019	33%	36%	24%	-	24%	*	*	-	-	-	-	28%	*	34%	12%	24%	14%
	2018	31%	32%	23%	-	23%	-	-	-	-	-	-	7%	*	29%	15%	22%	16%

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS
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Texas Education Agency
Texas Academic Performance Report
2019-20 District Progress

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	63	72	-	72	-	-	-	-	-	50	-	77	65	75	76
	2018	63	64	73	-	73	*	-	-	-	-	*	-	71	77	73	73
Grade 4 Mathematics	2019	65	66	58	-	58	-	-	-	-	-	80	-	63	53	62	58
	2018	65	67	67	-	67	*	-	-	-	-	*	-	65	70	66	66
Grade 5 ELA/Reading	2019	81	81	77	-	77	-	-	-	-	-	90	-	75	79	77	75
	2018	80	80	77	-	77	-	-	-	-	-	*	*	78	75	77	74
Grade 5 Mathematics	2019	83	82	91	-	91	-	-	-	-	-	80	-	91	91	91	91
	2018	81	79	87	-	87	-	-	-	-	-	*	*	86	88	87	85
Grade 6 ELA/Reading	2019	42	44	41	-	41	*	-	-	-	-	33	*	44	38	41	41
	2018	47	49	49	*	49	-	-	-	-	-	*	*	49	49	49	56
Grade 6 Mathematics	2019	54	55	47	-	47	*	-	-	-	-	33	*	57	40	47	47
	2018	56	57	60	*	60	-	-	-	-	-	33	*	63	56	59	61
Grade 7 ELA/Reading	2019	77	78	84	-	84	-	-	-	-	-	83	*	91	77	84	85
	2018	76	77	82	*	82	*	*	-	-	-	67	*	85	80	83	83
Grade 7 Mathematics	2019	62	63	81	-	81	-	-	-	-	-	67	*	81	81	81	84
	2018	67	67	79	*	79	*	*	-	-	-	57	*	74	82	78	78
Grade 8 ELA/Reading	2019	77	78	80	-	80	*	*	-	-	-	80	*	82	79	80	78
	2018	79	79	81	-	81	-	-	-	-	-	75	*	76	87	81	81
Grade 8 Mathematics	2019	82	84	83	-	84	*	*	-	-	-	100	*	90	78	83	81
	2018	81	81	67	-	67	-	-	-	-	-	67	*	67	68	68	65
End of Course English II	2019	69	70	65	-	66	*	-	*	-	-	*	-	65	66	67	63
	2018	67	67	80	-	80	-	-	-	-	-	90	-	84	70	80	76
End of Course Algebra I	2019	75	75	82	-	82	*	-	-	-	-	25	-	79	86	82	80
	2018	72	72	85	*	87	*	-	*	-	-	*	-	89	77	86	82
All Grades Both Subjects	2019	69	70	72	-	72	56	*	*	-	-	67	25	75	68	72	71
	2018	69	70	74	50	74	67	*	*	-	-	69	62	74	74	74	73
All Grades ELA/Reading	2019	68	69	70	-	70	60	*	*	-	-	68	25	73	66	70	70
	2018	69	69	74	*	74	*	*	-	-	-	74	50	74	75	74	74
All Grades Mathematics	2019	70	71	73	-	73	*	*	-	-	-	65	25	77	69	73	72
	2018	70	70	73	*	74	50	*	*	-	-	63	71	74	73	73	72

Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	50%	-	50%	*	*	-	-	-	24%	51%	50%
	2018	38%	38%	45%	*	46%	*	*	-	-	-	38%	45%	41%
Mathematics	2019	45%	45%	55%	-	56%	*	-	-	-	-	38%	55%	54%
	2018	47%	46%	42%	*	42%	-	*	-	-	-	31%	42%	40%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	77%	-	77%	-	-	-	-	-	100%	77%	71%
Students Requiring Accelerated Instruction														
	2019	22%	23%	23%	-	23%	-	-	-	-	-	0%	23%	29%
STAAR Cumulative Met Standard														
	2019	86%	86%	87%	-	87%	-	-	-	-	-	100%	88%	82%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	100%	-	100%	-	-	-	-	-	*	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	9%	12%	*	-	*	-	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	83%	89%	-	89%	-	-	-	-	-	100%	88%	86%
Students Requiring Accelerated Instruction														
	2019	17%	17%	11%	-	11%	-	-	-	-	-	0%	12%	14%
STAAR Cumulative Met Standard														
	2019	90%	89%	94%	-	94%	-	-	-	-	-	100%	94%	93%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	100%	-	100%	-	-	-	-	-	*	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	24%	30%	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	70%	-	71%	*	*	-	-	-	11%	70%	54%
Students Requiring Accelerated Instruction														
	2019	22%	21%	30%	-	29%	*	*	-	-	-	89%	30%	46%
STAAR Cumulative Met Standard														
	2019	85%	86%	77%	-	78%	*	*	-	-	-	22%	76%	64%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	*	-	*	-	-	-	-	-	-	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 8														
	2019	38%	36%	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Mathematics														

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Texas Education Agency
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2019-20 District Prior Year and Student Success Initiative

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	83%	69%	-	69%	*	*	-	-	-	13%	68%	61%
Students Requiring Accelerated Instruction	2019	18%	17%	31%	-	31%	*	*	-	-	-	88%	32%	39%
STAAR Cumulative Met Standard	2019	88%	88%	81%	-	82%	*	*	-	-	-	38%	81%	75%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	99%	*	-	*	-	-	-	-	-	-	*	*
STAAR Met Standard (Non-Proficient in Previous Year) Retained in Grade 8	2019	56%	64%	*	-	*	-	-	-	-	-	-	*	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	78%	78%	78%	-	-	-	65%	80%	59%	69%	70%	70%
	2018	77%	77%	75%	70%	70%	-	-	-	59%	74%	53%	67%	64%	64%
At Meets Grade Level or Above	2019	50%	51%	45%	43%	43%	-	-	-	26%	44%	19%	29%	33%	33%
	2018	48%	49%	42%	35%	35%	-	-	-	24%	41%	17%	17%	29%	29%
At Masters Grade Level	2019	24%	25%	19%	20%	20%	-	-	-	7%	18%	3%	17%	13%	13%
	2018	22%	23%	17%	11%	11%	-	-	-	7%	16%	3%	0%	9%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	73%	73%	73%	-	-	-	56%	81%	49%	47%	64%	63%
	2018	74%	74%	74%	64%	64%	-	-	-	55%	66%	51%	58%	59%	59%
At Meets Grade Level or Above	2019	48%	49%	40%	35%	35%	-	-	-	19%	38%	13%	21%	26%	26%
	2018	46%	47%	37%	28%	28%	-	-	-	15%	22%	12%	0%	21%	21%
At Masters Grade Level	2019	21%	22%	15%	15%	15%	-	-	-	5%	14%	2%	16%	9%	9%
	2018	19%	20%	14%	10%	10%	-	-	-	2%	5%	1%	0%	6%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	85%	85%	85%	-	-	-	77%	94%	70%	79%	81%	81%
	2018	81%	82%	80%	78%	78%	-	-	-	67%	90%	57%	80%	73%	73%
At Meets Grade Level or Above	2019	52%	53%	54%	56%	56%	-	-	-	38%	68%	27%	36%	46%	46%
	2018	50%	51%	49%	43%	43%	-	-	-	37%	69%	23%	40%	40%	40%
At Masters Grade Level	2019	26%	28%	26%	31%	31%	-	-	-	13%	34%	5%	14%	22%	21%
	2018	24%	25%	25%	16%	16%	-	-	-	15%	37%	6%	0%	16%	16%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	78%	65%	65%	-	-	-	80%	88%	74%	*	72%	71%
	2018	66%	66%	61%	60%	60%	-	-	-	36%	50%	29%	*	49%	49%
At Meets Grade Level or Above	2019	38%	39%	35%	20%	20%	-	-	-	32%	44%	23%	*	25%	25%
	2018	41%	42%	35%	35%	35%	-	-	-	7%	18%	2%	*	22%	22%
At Masters Grade Level	2019	14%	15%	6%	0%	0%	-	-	-	3%	8%	0%	*	2%	1%
	2018	13%	13%	7%	6%	6%	-	-	-	1%	5%	0%	*	4%	4%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	80%	80%	80%	-	-	-	61%	52%	65%	100%	70%	70%
	2018	80%	80%	77%	75%	75%	-	-	-	66%	69%	65%	*	70%	70%
At Meets Grade Level or Above	2019	54%	55%	47%	47%	47%	-	-	-	17%	19%	16%	17%	30%	30%
	2018	51%	52%	42%	29%	29%	-	-	-	18%	23%	16%	*	23%	23%
At Masters Grade Level	2019	25%	27%	16%	19%	19%	-	-	-	3%	4%	3%	17%	10%	10%
	2018	23%	24%	14%	4%	4%	-	-	-	4%	8%	4%	*	4%	4%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	74%	-	-	-	-	-	50%	63%	44%	100%	50%	53%
	2018	78%	79%	80%	-	-	-	-	-	64%	83%	59%	*	64%	64%
At Meets Grade Level or Above	2019	55%	57%	45%	-	-	-	-	-	21%	26%	19%	67%	21%	24%
	2018	53%	54%	51%	-	-	-	-	-	36%	58%	30%	*	36%	36%
At Masters Grade Level	2019	33%	36%	24%	-	-	-	-	-	7%	7%	7%	33%	7%	9%
	2018	31%	32%	23%	-	-	-	-	-	0%	0%	0%	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	72%	75%	75%	-	-	-	66%	78%	61%	76%	70%	70%
	2018	69%	70%	74%	73%	73%	-	-	-	69%	77%	65%	63%	71%	70%
All Grades ELA/Reading	2019	68%	69%	70%	76%	76%	-	-	-	63%	80%	56%	78%	68%	68%
	2018	69%	69%	74%	72%	72%	-	-	-	72%	67%	74%	*	72%	72%
All Grades Mathematics	2019	70%	71%	73%	74%	74%	-	-	-	69%	77%	66%	75%	71%	71%

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Texas Education Agency
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Bilingual Education/English as a Second Language

(Current EL Students)

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	2018	State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	73%	73%	73%	-	-	-	67%	85%	58%	*	69%	69%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	50%	57%	57%	-	-	-	44%	55%	41%	*	49%	50%
	2018	38%	38%	45%	37%	37%	-	-	-	43%	52%	40%	*	41%	41%
Mathematics	2019	45%	45%	55%	56%	56%	-	-	-	51%	64%	48%	*	53%	54%
	2018	47%	46%	42%	53%	53%	-	-	-	26%	*	24%	*	40%	40%

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Participation

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	*	100%	100%	*	*	-	-	100%	100%	100%
Included in Accountability	94%	94%	95%	*	95%	100%	*	*	-	-	99%	95%	93%
Not Included in Accountability													
Mobile	4%	4%	2%	*	2%	0%	*	*	-	-	1%	2%	2%
Other Exclusions	1%	1%	3%	*	3%	0%	*	*	-	-	1%	3%	5%
Not Tested	1%	1%	0%	*	0%	0%	*	*	-	-	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	*	*	-	-	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	*	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	*	*	-	-	99%	100%	100%
Included in Accountability	94%	94%	97%	100%	97%	94%	*	*	-	-	95%	97%	95%
Not Included in Accountability													
Mobile	4%	4%	2%	0%	2%	6%	*	*	-	-	4%	1%	2%
Other Exclusions	1%	1%	1%	0%	1%	0%	*	*	-	-	1%	1%	3%
Not Tested	1%	1%	0%	0%	0%	0%	*	*	-	-	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	*	-	-	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	-	1%	0%	0%

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2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	95.6%	*	95.6%	91.5%	*	*	-	-	94.1%	95.8%	96.0%
2017-18	95.4%	95.4%	96.2%	*	96.2%	97.0%	*	*	-	-	94.4%	96.2%	96.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.6%	0.0%	-	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
2017-18	0.4%	0.6%	0.0%	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.0%	1.0%	-	1.0%	*	-	*	-	-	7.7%	0.7%	2.9%
2017-18	1.9%	2.1%	2.9%	*	3.0%	*	-	*	-	-	3.8%	2.7%	9.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	89.0%	91.8%	-	91.8%	-	-	-	-	-	*	92.5%	70.0%
Received TxCHSE	0.5%	0.4%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Continued HS	3.7%	3.7%	1.6%	-	1.6%	-	-	-	-	-	*	1.9%	10.0%
Dropped Out	5.9%	6.9%	6.6%	-	6.6%	-	-	-	-	-	*	5.7%	20.0%
Graduates and TxCHSE	90.4%	89.5%	91.8%	-	91.8%	-	-	-	-	-	*	92.5%	70.0%
Graduates, TxCHSE, and Continuers	94.1%	93.1%	93.4%	-	93.4%	-	-	-	-	-	*	94.3%	80.0%
Class of 2018													
Graduated	90.0%	88.9%	96.4%	-	96.4%	-	-	-	-	-	*	96.3%	*
Received TxCHSE	0.4%	0.5%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*
Continued HS	3.8%	4.0%	3.6%	-	3.6%	-	-	-	-	-	*	3.7%	*
Dropped Out	5.7%	6.6%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*
Graduates and TxCHSE	90.4%	89.3%	96.4%	-	96.4%	-	-	-	-	-	*	96.3%	*
Graduates, TxCHSE, and Continuers	94.3%	93.4%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	91.3%	98.1%	-	98.1%	-	-	-	-	-	80.0%	98.1%	*
Received TxCHSE	0.6%	0.6%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Continued HS	1.1%	1.1%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.1%	7.0%	1.9%	-	1.9%	-	-	-	-	-	20.0%	1.9%	*
Graduates and TxCHSE	92.8%	91.9%	98.1%	-	98.1%	-	-	-	-	-	80.0%	98.1%	*
Graduates, TxCHSE, and Continuers	93.9%	93.0%	98.1%	-	98.1%	-	-	-	-	-	80.0%	98.1%	*
Class of 2017													
Graduated	92.0%	91.0%	92.5%	-	92.5%	-	-	-	-	-	100.0%	95.8%	*
Received TxCHSE	0.6%	0.7%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Continued HS	1.1%	1.2%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.3%	7.1%	7.5%	-	7.5%	-	-	-	-	-	0.0%	4.2%	*
Graduates and TxCHSE	92.6%	91.7%	92.5%	-	92.5%	-	-	-	-	-	100.0%	95.8%	*
Graduates, TxCHSE, and Continuers	93.7%	92.9%	92.5%	-	92.5%	-	-	-	-	-	100.0%	95.8%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency
Texas Academic Performance Report

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

County Name: HARRIS

District Number: 101806

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	91.5%	92.5%	-	92.5%	-	-	-	-	-	100.0%	95.8%	*
Received TxCHSE	0.7%	0.8%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Continued HS	0.6%	0.6%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.3%	7.1%	7.5%	-	7.5%	-	-	-	-	-	0.0%	4.2%	*
Graduates and TxCHSE	93.2%	92.3%	92.5%	-	92.5%	-	-	-	-	-	100.0%	95.8%	*
Graduates, TxCHSE, and Continuers	93.7%	92.9%	92.5%	-	92.5%	-	-	-	-	-	100.0%	95.8%	*
Class of 2016													
Graduated	92.1%	91.3%	94.2%	-	94.2%	-	-	-	-	-	100.0%	95.2%	80.0%
Received TxCHSE	0.8%	0.9%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.5%	0.5%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	7.3%	5.8%	-	5.8%	-	-	-	-	-	0.0%	4.8%	20.0%
Graduates and TxCHSE	92.9%	92.1%	94.2%	-	94.2%	-	-	-	-	-	100.0%	95.2%	80.0%
Graduates, TxCHSE, and Continuers	93.4%	92.7%	94.2%	-	94.2%	-	-	-	-	-	100.0%	95.2%	80.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.0%	91.8%	-	91.8%	-	-	-	-	-	*	92.5%	70.0%
Class of 2018	90.0%	88.9%	96.4%	-	96.4%	-	-	-	-	-	*	96.3%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	76.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	71.3%	*	-	*	-	-	-	-	-	*	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	5.0%	8.9%	-	8.9%	-	-	-	-	-	*	8.2%	14.3%
Class of 2018	5.0%	6.4%	84.6%	-	84.6%	-	-	-	-	-	*	86.3%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	81.1%	76.8%	-	76.8%	-	-	-	-	-	*	79.6%	42.9%
Class of 2018	82.0%	80.4%	7.7%	-	7.7%	-	-	-	-	-	*	7.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	86.1%	85.7%	-	85.7%	-	-	-	-	-	*	87.8%	57.1%
Class of 2018	86.8%	86.7%	90.6%	-	90.6%	-	-	-	-	-	*	92.3%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	27.5%	*	-	*	-	-	-	-	-	*	*	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	5.0%	7.1%	-	7.1%	-	-	-	-	-	*	6.1%	12.5%
2017-18	4.9%	6.3%	86.5%	-	86.5%	-	-	-	-	-	*	88.2%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.6%	76.8%	-	76.8%	-	-	-	-	-	*	79.6%	37.5%
2017-18	81.5%	80.1%	7.7%	-	7.7%	-	-	-	-	-	*	7.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency
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2019-20 District Attendance, Graduation, and Dropout Rates

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

County Name: HARRIS

District Number: 101806

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	84.1%	83.9%	-	83.9%	-	-	-	-	-	*	85.7%	50.0%
2017-18	85.1%	84.9%	92.5%	-	92.5%	-	-	-	-	-	*	94.2%	*

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

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Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	56	100.0%	355,615	100.0%
By Ethnicity:				
African American	0	0.0%	43,953	12.4%
Hispanic	56	100.0%	180,673	50.8%
White	0	0.0%	105,577	29.7%
American Indian	0	0.0%	1,293	0.4%
Asian	0	0.0%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	0	0.0%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	9	16.1%	51,579	14.5%
Foundation H.S. Program (Endorsement)	4	7.1%	15,160	4.3%
Foundation H.S. Program (DLA)	43	76.8%	285,538	80.3%
Special Education Graduates	4	7.1%	27,598	7.8%
Economically Disadvantaged Graduates	49	87.5%	186,364	52.4%
LEP Graduates	8	14.3%	25,189	7.1%
At-Risk Graduates	39	69.6%	146,432	41.2%

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2019-20 District College, Career, and Military Readiness (CCMR)

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

County Name: HARRIS

District Number: 101806

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	72.0%	58.0%	-	58.0%	-	-	-	-	-	*	57.1%	12.5%
2017-18	65.5%	65.8%	67.9%	-	67.9%	-	-	-	-	-	*	69.2%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	53.2%	35.7%	-	35.7%	-	-	-	-	-	*	36.7%	0.0%
2017-18	50.0%	51.8%	39.6%	-	39.6%	-	-	-	-	-	*	40.4%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.9%	46.4%	-	46.4%	-	-	-	-	-	*	49.0%	12.5%
2017-18	58.2%	59.4%	35.8%	-	35.8%	-	-	-	-	-	*	36.5%	*
Mathematics													
2018-19	48.6%	51.4%	26.8%	-	26.8%	-	-	-	-	-	*	26.5%	0.0%
2017-18	46.0%	50.4%	26.4%	-	26.4%	-	-	-	-	-	*	26.9%	*
Both Subjects													
2018-19	44.2%	45.3%	26.8%	-	26.8%	-	-	-	-	-	*	26.5%	0.0%
2017-18	42.1%	45.1%	17.0%	-	17.0%	-	-	-	-	-	*	17.3%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.2%	19.6%	-	19.6%	-	-	-	-	-	*	20.4%	0.0%
2017-18	20.7%	17.5%	17.0%	-	17.0%	-	-	-	-	-	*	17.3%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	24.3%	30.4%	-	30.4%	-	-	-	-	-	*	30.6%	0.0%
2017-18	20.4%	23.3%	32.1%	-	32.1%	-	-	-	-	-	*	32.7%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.7%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2017-18	1.4%	1.5%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.8%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2017-18	1.0%	0.3%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	37.1%	33.0%	-	33.0%	-	-	-	-	-	*	31.6%	12.5%
2017-18	28.7%	25.2%	41.5%	-	41.5%	-	-	-	-	-	*	42.3%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	9.9%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2017-18	4.8%	4.3%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

County Name: HARRIS

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.4%	1.8%	-	1.8%	-	-	-	-	-	*	0.0%	0.0%
2017-18	1.7%	1.8%	1.9%	-	1.9%	-	-	-	-	-	*	1.9%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	50.6%	48.2%	-	48.2%	-	-	-	-	-	*	46.9%	0.0%
2017-18	38.7%	33.1%	73.6%	-	73.6%	-	-	-	-	-	*	75.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	5.4%	-	5.4%	-	-	-	-	-	*	6.1%	0.0%
2017-18	4.3%	4.1%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.3%	1.8%	-	1.8%	-	-	-	-	-	*	2.0%	12.5%
2017-18	2.6%	2.0%	3.8%	-	3.8%	-	-	-	-	-	*	3.8%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2017-18	0.6%	0.3%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*

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2019-20 District CCMR-Related Indicators

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District Number: 101806

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	25.3%	37.5%	-	37.5%	-	-	-	-	-	*	38.8%	12.5%
2017-18	32.1%	25.0%	30.2%	-	30.2%	-	-	-	-	-	*	30.8%	*
Mathematics													
2018-19	24.7%	20.6%	26.8%	-	26.8%	-	-	-	-	-	*	26.5%	0.0%
2017-18	23.7%	21.3%	22.6%	-	22.6%	-	-	-	-	-	*	23.1%	*
Both Subjects													
2018-19	18.8%	13.3%	23.2%	-	23.2%	-	-	-	-	-	*	22.4%	0.0%
2017-18	18.1%	13.8%	15.1%	-	15.1%	-	-	-	-	-	*	15.4%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	53.8%	48.2%	-	48.2%	-	-	-	-	-	*	46.9%	0.0%
2017-18	58.4%	51.1%	77.4%	-	77.4%	-	-	-	-	-	*	78.8%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	4.2%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2017-18	2.0%	1.3%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*
Mathematics													
2018-19	7.3%	8.5%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2017-18	3.9%	5.3%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*
Both Subjects													
2018-19	2.6%	1.7%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2017-18	0.9%	0.4%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.4%	15.4%	-	15.4%	-	-	-	-	-	n/a	15.3%	n/a
2018	25.8%	28.3%	32.3%	-	32.3%	-	-	-	-	-	n/a	30.8%	n/a
English Language Arts													
2019	14.5%	15.1%	0.0%	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
2018	15.3%	16.0%	0.8%	-	0.8%	-	-	-	-	-	n/a	0.0%	n/a
Mathematics													
2019	7.4%	8.1%	0.7%	-	0.7%	-	-	-	-	-	n/a	0.8%	n/a
2018	7.3%	8.3%	8.1%	-	8.1%	-	-	-	-	-	n/a	8.3%	n/a
Science													
2019	10.4%	11.4%	2.1%	-	2.1%	-	-	-	-	-	n/a	1.6%	n/a
2018	10.8%	11.8%	13.7%	-	13.7%	-	-	-	-	-	n/a	13.3%	n/a
Social Studies													
2019	13.9%	15.8%	0.0%	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
2018	14.5%	16.9%	0.0%	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.9%	86.4%	-	86.4%	-	-	-	-	-	n/a	89.5%	n/a
2018	50.7%	53.3%	65.0%	-	65.0%	-	-	-	-	-	n/a	64.9%	n/a
English Language Arts													
2019	41.2%	43.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	44.3%	*	-	*	-	-	-	-	-	n/a	-	n/a

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	54.9%	*	-	*	-	-	-	-	-	n/a	*	n/a
2018	52.8%	54.5%	0.0%	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
Science													
2019	40.6%	43.7%	*	-	*	-	-	-	-	-	n/a	*	n/a
2018	38.0%	41.1%	17.6%	-	17.6%	-	-	-	-	-	n/a	12.5%	n/a
Social Studies													
2019	46.3%	52.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	49.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	82.1%	100.0%	-	100.0%	-	-	-	-	-	n/a	100.0%	n/a
2017-18	74.6%	80.9%	90.6%	-	90.6%	-	-	-	-	-	n/a	88.5%	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	37.4%	13.8%	-	13.8%	-	-	-	-	-	n/a	14.3%	n/a
2017-18	37.9%	39.5%	4.2%	-	4.2%	-	-	-	-	-	n/a	2.2%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1028	903	-	903	-	-	-	-	-	n/a	911	n/a
2017-18	1036	1038	889	-	889	-	-	-	-	-	n/a	885	n/a
English Language Arts and Writing													
2018-19	517	515	456	-	456	-	-	-	-	-	n/a	460	n/a
2017-18	521	520	450	-	450	-	-	-	-	-	n/a	450	n/a
Mathematics													
2018-19	510	513	447	-	447	-	-	-	-	-	n/a	451	n/a
2017-18	515	518	439	-	439	-	-	-	-	-	n/a	435	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	17.5	-	17.5	-	-	-	-	-	n/a	17.5	n/a
2017-18	20.6	21.2	16.1	-	16.1	-	-	-	-	-	n/a	16.5	n/a
English Language Arts													
2018-19	20.3	20.8	17.2	-	17.2	-	-	-	-	-	n/a	17.3	n/a
2017-18	20.3	20.8	16.1	-	16.1	-	-	-	-	-	n/a	16.6	n/a
Mathematics													
2018-19	20.4	21.0	17.7	-	17.7	-	-	-	-	-	n/a	17.7	n/a
2017-18	20.6	21.2	15.8	-	15.8	-	-	-	-	-	n/a	15.8	n/a
Science													
2018-19	20.8	21.2	17.8	-	17.8	-	-	-	-	-	n/a	17.8	n/a
2017-18	20.9	21.4	16.1	-	16.1	-	-	-	-	-	n/a	16.6	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

County Name: HARRIS

District Number: 101806

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.2%	48.6%	-	48.9%	*	-	*	-	-	41.7%	49.8%	45.0%
2017-18	43.4%	43.6%	38.5%	*	38.9%	*	-	*	-	-	16.7%	39.3%	9.4%
English Language Arts													
2018-19	17.8%	18.5%	23.4%	-	23.6%	*	-	*	-	-	40.9%	24.7%	42.4%
2017-18	17.3%	18.5%	8.5%	*	8.6%	*	-	*	-	-	4.2%	8.9%	1.9%
Mathematics													
2018-19	20.4%	19.8%	9.7%	-	9.8%	*	-	*	-	-	0.0%	10.0%	0.0%
2017-18	20.7%	20.7%	9.2%	*	9.3%	*	-	*	-	-	0.0%	9.2%	0.0%
Science													
2018-19	21.7%	20.0%	20.9%	-	21.0%	*	-	*	-	-	9.1%	20.7%	5.6%
2017-18	21.2%	19.7%	21.3%	*	21.5%	*	-	*	-	-	13.0%	21.4%	5.8%
Social Studies													
2018-19	23.6%	22.7%	7.6%	-	7.6%	*	-	*	-	-	0.0%	8.5%	0.0%
2017-18	22.8%	22.2%	11.3%	*	11.5%	*	-	*	-	-	0.0%	11.4%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	54.7%	58.5%	-	58.5%	-	-	-	-	-	*	57.7%	*
2016-17	54.6%	55.9%	54.9%	-	54.9%	-	-	-	-	-	16.7%	52.1%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	63.3%	30.0%	-	30.0%	-	-	-	-	-	*	31.0%	*
2016-17	59.2%	60.5%	46.4%	-	46.4%	-	-	-	-	-	*	48.0%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

County Name: HARRIS

District Number: 101806

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,329	100.0%	5,479,173	100.0%	1,329	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	16,848	0.3%	0	0.0%	25,883	0.5%
Pre-Kindergarten	3	0.2%	248,413	4.5%	3	0.2%	249,226	4.5%
Kindergarten	100	7.5%	383,585	7.0%	100	7.5%	384,114	7.0%
Grade 1	95	7.1%	391,175	7.1%	95	7.1%	391,449	7.1%
Grade 2	102	7.7%	388,370	7.1%	102	7.7%	388,675	7.1%
Grade 3	98	7.4%	391,565	7.1%	98	7.4%	391,795	7.1%
Grade 4	102	7.7%	399,883	7.3%	102	7.7%	400,111	7.3%
Grade 5	107	8.1%	417,272	7.6%	107	8.1%	417,444	7.6%
Grade 6	158	11.9%	422,605	7.7%	158	11.9%	422,740	7.7%
Grade 7	147	11.1%	423,421	7.7%	147	11.1%	423,545	7.7%
Grade 8	128	9.6%	411,170	7.5%	128	9.6%	411,272	7.5%
Grade 9	91	6.8%	448,929	8.2%	91	6.8%	449,122	8.2%
Grade 10	70	5.3%	406,785	7.4%	70	5.3%	407,044	7.4%
Grade 11	46	3.5%	376,894	6.9%	46	3.5%	377,208	6.9%
Grade 12	82	6.2%	352,258	6.4%	82	6.2%	354,312	6.4%
Ethnic Distribution:								
African American	1	0.1%	691,582	12.6%	1	0.1%	692,925	12.6%
Hispanic	1,322	99.5%	2,892,928	52.8%	1,322	99.5%	2,899,504	52.8%
White	5	0.4%	1,477,699	27.0%	5	0.4%	1,483,688	27.0%
American Indian	0	0.0%	19,999	0.4%	0	0.0%	20,062	0.4%
Asian	1	0.1%	250,065	4.6%	1	0.1%	250,463	4.6%
Pacific Islander	0	0.0%	8,466	0.2%	0	0.0%	8,481	0.2%
Two or More Races	0	0.0%	138,434	2.5%	0	0.0%	138,817	2.5%
Sex:								
Female	682	51.3%	2,673,270	48.8%	682	51.3%	2,678,619	48.8%
Male	647	48.7%	2,805,903	51.2%	647	48.7%	2,815,321	51.2%
Economically Disadvantaged	1,305	98.2%	3,303,974	60.3%	1,305	98.2%	3,309,610	60.2%
Non-Educationally Disadvantaged	24	1.8%	2,175,199	39.7%	24	1.8%	2,184,330	39.8%
Section 504 Students	24	1.8%	376,734	6.9%	24	1.8%	376,956	6.9%
English Learners (EL)	734	55.2%	1,112,674	20.3%	734	55.2%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	82,551	1.5%				
Students w/ Dyslexia	6	0.5%	224,619	4.1%	6	0.5%	224,741	4.1%
Foster Care	0	0.0%	17,393	0.3%	0	0.0%	17,451	0.3%
Homeless	0	0.0%	78,178	1.4%	0	0.0%	78,296	1.4%
Immigrant	1	0.1%	126,747	2.3%	1	0.1%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	1,329	100.0%	3,568,526	65.1%	1,329	100.0%	3,576,850	65.1%
Military Connected	0	0.0%	105,751	1.9%	0	0.0%	105,787	1.9%
At-Risk	901	67.8%	2,773,390	50.6%	901	67.8%	2,776,481	50.5%

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS
 County Name: HARRIS
 District Number: 101806

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	716	53.9%	1,128,904	20.6%	716	53.9%	1,129,558	20.6%
Career & Technical Education	337	25.4%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	75	26.0%	805,496	50.8%	75	26.0%	806,117	50.8%
Gifted & Talented Education	43	3.2%	444,125	8.1%	43	3.2%	444,196	8.1%
Special Education	82	6.2%	577,868	10.5%	82	6.2%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	82		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	55	67.1%	245,216	42.4%				
Students with Physical Disabilities	9	11.0%	123,847	21.4%				
Students with Autism	6	7.3%	79,952	13.8%				
Students with Behavioral Disabilities	12	14.6%	120,042	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	91	7.0%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.0%	1.6%	0.0%	5.5%
Grade 1	7.4%	2.9%	25.0%	4.9%
Grade 2	4.4%	1.6%	0.0%	2.0%
Grade 3	2.0%	0.9%	0.0%	0.8%
Grade 4	0.0%	0.5%	0.0%	0.4%
Grade 5	0.0%	0.4%	0.0%	0.5%
Grade 6	0.0%	0.4%	11.1%	0.5%
Grade 7	0.8%	0.5%	0.0%	0.6%
Grade 8	0.7%	0.4%	0.0%	0.6%
Grade 9	5.3%	7.8%	0.0%	13.1%

Student Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	11	1.8%	5,686	0.2%

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

County Name: HARRIS

District Number: 101806

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	21.0	19.0
Grade 1	21.0	18.9
Grade 2	18.6	18.8
Grade 3	17.7	19.0
Grade 4	20.3	19.2
Grade 5	21.3	20.9
Grade 6	26.5	20.4
Secondary:		
English/Language Arts	19.5	16.4
Foreign Languages	16.4	18.7
Mathematics	16.9	17.8
Science	19.8	18.8
Social Studies	18.7	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

County Name: HARRIS

District Number: 101806

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	162.1	100.0%	734,726.4	100.0%
Professional Staff:	101.6	62.7%	468,132.4	63.7%
Teachers	79.8	49.2%	363,121.3	49.4%
Professional Support	13.8	8.5%	74,698.8	10.2%
Campus Administration (School Leadership)	3.0	1.9%	21,960.1	3.0%
Central Administration	5.0	3.1%	8,352.3	1.1%
Educational Aides:	0.0	0.0%	78,096.8	10.6%
Auxiliary Staff:	60.5	37.3%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	0.0	n/a	12,901.0	n/a
Part-time	1.0	n/a	1,103.0	n/a
Total Minority Staff:	153.1	94.4%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	3.8%	39,132.5	10.8%
Hispanic	72.8	91.2%	102,099.7	28.1%
White	4.0	5.0%	209,453.0	57.7%
American Indian	0.0	0.0%	1,239.6	0.3%
Asian	0.0	0.0%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	0.0	0.0%	4,165.2	1.1%
Males	19.8	24.8%	86,302.4	23.8%
Females	60.0	75.2%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,859.9	1.3%
Bachelors	70.8	88.7%	266,596.3	73.4%
Masters	9.0	11.3%	89,088.4	24.5%
Doctorate	0.0	0.0%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	25.7	32.2%	26,878.7	7.4%
1-5 Years Experience	29.8	37.3%	101,305.8	27.9%
6-10 Years Experience	13.9	17.5%	70,305.4	19.4%
11-20 Years Experience	10.4	13.0%	106,767.7	29.4%
Over 20 Years Experience	0.0	0.0%	57,863.9	15.9%
Number of Students per Teacher	16.7	n/a	15.1	n/a

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS
 County Name: HARRIS
 District Number: 101806

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.5	6.2
Average Years Experience of Principals with District	2.0	5.3
Average Years Experience of Assistant Principals	0.0	5.3
Average Years Experience of Assistant Principals with District	0.0	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	3.9	11.1
	1.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$49,038	\$49,868
1-5 Years Experience	\$50,254	\$52,823
6-10 Years Experience	\$53,733	\$55,756
11-20 Years Experience	\$59,100	\$59,308
Over 20 Years Experience	-	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$51,618	\$57,091
Professional Support	\$55,916	\$67,352
Campus Administration (School Leadership)	\$89,533	\$82,512
Central Administration	\$117,218	\$108,367
Instructional Staff Percent:	57.8%	64.6%
Turnover Rate for Teachers:	35.7%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

County Name: HARRIS

District Number: 101806

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	28.0	35.1%	23,626.0	6.5%
Career & Technical Education	2.7	3.4%	18,120.4	5.0%
Compensatory Education	0.0	0.0%	10,147.3	2.8%
Gifted & Talented Education	2.8	3.6%	7,053.3	1.9%
Regular Education	45.2	56.7%	257,548.7	70.9%
Special Education	1.0	1.3%	33,620.4	9.3%
Other	0.0	0.0%	13,005.2	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2018-2019 Financial Actual Report



2018 - 2019 Actual Financial Data
Totals for RAUL YZAGUIRRE SCHOOLS FOR SUCCESS (101806)
Total Enrolled Membership: 1,330

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$24,943,497,732	43.99%	\$4,605
State Operating Funds	\$13,687,718	94.43%	\$10,292	\$13,912,431	78.76%	\$10,460	\$21,921,438,167	38.66%	\$4,047
Federal Funds	\$537,723	3.71%	\$404	\$3,276,523	18.55%	\$2,464	\$6,959,931,329	12.27%	\$1,285
Other Local	\$269,558	1.86%	\$203	\$476,145	2.70%	\$358	\$2,882,959,027	5.08%	\$532
Total Operating Revenue	\$14,494,999	100.00%	\$10,898	\$17,665,099	100.00%	\$13,282	\$56,707,826,255	100.00%	\$10,470
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$0	0.00%	\$0	\$7,114,967,591	84.62%	\$1,314
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0	\$498,243,085	5.93%	\$92
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$794,651,977	9.45%	\$147
Total Other Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,407,862,653	100.00%	\$1,552
Subtotal: Operating and Other Revenue	\$14,494,999	100.00%	\$10,898	\$17,665,099	100.00%	\$13,282	\$65,115,688,908	100.00%	\$12,022
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Subtotal: Operating, Other and Recaptured Revenue	\$14,494,999	100.00%	\$10,898	\$17,665,099	100.00%	\$13,282	\$67,884,151,590	100.00%	\$12,534
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,691,153,910	63.99%	\$682
Estimated State TRS Contributions	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,077,222,453	36.01%	\$384
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$5,768,376,363	100.00%	\$1,065
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$14,494,999	100.00%	\$10,898	\$17,665,099	100.00%	\$13,282	\$70,884,065,271	100.00%	\$13,088
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$7,508,357	57.41%	\$5,645	\$8,912,101	56.40%	\$6,701	\$42,536,152,378	79.22%	\$7,854
Professional & Contracted Services (Object 62xx)	\$4,450,241	34.03%	\$3,346	\$4,706,127	29.78%	\$3,538	\$5,053,894,853	9.41%	\$933

2018 - 2019 Actual Financial Data
Totals for RAUL YZAGUIRRE SCHOOLS FOR SUCCESS (101806)
Total Enrolled Membership: 1,330

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$324,529	2.48%	\$244	\$1,375,526	8.71%	\$1,034	\$4,665,604,291	8.69%	\$861
Other Operating Expenditures (Object 64xx)	\$794,722	6.08%	\$598	\$807,172	5.11%	\$607	\$1,436,788,644	2.68%	\$265
Total Operating Expenditures by Object	\$13,077,849	100.00%	\$9,833	\$15,800,926	100.00%	\$11,880	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$270	100.00%	\$0	\$270	100.00%	\$0	\$8,439,295,633	48.78%	\$1,558
Capital Outlay(Object 66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Object	\$270	100.00%	\$0	\$270	100.00%	\$0	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Object	\$13,078,119	100.00%	\$9,833	\$15,801,196	100.00%	\$11,881	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$5,898,316	45.10%	\$4,435	\$7,457,939	47.20%	\$5,607	\$30,104,392,112	56.07%	\$5,558
Instructional Resources & Media Services (Function 12)	\$43,693	0.33%	\$33	\$43,693	0.28%	\$33	\$605,276,429	1.13%	\$112
Curriculum & Staff Development (Function 13)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,226,192,940	2.28%	\$226
Instructional Leadership (Function 21)	\$59,265	0.45%	\$45	\$59,265	0.38%	\$45	\$878,926,312	1.64%	\$162
School Leadership (Function 23)	\$1,020,639	7.80%	\$767	\$1,098,971	6.96%	\$826	\$3,188,405,674	5.94%	\$589
Guidance Counseling Services (Function 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,024,672,783	3.77%	\$374
Social Work Services (Function 32)	\$48,367	0.37%	\$36	\$48,367	0.31%	\$36	\$152,988,674	0.28%	\$28
Health Services (Function 33)	\$88,846	0.68%	\$67	\$88,846	0.56%	\$67	\$556,828,343	1.04%	\$103
Transportation (Function 34)	\$154,533	1.18%	\$116	\$154,833	0.98%	\$116	\$1,636,095,662	3.05%	\$302
Food Services (Function 35)	\$39	0.00%	\$0	\$933,636	5.91%	\$702	\$2,916,390,356	5.43%	\$538
Extracurricular (Function 36)	\$14,679	0.11%	\$11	\$45,788	0.29%	\$34	\$1,647,983,294	3.07%	\$304
General Administration (Function 41,92)	\$1,263,744	9.66%	\$950	\$1,263,744	8.00%	\$950	\$1,746,395,855	3.25%	\$322
Facilities Maintenance & Operations (Function 51)	\$4,200,835	32.12%	\$3,159	\$4,200,835	26.59%	\$3,159	\$5,226,340,714	9.73%	\$965
Security & Monitoring Services (Function 52)	\$41,041	0.31%	\$31	\$111,403	0.71%	\$84	\$558,885,118	1.04%	\$103
Data Processing Services (Function 53)	\$235,913	1.80%	\$177	\$235,913	1.49%	\$177	\$956,567,070	1.78%	\$177
Community Services (Function 61)	\$7,939	0.06%	\$6	\$57,693	0.37%	\$43	\$266,098,830	0.50%	\$49
Total Operating Expenditures by Function	\$13,077,849	100.00%	\$9,833	\$15,800,926	100.00%	\$11,880	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$270	100.00%	\$0	\$270	100.00%	\$0	\$8,439,295,633	48.78%	\$1,558

2018 - 2019 Actual Financial Data
Totals for RAUL YZAGUIRRE SCHOOLS FOR SUCCESS (101806)
Total Enrolled Membership: 1,330

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Function	\$270	100.00%	\$0	\$270	100.00%	\$0	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Function	\$13,078,119	100.00%	\$9,833	\$15,801,196	100.00%	\$11,881	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$4,617,646	35.31%	\$3,472	\$5,028,760	31.83%	\$3,781	\$23,769,020,825	44.27%	\$4,389
Gifted and Talented (PIC 21)	\$74,676	0.57%	\$56	\$74,676	0.47%	\$56	\$416,549,053	0.78%	\$77
Career and Technical (PIC 22)	\$218,291	1.67%	\$164	\$243,453	1.54%	\$183	\$1,673,614,337	3.12%	\$309
Students with Disabilities (PICs 23,33)	\$449,237	3.44%	\$338	\$681,000	4.31%	\$512	\$6,603,694,277	12.30%	\$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,718,085	13.14%	\$1,292	\$2,753,831	17.43%	\$2,071	\$4,676,522,504	8.71%	\$863
Bilingual (PICs 25,35)	\$178,695	1.37%	\$134	\$239,409	1.52%	\$180	\$690,802,576	1.29%	\$128
High School Allotment (PIC 31)	\$25,794	0.20%	\$19	\$25,794	0.16%	\$19	\$576,205,810	1.07%	\$106
PreKindergarten (PIC 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$576,398,990	1.07%	\$106
Athletics/Related Activities (PIC 91)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,093,452,352	2.04%	\$202
Un-Allocated (PIC 99)	\$5,795,425	44.31%	\$4,357	\$6,754,003	42.74%	\$5,078	\$13,616,179,442	25.36%	\$2,514
Total Operating Expenditures by Program Intent Code (PIC)	\$13,077,849	100.00%	\$9,833	\$15,800,926	100.00%	\$11,880	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$270	100.00%	\$0	\$270	100.00%	\$0	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$270	100.00%	\$0	\$270	100.00%	\$0	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$13,078,119	100.00%	\$9,833	\$15,801,196	100.00%	\$11,881	\$70,993,369,584	100.00%	\$13,108
Disbursements									
Total Disbursements									
Operating Expenditures	\$13,077,849	100.00%	\$9,833	\$15,800,926	100.00%	\$11,880	\$53,692,440,166	71.10%	\$9,913
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	3.67%	\$511
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,068,121,149	1.41%	\$197

2018 - 2019 Actual Financial Data
Totals for RAUL YZAGUIRRE SCHOOLS FOR SUCCESS (101806)
Total Enrolled Membership: 1,330

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Intergovernmental Charge	\$0	0.00%	\$0	\$0	0.00%	\$0	\$681,757,275	0.90%	\$126
Debt Service (Object 6500)	\$270	0.00%	\$0	\$270	0.00%	\$0	\$8,439,295,633	11.18%	\$1,558
Capital Projects (Object 6600)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,861,633,785	11.74%	\$1,636
Total Disbursements	\$13,078,119	100.00%	\$9,833	\$15,801,196	100.00%	\$11,881	\$75,511,710,690	100.00%	\$13,942
Net Assets**									
Net Assets									
Unrestricted Net Assets	\$0		\$0	\$549,235		\$413	\$513,176,056		\$1,622
Temporary Restricted Net Assets	\$0		\$0	\$3,225,889		\$2,425	\$816,203,829		\$2,579
Permanently Restricted Net Assets	\$0		\$0	\$0		\$0	\$213,196		\$1
Total Net Asset Balance**	\$0		\$0	\$3,775,124		\$2,838	\$1,329,799,869		\$4,202
Net Assets Reconciliation									
2017-2018 Total Net Assets (Previous Year)	\$0		\$0	\$1,952,587		\$1,515	\$1,080,364,815		\$3,650
2018-2019 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$1,822,537		\$1,370	\$211,514,052		\$668
2018-2019 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$5,089,915		\$16
2018-2019 Uncommon Items	\$0		\$0	\$0		\$0	\$32,831,087		\$6
2018-2019 Total Net Assets	\$0		\$0	\$3,775,124		\$2,838	\$1,329,799,869		\$4,202

District Accreditation Status





[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / Accreditation Status

2019-2020 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2019-2020 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2019-2020 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status
101806	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	4	C - Meets Standard	A	ACCREDITED	

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)

Previous Next

Report on Violent or Criminal Incidents:

- **Disciplinary Incidents by Reason Code**
- **Disciplinary Actions**
- **2020-2021 Discipline Policy**

**Raul Yzaguirre Schools for Success
Annual Discipline Report**

Disciplinary Incidents	2018-2019	2019-2020
<u>Criminal or Violent Offense</u>	Code 41	
Houston TSTEM & Early College High School	8	0
Houston STEM & Early College Middle School	9	0
District Subtotal	17	0
<u>Other Incidents</u>	Code 21	Code 21
Houston TSTEM & Early College High School	18	4
Houston STEM & Early College Middle School	40	14
District Subtotal	58	18
District Total Disciplinary Incidents	75	18

Code 41-Fighting/ Mutual Combat

Code 21-Violation of Code of Student Conduct

Disciplinary Actions	2018-2019	2019-2020
<u>In School Suspension</u>		
Houston TSTEM & Early College High School	0	0
Houston STEM & Early College Middle School	0	4
District Subtotal	0	4
<u>Out of School Suspension</u>		
Houston TSTEM & Early College High School	26	4
Houston STEM & Early College Middle School	49	10
District Subtotal	75	14
District Total Disciplinary Actions	75	18

1.2. RIGHTS AND RESPONSIBILITIES

RYSS students have a right to the pursuit of a high-quality, world-class education in a safe and healthy environment that is free from disruption, harassment, and discrimination. RYSS parents have a right to expect that students' rights will be honored. Additionally, students and parents share in the responsibility to ensure that students' rights are upheld.

1.2.1. School Responsibilities

- Provide a safe and healthy learning environment.
- Provide an equitable system of student management.
- Provide an educational experience that includes the latest best practices of teaching.
- Provide learning and enrichment opportunities outside the school setting.
- Provide open and consistent communication with parents.
- Provide access to the most current educational technology.
- Provide clean and well-maintained facilities.

1.2.2. Student Responsibilities

- Show respect toward others.
- Take responsibility for one's actions and active commitment to one's learning.
- Attend all classes every day and on time in conformity with RYSS guidelines and the compulsory attendance law of the State of Texas.
- Arrive to class prepared with appropriate learning tools and completed assignments.
- Dress according to RYSS dress code.
- Pay required fees and fines for all school activities and requirements.
- Know and obey all school rules or risk of losing membership as student in RYSS.
- Cooperate with all faculty and staff members K-12.
- Report to an administrator any incident or conduct that suggests a safety risk to others or RYSS property immediately. Not reporting an incident, delays correction of such situation.
- Use technology solely for school business and appropriate educational purposes.
- Know that the use, possession, and/or sale of illegal and unauthorized drugs, alcohol, and weapons are unlawful and prohibited.
- Know that random searches in accordance with state and federal law are possible in order to assure a safe school environment.
- Know that RYSS campuses have a zero tolerance policy.

1.2.3. Parent Responsibilities

- Support school, district, and classroom rules and regulations for student behavior and ensure that children conduct themselves according to district standards.
- Provide school uniform and supplies to meet campus safety and instructional needs.
- Provide the school with current address of residence, and when available, current telephone numbers.
- Ensure students' attendance at school. By state law, student attendance is the responsibility of parents and guardians.
- Provide the appropriate school personnel with any student information that will affect the student's ability to learn or the student's behavior.
- Support students by attending parent meetings, which will cover topics such as academics, extracurricular activities, resources, socialization, community involvement, etc.
- Read, acknowledge, and understand these rules and the rules applicable to their children's conduct while they are at school.
- Acknowledge and support school policies.

1.2.4. Instructional Programs

RYSS shall be responsible for providing a well-balanced curriculum and delivering effective instruction to all students. Students have the responsibility to strive for academic growth by participating in the appropriate educational program to the best of their ability.

1.2.5. Attendance of Students

RYSS schools will follow the Texas compulsory attendance laws. The state requires children to attend school each day that instruction is provided. The law applies to children ages 6-19. If a child is voluntarily enrolled in kindergarten before age 6, school attendance laws apply to that child as well.

The Texas Education Code requires a student to be in attendance 90% of the days that a course is offered during a semester in order to be awarded credit for the class (TEC §25.092).

1.2.6. Grading, Assessment, Promotion and Retention

Students shall be assessed on a continuous basis in the most effective manner to determine the extent of their progress. Students have the responsibility to maintain reasonable standards of academic performance commensurate with their ability (See Section 1.2.7).

1.2.7. Concerns

Student concerns are paramount and are not taken lightly. Students who wish to have particular concerns of any kind addressed may do so in person, email, or in writing to the campus principal. A *RYSS Student Incident Report* must be completed in detail providing the correct contact information. (See Section 1.13.1.) Please allow 24-48 hours for the concerns to be processed.

1.2.8. Violent Situation on Campus

At RYSS the highest priority is the safety of students and staff, and the district is committed to provide students and staff with a secure environment. As a prevention action, in addition to having Houston Police Department officers on campus at all times to safeguard our students, key RYSS personnel have undergone Preventing Training to respond to critical incidents in the form of violent disasters, such as: active shooter, violent intruder, mass shooting, terrorism, workplace violence, and other unexpected crises.

In the event of a violent disaster or any abnormal situation, the campus principal, in collaboration with the Houston Police Department, will alert parents/guardians via text message and/or voice call, to keep them updated as the situation progresses, and will contact them once the situation has been contained.

In an attempt to maintain everyone in our campus safe, we would also like to encourage parents/guardians to keep their contact information as updated as possible. This may be done by visiting the Registrar's office located in the main building, or by requesting a *Contact Information Form* in the district office's reception area. The form is also available in Section 6.0 of this handbook.

1.2.9. Student Dress Code and Personal Grooming

Each school shall adopt a specific dress code. All parents and students have the responsibility to become familiar with the school's dress code and grooming standards, and to adhere to them. There are three fundamental reasons for a school dress code: 1) to ensure the health and safety of everyone on campus; 2) to avoid any unacceptable disruptions to the learning environment; and 3) to encourage students to have appropriate dress habits.

1.2.10. Students and School Property

Students are expected to show proper respect for others and for property. Students are responsible for their actions directed toward school property and for any damage caused to school property. Damages to school property will result in disciplinary action and restitution. (See Section 1.12).

1.2.11. Search of Property and Students

Students are entitled to the guarantees of the Fourth Amendment of the U.S. Constitution and are subject to reasonable search and seizures by any authorized school personnel.

Students have the responsibility not to carry on their person or to have on school property or at school-sponsored events items such as drugs, e-cigarettes or vaping products, weapons, alcohol, or other contraband materials in violation of school policy or state law.

School officials are empowered to conduct reasonable searches of students and school property when there is reasonable cause to believe that students may be in possession of drugs, weapons, contraband, or other materials, in violation of RYSS policies or state law. Students do not have a reasonable expectation of privacy in the use of school lockers or school desks.

RYSS administration may utilize dogs and metal detectors to conduct searches of property and students. They may be used at random times and locations by RYSS administrative and law enforcement personnel.

1.2.12. Education During Suspension

Student absences while suspended shall be considered excused absences. Excused absences notwithstanding, students are responsible to make up all schoolwork missed while suspended within five school days after they return to school from suspension in order to receive credit for the work.

1.2.13. Gang-Free School Zone

HB 2086 of the 81st Texas Legislative Session establishes gang-free school zones and provides for enhanced punishment for gang-related criminal activity occurring in, on, or within 1,000 feet of any real property that is owned, rented, or leased by a school or a school board. Under the statute, the punishment for certain offenses is increased to the punishment prescribed for the next-highest category of offense if the actor is 17 years of age or older and it is shown, beyond a reasonable doubt after the trial of the offense, that the actor committed the offense at a location that was owned, rented, or leased by a school or school board.

1.2.14. Communication between School and Home

Communication between home and school is essential for the student to make the most of the opportunities provided. School communication starts with information documents such as handbooks, newsletters, progress reports, report cards, and student work. This communication continues with messages and phone calls between parents and school staff, information on campus web pages, home visits by school staff, and school open houses.

Communication might also include requests for conferences initiated by the school or the parent. Phone communication and conferences are encouraged whenever school staff members or parents have a concern regarding a student's academic or behavioral progress. Parents are asked to report any phone, email address or residential address changes to the school office as soon as possible.

In addition to regular home and school communication, the most current home contact information is essential in case of emergency.

Home visits are conducted at the beginning of the school year. The primary purpose of the home visit is to establish and encourage a solid foundation for both school and home, so that regular home-school communication may best take place.

1.2.15. Co-curricular and Extracurricular Participation

RYSS provides numerous enrichment, celebration, and extracurricular opportunities for the students. Such opportunities as field trips, banquets, proms, class outings, etc. are provided to enrich and celebrate the student; however, STUDENTS MUST BE IN GOOD ACADEMIC AND BEHAVIORAL STANDING IN ORDER TO PARTICIPATE IN ANY SUCH OPPORTUNITY.

In order for a student to be considered in *good academic standing*, the student must be passing all courses. In order for a student to be considered in good behavioral standing, the student must not have committed a Level I, II, III, IV, or V violation in the three weeks preceding any event.

In situations where additional or conflicting information is present, the guidelines of the University Interscholastic League (UIL) shall prevail.



1.3. STUDENT MISCONDUCT

This section describes a broad range of behaviors considered to be student misconduct and should be viewed as representative of the misconduct that most frequently causes a disruption to an orderly educational process. These acts of misconduct are listed in Levels I, II, III, IV, and V. The student who commits an act of misconduct that may be classified into any of the five levels will be subject to disciplinary action.

1.3.1. When and Where These Rules Apply

- The policies and administrative procedures concerning student conduct apply to actions of students on school property (including before/after school, dismissal time, and after school care/activities) and school buses and, in some cases, for conduct occurring off of school property or within 300 feet of school property.
- These rules are applicable to students placed in the In-School Suspension Program (ISS). Under state law, a student may be expelled by RYSS for Level V misconduct that occurs on the property of another school district within Texas.
- The rules apply to actions of students at all school-sponsored or school-related activities or events, such as field trips, sporting events, stadium assemblies, fairs, or evening, school-related activities.
- Students should be aware that the commission of any felony offense, whether at school or away from school, may result in placement of the student in ISS or further disciplinary action determined by administration.
- Students should be aware that administrators who are made aware of criminal activity, whether on or off of campus, will make a report to appropriate law enforcement agencies and that, in addition to these administrative rules, students may be subject to criminal charges for violations of the law.

1.3.2. General Discipline Guidelines for Assessing Penalties

When administering discipline, RYSS personnel shall adhere to the following general guidelines:

1. Discipline shall be administered when necessary to protect students, school employees, or property and to maintain essential order and discipline.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Administrators should use caution and should ordinarily consider developmentally appropriate interventions for very young children who engage in misconduct. Factors that must be considered in each decision concerning suspension, placement in ISS, or expulsion may include such factors as:
 - Seriousness of the offense;
 - Student's age and intent or lack of intent at the time the student engaged in the conduct;
 - Student's disciplinary history;
 - Student's attitude;
 - Potential effect of the misconduct on the school environment;
 - State law requirements for certain disciplinary consequences;
 - Whether the facts of the case warrant consideration of self-defense as a mitigating factor in the assessment of any punishment;

- Whether the student has a disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s misconduct.
3. Serious offenses are those that substantially disrupt or materially interfere with the orderly process in the classroom, RYSS transportation, the school, or any school-related activity, and may include persistent behavior of Level II or higher misconduct. An administrator may find, on the basis of the facts and circumstances of the case, that a Level III offense constitutes a serious offense. Finally, a finding that a student has engaged in any offense listed as an offense under Level IV or Level V constitutes a finding that the student has engaged in serious misbehavior.

1.3.3. Levels of Offenses—Overview

Acts of misconduct are categorized into the following five levels of offense:

1.3.3.1. Level I – Violation of Classroom or Transportation Rules

Offenses that generally occur in the classroom and can be corrected by the teacher.

1.3.3.2. Level II – Administrative Intervention

Offenses that are more serious in nature or a continuance of Level I misconduct.

1.3.3.3. Level III – Suspension and/or Removal to In-School Suspension (ISS)

Offenses that seriously disrupt the educational process in the classroom, in the school, and/or at school-related activities, or a continuance of Level I or Level II-misconduct. A finding that a student has engaged in a Level III offense may constitute a serious offense.

1.3.3.4. Level IV – Required Placement in In-School Suspension (ISS)

Criminal offenses as defined in Level IV. This may include any felony, whether school-related or not, unless it is one for which expulsion is required. A finding that a student has engaged in an offense listed under Level IV constitutes a finding that the student has engaged in serious misbehavior.

1.3.3.5. Level V – Expulsion for Serious Offenses

Offenses that include those for which a student may or shall be expelled under state law. They include continued serious or persistent misbehavior that violates RYSS guidelines and policies while placed in ISS. A finding that a student engaged in an offense listed under Level V constitutes a finding that the student has engaged in serious misbehavior.

Staff members will use their professional judgment to determine the most effective way to correct student misconduct. Disciplinary actions apply equally to all students.

1.3.4. General Procedures for Resolving School Problems

School problems can best be resolved at the campus level. In order to resolve problems,

parents, guardians, and/or students can do the following:

- Meet with a teacher at appropriate times to discuss existing problems.
- If the parents, guardians, and/or students are dissatisfied with the teacher's decision or explanation, they can meet with the principal or designee to review the area of concern.
- If further assistance is needed, students or parents may consider a formal complaint (See Section 1.13).

1.3.5. Corporal Punishment

RYSS prohibits corporal punishment as a disciplinary method. Anyone who suspects a student has experienced corporal punishment is directed to file a report with a teacher, principal, or other RYSS personnel.



1.4. LEVELS OF STUDENT MISCONDUCT AND DISCIPLINARY OPTIONS

1.4.1. Level I: Violation of Classroom or Transportation Rules

Each teacher or staff member establishes the rules for the classroom and for school-related activities. The classroom teacher can manage most of the behavior. The teacher may use any of the disciplinary options listed below in maintaining discipline.

Level I acts of misconduct include such behavior as:

- Violations of rules or procedures established by the teacher or staff member
- Refusal to participate in classroom activities
- Unexcused tardiness or absences to class
- Failure to bring required classroom learning tools or assigned work to class
- General misbehavior, such as eating in class, horseplay, making excessive noise, general disruption, or violating campus dress codes
- Any other act that disrupts the classroom or interrupts the educational process of the class
- Failure to deliver or return written communications between home, office, and school
- Disruptive or noncompliant behavior on a school bus, at a school bus stop, or during dismissal of school
- Failure to protect individual computer account passwords from disclosure

Level I disciplinary options/responses include:

- Verbal redirection, correction, or warning
- Teacher-student conference
- Parent contact: note or telephone call to parent
- Student-counselor/principal/caseworker conference
- Detention (maintained by teacher) before or after school
- Other appropriate in-class disciplinary action
- Restriction of school-bus privileges by the bus operator and RYSS administration

Level I procedures:

- Any RYSS staff member who observes a student violating class rules or other school rules may correct the student.
- A record of the offenses and disciplinary actions should be maintained by the teacher or staff member on the appropriate form.
- The teacher should discuss the misbehavior with the parent, an administrator, or support personnel.
- Level I behavior violations and disciplinary options/responses are not limited to those provided. Serious repeated violations may result in a more severe response or referral to Level II.

1.4.2. Level II: Administrator Intervention

Some infractions will result in a referral to the principal or designee. The disciplinary response depends on the offense, previous misbehaviors, and the seriousness of the misbehavior. Level II acts of misconduct include those student acts that interfere with the orderly educational process in the classroom or in the school. A teacher who observes a student engaged in Level II or higher misconduct will fill out a discipline/referral form for the principal or designee. The intervention specialist will forward an oral or written report to the parents.

Level II acts of misconduct include such behavior as:

- Any infraction that goes against RYSS Code of Honor
- Repeated violation of classroom or transportation rules under Level I
- Cheating, plagiarism, or copying the work of other students
- Leaving the classroom or school grounds without the permission of school personnel
- Cutting class or other forms of truancy
- Possession of matches or other flammable materials
- Inappropriate display of affection
- Posting or distributing unauthorized materials on school grounds
- Failure to abide by rules and regulations at extracurricular activities or at co-curricular activities such as field trips
- Loitering in unauthorized areas
- Use or operation of paging devices, including beepers, cell phones, electronic pagers, or any other type of electronic communication system on school campuses or at functions during school hours. In addition to disciplinary action, the unauthorized use or operation of electronic devices will result in confiscation. The Intervention Specialist or other administrator will notify the parent. An administrative fee payable to RYSS will be charged. **NOTE:** *RYSS is not responsible for any confiscated items.*
- Possession of iPods, iPads, headphones, earbuds, mp3 players, personal radios, or personal music or electronic devices at school will not be allowed.
- Cafeteria disturbance
- Violation of a school's mandatory school-uniform policy
- Disruptive behavior on a school bus or at a school bus stop
- Any other acts that interfere with the orderly educational process in the classroom or the school
- Accessing materials and sites on the Internet that are deemed to be inappropriate by RYSS
- Sending or forwarding inappropriate email, including email containing offensive language, cyberbullying, untruthful statements, junk email, chain letters, or jokes
- Any infraction that goes against RYSS Code of Honor.

Level II disciplinary options/responses include:

- Parental contact by phone and written or oral notification to parent or guardian
- Required administrator/student/parent conference
- Detention or placement in in-school suspension (ISS)
- Exclusion from extracurricular activities, such as field trips, and commencement exercises/award ceremonies
- Removal of school transportation privileges

- "Behavior," "behavioral," and/or "conduct" contracts
- Teacher removal of the student from the classroom
- Suspension of transportation privileges
- Any other appropriate disciplinary actions determined by the intervention specialist or administration

Level II procedures include:

- Referral to principal or designee is made by way of written report not to exceed one page in length.
- Administrator confers with student and/or teacher to establish appropriate action.
- Written or oral notification of action is sent to parent. Notification is sent to the teacher indicating action taken.
- The Intervention Specialist retains discipline referral form.
- Level II behavior violations and disciplinary options/responses are not limited to those provided.
- Repeated violations shall result in a more severe response and/or referral to Level III.

1.4.3. Level III: Off-Campus Suspension and/or Placement in ISS

Level III acts include misconduct for which an administrator may suspend the student from attendance at school or place the student into ISS. The principal or designee makes the disciplinary determination. The period of suspension is limited to three days per occurrence. A decision to suspend a student is final and may not be appealed.

Level III acts of misconduct include such behavior as:

- Chronic or repeated disciplinary infractions of Level I and/or Level II offenses
- Fighting
- Gambling
- Misdemeanor stealing/theft of property, including computers and related equipment, in an amount under \$750
- Repeated instances of cutting class or other forms of truancy
- Possession of a knife
- Persistent disruptive behavior on a school bus
- Smoking, using, or possessing tobacco or tobacco products
- Interfering with school authorities
- Aggressive, disruptive action or group demonstration that substantially disrupts or materially interferes with school activities. This includes such acts as boycotts, sit-ins, trespassing, and walkouts.
- Failure to comply with reasonable requests of school personnel and/or defiance of the authority of school personnel
- Changing school records or documents or signing a parent's name on school documents
- Failure to adhere to terms of behavior contracts
- Indecent/unsolicited sexual proposal/sexual harassment
- Harassment, including threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or

emotional health

- Selling or soliciting for sale any merchandise on school campus without the authorization of the building principal
- Display of disrespect toward school personnel or campus visitors
- Participation in activities by groups such as gangs and cults
- Wearing dress or attire signifying gang affiliations such as caps, bandanas, etc....
- Profanity, vulgar language, or obscene gestures
- Possession or use of fireworks, "poppers," smoke or stink bombs, or any other pyrotechnic device that may be used to disrupt the educational process
- Possession of laser pens or laser pointers
- Possession of live ammunition or bullets
- Engaging in threats or other acts of intimidation that interfere with another student's desire or willingness to participate in the educational process
- Any verbal abuse or bullying of others, including but not limited to slurs, name-calling, or derogatory statements to another person because of that person's race, color, religion, national origin, disability, physical/personal appearance, or sexual orientation. Bullying is defined as any act or speech that subjects persons to indignity, humiliation, intimidation, physical abuse or threat of physical abuse, social or other isolation, shame, or disgrace.
- Engaging in assault not involving bodily injury, which is defined as intentionally or knowingly threatening another with imminent bodily injury (Section 22.01(a)(2), Penal Code)
- Misdemeanor criminal mischief (i.e., vandalism) resulting in the destruction or defacing of any property, including surveillance cameras, computers and related equipment, in an amount greater than \$20 but less than \$1,500. This includes rendering surveillance cameras, computers or related equipment inoperable or damaging them by erasing data with magnets; intentionally introducing viruses, worms, or trojans; or tampering with programs or data without authority.
- "Hacking" or other use of computers to gain unauthorized access to district or other databases, including student, faculty, or district data files, without permission. In addition to any criminal penalties, students may have their computer privileges suspended.
- Use of school computers, facsimile equipment, or other electronic devices, including cell phones or digital cameras, to transmit, receive, view, or display obscene, vulgar, sexually explicit, or racist media or to display information that advocates unlawful activities or provides guidance on the construction or production of weapons, illegal devices, or controlled substances
- Use of the school computer network with the intent to incite violence or aggressive and/or disruptive action on the part of the student body, use of slanderous language, or use of language that promotes racial disorder or sexual harassment and is disruptive to the school environment.
- Use of the school computer network for soliciting or purchasing commercial materials and/or services of any kind
- Sending or forwarding inappropriate emails containing offensive language
- Logging on to a computer, sending email, or accessing the Internet or the district's intranet using a name or password other than the student's own
- Posting unauthorized Web pages, graphic images, or offensive language or comments on a school/district server, Web page, or guest book
- Use of the school computer network to engage in participation in hate groups
- Misdemeanor extortion, which is defined as obtaining money or information from another by coercion or intimidation of a value less than \$1,500

- Possession or use of any prescription or nonprescription drug, medicine, vitamins, or other chemical in violation of the Guidelines for Dispensing Medications at School
- Refusal to cooperate in, or interference with, a random metal-detector safety search
- Any other acts of serious misconduct that disrupt the school environment in the classroom and/or school
- Hazing, which means any intentional, knowing, or reckless act directed against a student by one person alone or acting with others that endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization or general classification of students whose members are or include other students
- Assisting (directly or indirectly) with the promotion of any behavior prohibited by the RYSS Code of Student Conduct
- Damaging/tampering with school cameras
- Use or possession of electronic cigarettes or vapor products

Level III disciplinary options/responses:

- Required administrator/student/parent conference
- Restitution or restoration, as applicable, for vandalism to property
- Exclusion from extracurricular activities, such as field trips, and commencement exercises/award ceremonies
- Placement of the student into in-school suspension
- Suspension for up to three school days per occurrence
- Removal of transportation services for up to one year
- Restriction or removal of computer-use privileges for up to one year
- Teacher removal of the student from the classroom
- Any other appropriate disciplinary actions determined by the administration

Level III procedures include:

- Referral to principal or designee by way of discipline report will be sent to the parent.
- Principal or designee confers with student and parent about the misconduct. The student is given an opportunity to explain the incident. The administrator determines misconduct.
- Principal or designee decides whether to suspend student or refer him or her to ISS. Written notice of the offenses and the action taken are given to the parent and teacher. If the student is referred to ISS, the parent shall be given a letter stating the reasons for the removal and setting the term. The letter placing the student should state the term of placement in a specific number of days of successful attendance in the ISS. The final day of placement shall extend to a natural transition point such as the end of a grading cycle, a semester, or the end of the school year. Students under the age of 6 may not be placed in ISS.
- If the referral to ISS extends beyond the end of the next grading period or the end of the school year, the rules contained in the procedures Section 1.4.3 for a long-term removal to ISS will be followed.
- Repeated violations shall result in a more severe response and/or Suspension.

1.4.4. Level IV: Required Placement in ISS

A student shall be removed from the classroom and placed in ISS by the principal or designee when the student engages in any conduct listed below. If the student is a threat to the safety of other students or to RYSS employees, it may be determined that ISS placement is in the best interest of the student. Additionally, there is no limitation on length of placement of a student in ISS if it is determined that the student engaged in sexual assault or aggravated sexual assault against another student. Teachers, attendance office and parents will receive notice of ISS assignment. Teachers must provide work. Students must complete work.

Level IV acts of misconduct include such behavior as:

- Felony conduct. There are three instances of felony conduct for which a student must be referred to ISS. The placement made in accordance with this section shall be for any period considered necessary on the basis of the circumstances and facts known; however, the student shall still receive a review of the placement at intervals not to exceed 120 days. The circumstances include:
 1. Engaging in any conduct punishable as a felony on campus, at a school-related function or activity, or within 300 feet of the school property line
 2. While enrolled in RYSS and regardless of the location of the offense, receiving deferred prosecution or a finding by a court or jury of delinquent conduct under the Family Code, or the reasonable belief of the principal that the student has committed a felony under Title 5 of the Penal Code, which includes criminal homicide; murder; capital murder; manslaughter; criminally negligent homicide; false imprisonment; kidnapping; aggravated kidnapping; indecency with a child; sexual assault; aggravated sexual assault; injury to a child, elderly individual, or disabled individual; abandoning or endangering a child; deadly conduct; terroristic threat; aiding suicide; or tampering with a consumer product, regardless of where the offense occurs
 3. Engaging in any conduct punishable as a felony other than one defined in Title 5 of the Penal Code that occurs more than 300 feet from the campus and is not related to a school-based activity or function if the principal reasonably believes that the student has engaged in such felony and the principal also determines that the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process

Level IV misconduct also includes a finding that the student has engaged in the following conduct on a school campus, at a school-related activity, or within 300 feet of school property:

- Engaging in assault, which is defined as intentionally, knowingly, or recklessly causing bodily injury to another and which may include causing bodily injury by recklessly or intentionally pointing a laser pointer or laser pen at another student or a staff member (Section 22.01(a)(1) and Section 1.07(a)(8), Penal Code)
- Selling, giving, delivering to another person, possessing, using, or being under the influence of marijuana, a controlled drug, or other controlled substances (Chapter 481, Health and Safety Code, or 21 U.S.C. Section 801 et seq.), unless punishable as a felony

- Selling, giving, delivering to another person, possessing, using, or being under the influence of a dangerous drug (Chapter 483, Health and Safety Code), unless punishable as a felony
- Possessing, using, or being under the influence of alcohol
- Selling, giving, or delivering an alcoholic beverage to another person
- Committing a serious act or offense while under the influence of alcohol
- Engaging in conduct that contains the elements of an offense relating to an abusable volatile chemical or possession, delivery to a minor, or possession of paraphernalia used with volatile chemicals (Sections 485.031 through 485.034, Health and Safety Code)
- Engaging in conduct that contains elements of the offense of public lewdness or indecent exposure, defined to include offenses against chastity, common decency, morals, and the like.
- Felony stealing/theft of computer equipment or any other property in an amount greater than \$75
- Burglary of any RYSS facility
- Defacing of school property with graffiti or other means that results in a loss or destruction to property in an amount less than \$20,000.

Level IV misconduct also includes a finding that the student engaged in the following conduct on school property or at a school-sponsored or school-related activity:

- Knowingly making a false report against a staff member that is later determined to be unsubstantiated at the conclusion of any investigation initiated as a result of the report
- Engaging in assault not involving bodily injury, which is defined as intentionally or knowingly causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative
- Participation in an illegal organization such as a fraternity, sorority, secret society, gang, cult, or other criminal combination prohibited by law that is defined as an organization composed at least in part of students and that seeks to perpetuate itself by recruiting members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization (Section 37.121, Texas Education Code). Participation includes indirect participation such as recruiting and indirect guidance or leadership of the activities of gangs, cults, secret societies, and fraternities and sororities
- Repeated possession of ammunition or bullets
- Possession of BB guns, pellet guns, or air rifles
- Possession of electric stun guns or other protective devices designed to administer an electric shock
- Possession of replicas of guns that are sufficiently similar in appearance to a real gun such that, if pointed or shown to another person, a reasonable person may believe the student to be in possession of a firearm
- Possession of drug paraphernalia
- Use of computers or any other means to access and to tamper with RYSS records, to include grade books or any other public school records or any other records of a school-related activity maintained by RYSS
- Level IV additionally includes the following, regardless of whether the offense occurs on school property or at a school-sponsored or school-related activity:
 - Conduct involving a public school that contains the elements of the offense of false

- alarm or report of terrorist threat
- Terrorist threat is defined as threatening to commit violence or harm to any person or property with intent to cause an emergency response or that places any person in fear of imminent serious bodily injury; or interrupting the occupation or use of a building, room, place of assembly, or place to which the public has access by threats of violence or other means, or causing impairment or interruption of public communications, public transportation, the public water, gas, or power supply, or other public service
- Making a "hit list," in which a student makes a list of people to be harmed by means of a firearm, a knife, or any other object to be used with the intent to cause bodily harm
- Engaging in the offense of retaliation against any school employee by engaging in conduct such as intentionally or knowingly threatening to harm another by an unlawful act in retaliation for that person's performance of his or her official duties, unless the student engages in conduct punishable as a felony in retaliation against a person, in which case the student may be expelled under Level V

Level IV disciplinary options/responses:

- Required administrator/student/parent conference
- Restitution or restoration, as applicable, for vandalism to property
- Exclusion from extracurricular activities, such as field trips, and commencement exercises/award ceremonies
- Placement of the student into in-school suspension
- Suspension for up to three school days per occurrence
- Removal of transportation services for up to one year
- Restriction or removal of computer-use privileges for up to one year
- Teacher removal of the student from the classroom.
- Any other appropriate disciplinary actions determined by the administration

Level IV procedures include:

- Referral to principal or designee by way of discipline report will be sent to the parent.
- Principal/designee confers with student and parent about the misconduct. The student is given an opportunity to explain the incident. The administrator determines misconduct.
- Principal/designee decides whether to suspend student or refer him or her to ISS. Written notice of the offenses and the action taken are given to the parent and teacher. If the student is referred to ISS, the parent shall be given a letter stating the reasons for the removal and setting the term. The letter placing the student should state the term of placement in a specific number of days of successful attendance in the ISS. The final day of placement shall extend to a natural transition point such as the end of a grading cycle, a semester, or the end of the school year. Students under the age of 6 may not be placed in ISS.

- If the referral to ISS extends beyond the end of the next grading period or the end of the school year, the rules contained in the procedures Section 1.4.3 for a long-term removal to ISS will be followed.
- Repeated violations shall result in a more severe response and/or suspension.

1.4.5. Level V: Expulsion

Level V acts of misconduct include serious misbehavior and/or illegal acts that threaten to impair the educational efficiency of the school and/or that most seriously disrupt the orderly educational process in the classroom and/or school. Under state law, students may be expelled for any violation listed under this section. Expulsions may occur if the Level V act of misbehavior occurs on school property or at a school-related or school-sponsored activity on or off school property. Expulsion means removal of a student from school for more than three days but not longer than one calendar year.

Level V Required Expulsion

A student shall be expelled from school if the student, on school property or while attending a school-sponsored or school-related activity on or off school property, engages in any act of misconduct that qualify for expulsion, such as:

- Uses, exhibits, or possesses** a firearm, which is defined as any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use (Section 46.01(3), Penal Code)
- Uses, exhibits, or possesses** an illegal knife, which is defined under state law (Section 46.01(6), Penal Code) as a knife with a blade over five-and-a-half inches and also includes hand instruments designed to cut or stab by being thrown (martial-arts stars), a dagger, a bowie knife, a sword, or a spear
- Uses, exhibits, or possesses** a club, which is an instrument that is specially designed to inflict serious bodily injury or death when a person is struck with the instrument and includes a blackjack, nightstick, mace, and tomahawk (Section 46.01 (1), Penal Code)
- Uses, exhibits, or possesses** a weapon listed as a prohibited weapon under Section 46.05, Penal Code. Prohibited weapons are an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, brass knuckles, armor-piercing ammunition, a chemical-dispensing device, or a zip gun
- Engages in conduct that contains the elements of the offense of:
 - a) Aggravated assault, which includes causing serious bodily injury to another during the commission of an assault or using or exhibiting a deadly weapon during the commission of an assault (Section 22.02, Penal Code) and which may include damage to a person's eye caused by pointing a laser pen or laser device at another
 - b) Sexual assault (Section 22.011, Penal Code)

- c) Aggravated sexual assault, which includes causing or threatening to cause serious bodily injury to another during the commission of a sexual assault or using or exhibiting a deadly weapon during the commission of a sexual assault (Section 22.021, Penal Code)
 - d) Arson (Section 28.02, Penal Code)
 - e) Murder (Section 19.02, Penal Code)
 - f) Capital murder (Section 19.03, Penal Code) or criminal attempt to commit murder or capital murder (Section 15.01, Penal Code)
 - g) Indecency with a child (Section 21.11, Penal Code)
 - h) Aggravated kidnapping (Section 20.04, Penal Code)
 - i) Aggravated robbery (Section 29.03, Penal Code)
 - j) Manslaughter (Section 19.04, Penal Code)
 - k) Criminally negligent homicide (Section 19.05, Penal Code)
 - l) Continued sexual abuse of a child or children (Section 21.02, Penal Code)
 - m) If punishable as a felony, possessing**, using, selling, giving, delivering, or being under the influence of marijuana, a controlled substance, or a dangerous drug or committing a serious act or offense while being under the influence of an alcoholic beverage, but only if the conduct is punishable as a felony.
- Brings to school a firearm, as defined by 18 U.S.C. Section 921, that includes any weapon, including a starter pistol, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Students violating this section shall be expelled for at least one year except that:
 - a) The superintendent of schools may modify the length of the expulsion in the case of an individual student.
 - b) The district must expel the student for one year but may modify the expulsion in order to provide educational services to the expelled student in ISS.
 - c) Federal law requires the expulsion of any student who brings a firearm to school for a minimum term of one year.
 - State law does not allow students under the age of 10 to be expelled. The district or other local educational agency shall provide educational services to an expelled student under the age of 10 in a disciplinary alternative education program
 - The district or other local educational agency may provide educational services to an expelled student who is 10 years of age or older in a disciplinary alternative education program
 - The term of the expulsion may be modified by the superintendent/designee in the case of the individual student, complying with state and federal laws
 - Additionally, a student shall be expelled for engaging in any conduct containing the elements of an offense for which expulsion is required while retaliating against a district employee as a result of the employee's employment with the district, whether it occurs on or off of school property or at a school-related function.
- ** Possession means actual care, custody, control, or management. A student shall be considered to be in possession of any substance or object prohibited or regulated by

RYSS if the substance or object is:

(1) on the student's person or in the student's personal property, such as the student's clothing, purse, book bag, or briefcase; (2) in any private vehicle used by the student for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) in any school property used by the student, such as a locker or desk.

Level V Options/Responses under Optional Expulsion:

- Notification and investigation by local law enforcement is required. If a decision is made by local law enforcement to transport the student, the administrator should normally contact the parents within one hour.
- Required administrator/parent/student conferences
- Exclusion from extracurricular activities, including field trips, and commencement exercises/award ceremonies
- Restitution or restoration as applicable
- Referral to principal or designee, counselors and/or appropriate agencies
- Referral to juvenile court for legal action
- Suspension for up to three consecutive days per occurrence
- Referral to ISS
- Expulsion (more than three consecutive school days per occurrence, but not longer than one year). In cases of a student who engages in sexual assault or aggravated sexual assault against another student, there is no limitation on the length of the expulsion or the length of the placement in ISS

Level V Procedures:

1. The administrator contacts the police to investigate the school infraction and/or illegal act and confers with the student after consulting with law enforcement. If the student is arrested, the parents should be notified within one hour. Any expulsion must include an official police or law-enforcement investigation. However, it is not necessary to await the results of the investigation before proceeding to an expulsion hearing.
2. The investigating building administrator notifies the student and parents or guardians in writing of the reasons for the proposed expulsion and of the disciplinary response to the conduct. If the student withdraws from the district prior to the imposition of an expulsion, the administrator may proceed with determining an appropriate punishment for the offense.
3. A school administrator who is an impartial hearing officer will conduct a full hearing before a decision to expel a student is made.
4. The district shall inform the student's teacher(s) of the conduct of a student who has engaged in any violation listed in this section. The teacher shall keep this information confidential.
5. Students expelled from RYSS are entitled to receive educational services but are not entitled to participate in any regular or extracurricular district programs during the period of the expulsion.

1.4.6. Zero Tolerance of Criminal Charges

All students who unlawfully possess a firearm, illegal knife as defined by state law, explosive, or any other dangerous object or weapon on RYSS property, on school buses, and/or in attendance at RYSS related activities shall be recommended for expulsion. In every case where students engage in conduct that contains the elements of an offense in violation of the Texas Penal Code or Education Code, RYSS will pursue arrest and charges.

1.4.7. Reports to Local Law Enforcement

RYSS has an obligation under the law to notify local law enforcement if the principal has reasonable grounds to believe that any of the following offenses has occurred in school, on school property, or at a school-sponsored or school-related activity on or off school property.

Such offenses include:

- Murder; capital murder
- Aggravated kidnapping
- Aggravated assault
- Injury to a child or an elderly individual
- Sexual assault; aggravated sexual assault
- Arson
- Robbery; aggravated robbery; burglary
- Manufacture or delivery of a controlled substance; manufacture, delivery, or possession of a miscellaneous illegal substance or delivery of marijuana within 1,000 feet of a school or playground
- Deadly conduct, as described by Section 22.05, Penal Code, which includes recklessly engaging in conduct that places another person in imminent danger of serious bodily injury or knowingly discharging a firearm in the direction of an individual, home, or occupied vehicle
- Terrorist threat, which generally involves the threat of a violent act that places a person in fear of serious bodily injury or is designed to incite panic; cause disruption to the use of a public building or space; interrupt the use of public communications, transportation, the water, gas, or power supply, or another public service; or cause an emergency response as more specifically described by Section 22.07, Penal Code
- Use, sale, or possession of a controlled substance, drug paraphernalia, or marijuana, as defined by Chapter 481, Health and Safety Code
- Possession of a club, explosive weapon, firearm, firearm silencer, handgun, illegal knife, knife, brass knuckles, machine gun, short-barrel firearm, switchblade knife, armor-piercing ammunition, hoax bomb, chemical dispensing device, or zip gun, as listed in Sections 46.01(1-14) or Section 46.01(16) of the Penal Code
- Organized criminal activity, which includes commission of murder, capital murder, arson, aggravated robbery, robbery, burglary, theft, aggravated kidnapping, kidnapping, aggravated assault, aggravated sexual assault, sexual assault, forgery, deadly conduct, burglary of a motor vehicle, unauthorized use of a motor vehicle, a gambling offense, or other criminal activity if it is done with the intent to establish or maintain or participate in a collaboration of three or more persons or participate in the profits of such a combination in carrying on criminal activity as further defined under Section 71.02 of the Penal Code
- Any other criminal offense for which a student may or shall be expelled

The principal or designee who notifies local law enforcement of these offenses shall notify each instructional or support staff member who has regular contact with the student who has committed the offense.

1.4.7. 86th Legislation TEC Chapter 37

Beginning this school year 2020-2021 and based on the 86th Legislation on Student Discipline under the Texas Education Code Chapter 37, the following will be implemented in all our schools:

1. It is prohibited the out-of-school suspension of homeless students unless the student engages in certain behaviors defined by TEC §37.005(c)(1)-(3) while on school property or while attending a school-sponsored or school-related activity on or off school property. (Ref. House Bill 692)
2. Effective the 2020-2021 school year, two new conditions that must be considered to determine what is in the best interest of the student before ordering a suspension, removal to a disciplinary alternative education program (DAEP), expulsion, or placement in a juvenile justice alternative education program (JJAEP) (House Bill 811, TEC §37.001(a)(4) amendment), which are:
 - a. (E) a student's status in the conservatorship of the Department of Family and Protective Services; or
 - b. (F) a student's status as a student who is homeless.
3. It will be implemented a transition plan for students being released from a DAEP, JJAEP, or a juvenile detention center. The school will create a personalized transition plan developed by the campus administrator and other specified persons. (House Bill 2184, TEC §37.023 addendum)
4. The school will provide an alternative means of receiving all course work provided in the classes in the foundation curriculum that the student misses as a result of an in-school or out-of-school suspension. Also, it will include the conduct that contains the elements of the offense of a terroristic threat as described by Penal Code 22.07(c-1), (d), or (e), as a reason that a student must be served academically by a JJAEP during the term of the removal. (House Bill 3012, TEC §37.005 Subsection (e) and TEC §37.011(b) amendments).
5. The school will post on the district's Internet website, for each district campus, the designated person, e-mail address and dedicated telephone number of the campus behavior coordinator under TEC §37.0012) according to Senate Bill 1306, Texas Education Code §26.015.
6. In all schools, the duties for school district peace officers, school resource officers, and security personnel be included in:
 - (1) the district improvement plan under TEC §11.252;
 - (2) the local student code of conduct adopted under TEC §37.001;

(3) any memorandum of understanding providing for a school resource officer; and
(4) any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.
(Ref. Senate Bill 1707, TEC §37.081(d))

7. The schools, when determining whether there is a reasonable belief a student has engaged in conduct defined as a felony offense by the Penal Code, the superintendent or the superintendent's designee may consider all available information, including the information furnished under Article §15.27 (related to notification to schools by law enforcement agencies of the arrest or referral of children), Code of Criminal Procedure, and upon request, the information included in new TEC §37.006(k-1):

(k-1) In addition to the information provided under Subsection (k), the law enforcement agency shall provide to the superintendent or superintendent's designee information relating to the student that is requested for the purpose of conducting a threat assessment or preparing a safety plan relating to that student. A school board may enter into a memorandum of understanding with a law enforcement agency regarding the exchange of information relevant to conducting a threat assessment or preparing a safety plan. Absent a memorandum of understanding, the information requested by the superintendent or the superintendent's designee shall be considered relevant.

(Ref. Senate Bill 2135, TEC §37.006(e)).

8. The schools will consider new reasons for which a student must be placed in a DAEP. A student who engages in conduct that contains the elements of the offense of harassment under Texas Penal Code §42.07(a)(1), (2), (3), or (7) against an employee of the school district must be placed in a DAEP. Penal Code §42.07(a):

A person commits an offense if, with intent to harass, annoy, alarm, abuse, torment, or embarrass another, the person:

- (1) initiates communication and in the course of the communication makes a comment, request, suggestion, or proposal that is obscene;
- (2) threatens, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
- (3) conveys, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
- (7) sends repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

(Ref. Senate Bill 2432, TEC §37.006(a)(2))

1.5. BULLYING AND HARASSMENT

RYSS prohibits bullying, cyberbullying, harassment and making hit lists. Students who violate this prohibition will be dealt with to the fullest extent allowed in the Student Misconduct section of this handbook, and as allowed by law; at minimum, any incident of bullying is considered a Level III offense (See Section 1.3.3.3).

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by RYSS and that:

- Will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
- Is so sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; or
- Interferes with a student's education or substantially disrupts the operation of a school.

1.5.1. Cyberbullying

Cyberbullying is defined as the use of the Internet, cell phones, or other devices to send, post, or text-message images or material intended to hurt or embarrass another person. This may include, but is not limited to:

- Continuing to send email to someone who has said he or she wants no further contact with the sender; sending or posting threats, sexual remarks
- Ganging up on victims by making them the subject of ridicule in forums and posting false statements as fact intended to humiliate the victim
- Disclosure of personal data such as the victim's real name, address, or school on websites or forums
- Posing as the victim for the purpose of publishing material in his or her name that defames or ridicules him or her
- Sending threatening and harassing texts, instant messages, or emails to the victim
- Posting or sending rumors of gossip to instigate others to dislike and gang up on the target, which is determined to have material and substantial interference with school activities or with the rights of students and teachers

1.5.2. Reporting of Bullying

Anyone (parents, students, employees) who suspects bullying is or has occurred shall report this as soon as possible after the alleged act or knowledge of the alleged act. A report of the alleged acts should be made to a teacher, counselor, principal, or other RYSS employee. Any RYSS employee who receives a report of bullying is required to immediately notify the principal or designee. A record of all reports of bullying shall be reduced to written form. RYSS employees are obligated under penalty of law to report any incident of suspected or actual bullying, and the principal or designee must timely respond to any report, up to and including

taking disciplinary action as described in Section 1.6. Absent extenuating circumstances, the investigation should be completed within ten business days from the date of the report; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

A Bullying Report Form is available in each academy office to be used by students and parents who suspect or have witnessed bullying. To the extent possible, RYSS respects the confidentiality of anyone filing a Bullying Report Form. One can find assistance to fill out this form in the Intervention Office. All reports are investigated.

1.5.3. Bullying and the Special Education Student

In all cases of suspected bullying in which a student enrolled in Special Education is involved, no discipline consequences shall be imposed until an admission, review, and dismissal (ARD) committee meeting has been held to review the conduct.

1.5.4. Examples of Bullying

Behaviors that are not acceptable and considered as bullying include, but is not limited to:

- Any verbal abuse of others, including slurs, name calling, or derogatory statements to another person because of that person's race, color, religion, national origin, disability, physical/personal appearance, or sexual orientation
- Any act or speech that subjects persons to indignity, humiliation, intimidation, physical abuse or threat of physical abuse, social or other isolation, shame, or disgrace
- Cyberbullying (See Section 1.5.1);
- Harming someone's self-worth by verbal and nonverbal communication, for example, teasing, name calling, insulting, intimidating, threatening, making gestures, staring, or eye rolling
- Harming another person's group acceptance through gossip, rumors, trying to ruin his/her reputation, arranging public humiliation, excluding others, getting others to exclude others, or interfering in someone's making or keeping friends in any way

- Engaging in threats or other acts of intimidation that interfere with another student's desire or willingness to participate in the educational process
- Indecent/unsolicited sexual proposal/sexual harassment
- Harassment/dating violence, including threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another, subjecting another student to physical confinement or restraining, or maliciously taking any action that substantially harms another student's physical or emotional health
- Engaging in assault not involving bodily injury, which is defined as intentionally or knowingly threatening another with imminent bodily injury
- "Sexting" or using a cell phone or other personal communication device to send text or email messages or possessing text or email messages containing images reasonably interpreted as indecent or sexually suggestive while at school or at a school-related activity.

NOTE: In addition to any disciplinary action, phones will be confiscated; and any images that are

suspected to violate criminal laws will be referred to law enforcement authorities.



Student Performance in Postsecondary Institutions



Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2018, spring 2019, and summer 2019 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2019 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
RAUL YZAGUIRRE SCHOOLS FOR SUCCESS								
	101806001	HOUSTON T-STEM AND EARLY COLLEGE H S						
		Four-Year Public University	2					
		Two-Year Public Colleges	29	9	6	5	3	5
		Independent Colleges & Universities	0					
		Not Trackable	4					
		Not Found	18					
		Total High School Graduates	53					1

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates From FY 2019
Enrolled in Texas Public or Independent Higher Education Fall 2019**

High schools with more than 25 graduates

'Other' records combine records where Total Students for one institution < 5.

'Not trackable' graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

'Not found' graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

County	District	Campus Name	Campus Code	Institution	Students
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	HOUSTON COMMUNITY COLLEGE (010633)	18
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	U. OF HOUSTON-DOWNTOWN (012826)	5
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	Other Pub/Ind 4-yr Institution (5)	5
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	Other Pub/Ind 2-yr Institution (2)	3
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	Not trackable	4
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	Not found	21
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	Total high school graduates	56

Source: THECB and TEA - 12 Aug 2020

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TAPR Glossary



Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

2020 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <http://rptsvr1.tea.texas.gov/perfreport/account/2020/masking.html>.

STAAR Performance

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance—All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables English learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the following:

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018
but passed in 2019**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
 - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Data source: STAAR and TELPAS File*)

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2018–19}}{\text{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9–12 during the 2018–19 school year

number of students in grades 9–12 in attendance at any time during the 2018–19 school year

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2018–19](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual](#) (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

continuing student and counted as part of the Continued HS number for the Class of 2019. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2019 for the 2019 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2019**

number of students in the 2019 cohort*

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2019 cohort*

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2019 cohort*

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2019–20 school
year**

number of students in the 2019 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

**number of students from the 2019 cohort who received a high school diploma by August 31,
2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019**

number of students in the 2019 cohort*

(6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2019 cohort*

5-Year Extended Longitudinal Rate

(1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2018 cohort*

(2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2018 cohort*

(3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2018 cohort*

(4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 school year

number of students in the 2018 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2018 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2018 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2017 cohort*

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2017 cohort*

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2017 cohort*

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 school year

number of students in the 2017 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019} + \text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019} + \text{number of students from the cohort who received a TxCHSE by August 31, 2019} + \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort}^*}$$

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort}^{**}}$$

-
- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2017 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools 2018–19](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2019 with reported graduation plans
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-E

number of graduates in the Class of 2019 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2019 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2019 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP

number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2018–19 who earn an FHSP-E

number of graduates in SY 2018–19 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2018–19 who earn an FHSP-DLA

number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2018–19 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2018–19 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: TSDS PEIMS 40100)*

number of students in the 2018–19 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate's Degree:** A graduate earning an associate's degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2020 Accountability Manual](#) and the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*
- 10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*

11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. (Data source: THECB)

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. (Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2018–19 annual graduates

Either Subject.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2018–19 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: TSDS PEIMS 43415*)

number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2018–19 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2018–19 annual graduates

Associate’s Degree: The percentage of annual graduates who earned an associate’s degree before graduation. (*Data source: TSDS PEIMS 40100*)

number of 2018–19 annual graduates who earned an associate’s degree before graduation

number of 2018–19 annual graduates

Associate’s Degree but not Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Associate’s Degree and Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 40203*)

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (*Data source: TSDS PEIMS 43415 and 40110*)

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2018–19 annual graduates}}$$

U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

number of 2018–19 annual graduates enlisting in the U.S. Armed Forces

number of 2018–19 annual graduates

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 42401)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate (Data source: THECB)

number of 2018–19 annual graduates who earned a Level I or Level II certificate

number of 2018–19 annual graduates

CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (Data source: THECB)

number of 2018–19 annual graduates who took the TSIA

number of 2018–19 annual graduates

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

sum of total reading scores of all annual graduates who took the TSIA

number of annual graduates who took the reading portion of the TSIA

Mathematics

sum of total mathematics scores of all annual graduates who took the TSIA

number of annual graduates who took the mathematics portion of the TSIA

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2018–19 annual graduates who met the TSI criteria on the TSIA

number of 2018–19 annual graduates

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: TSDS PEIMS 40100, 40203, and 42400)*

number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of 2018–19 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: TSDS PEIMS 43415)*

English Language Arts.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2018–19 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. *(Data source: TSDS PEIMS 43415)*

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

number of 2018–19 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. *(Data source: College Board and IB)*

All Subjects

Number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2018–19 graduates who took either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduating examinees taking either the SAT or the ACT}}$$

- (3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *Average SAT Score (All Subjects)*: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

- (2) *Average SAT Score (English Language Arts and Writing)*: The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

$$\text{number of 2018–19 graduates who took the SAT}$$

- (3) *Average SAT Score (Mathematics)*: The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

$$\text{number of 2018–19 graduates who took the SAT}$$

(Data source: College Board and TSDS PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects)*: The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

$$\text{number of 2018–19 graduates who took the ACT}$$

- (2) *Average ACT Score (English Language Arts)*: The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

$$\text{number of 2018–19 graduates who took the ACT}$$

- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

$$\text{number of 2018–19 graduates who took the ACT}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

$$\text{number of 2018–19 graduates who took the ACT}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. *(Data source: OnRamps program)*

number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation

number of 2018–19 annual graduates

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:

The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 42401 and 40203*)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19

Science

number of students in grades 11–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 11–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

number of students in grades 9–12 in 2018–19 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 9–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 9–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19

Science

number of students in grades 9–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 9–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year

number of graduates during the 2017–18 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated
and
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Profile

Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. (Data source: TSDS PEIMS 40110)

Students by Grade: The count of students in each grade divided by the total number of students. (Data source: TSDS PEIMS 40110)

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (Data source: TSDS PEIMS 40100, 30040, 30050, 30090)

Male/Female: The number and percentage of students who are identified as male or female. (Data source: TSDS PEIMS 40100)

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

The percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: TSDS PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: TSDS PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: TSDS PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been

attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (Data source: TSDS PEIMS 40100)

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Data source: TSDS PEIMS 40100)

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. (Data source: TSDS PEIMS 41461)

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. (Data source: TSDS PEIMS 40100)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

number of students in the 2019–20 school year considered as at risk

total number of students

(Data source: TSDS PEIMS 40110)

Students by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2018–19

**number of students who were in membership at any time during the
2018–19 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*

Attrition Rates (*campus profile only*): The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

number of students enrolled in fall 2018 – number of students who returned in fall 2019

number of students enrolled in fall 2018

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

the number of students enrolled in the same grade from one school year to the next

the number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2018–19](#), available from TEA. (*Data source: TSDS PEIMS 40110*)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2018–19 school year

(*Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500*)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: TSDS PEIMS 30060 and 30090*)

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, and over 20 years. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: TSDS PEIMS 30040 and 30090*)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: TSDS PEIMS 30055 and 30060*)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050, and 30090)

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the [Commissioner’s List of Reading Instruments](#). Data are shown for the district and campus at which the student attended kindergarten.

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#). Students may take multiple assessments.

Eligible: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student’s status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the [Commissioner’s List of Reading Instruments](#). *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#) and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#), were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT.....	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR Administration	Student Assessment.....	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting.....	(512) 463-9704
STAAR Testing Contractor		
	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment.....	(512) 463-9536

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004Assistant/Associate/Deputy Superintendent
 027Superintendent/CAO/CEO/President
 061Asst/Assoc/Deputy Exec Director
 062Component/Department Director
 063Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003Assistant Principal
 020Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012Instructional Officer
 028Teacher Supervisor
 040Athletic Director
 043Business Manager
 044Tax Assessor and/or Collector
 045Director - Personnel/Human Resources
 055Registrar
 060Executive Director

PROFESSIONAL SUPPORT STAFF

002Art Therapist
 005Psychological Associate
 006Audiologist
 007Corrective Therapist
 008Counselor
 011Educational Diagnostician
 013Librarian
 015Music Therapist
 016Occupational Therapist
 017Certified Orientation & Mobility Specialist
 018Physical Therapist
 019Physician
 021Recreational Therapist
 022School Nurse
 023LSSP/Psychologist
 024Social Worker
 026Speech Therapist/Speech-Lang Pathologist
 030Visiting Teacher/Truant Officer
 032Work-Based Learning Site Coordinator
 041Teacher Facilitator
 042Teacher Appraiser
 054Department Head
 056Athletic Trainer
 058Other Campus Professional Personnel
 064Specialist/Consultant
 065Field Service Agent
 079Other ESC Professional Personnel
 080Other Non-Campus Professional Personnel
 100Instructional Materials Coordinator
 101Legal Services
 102Communications Professional
 103Research/Evaluation Professional
 104Internal Auditor

- 105Security
- 106District/Campus Information Technology Professional
- 107Food Service Professional
- 108Transportation
- 109Athletics
- 110Custodial
- 111Maintenance
- 112Business Services Professional
- 113Other District Exempt Professional Auxiliary
- 114Other Campus Exempt Professional Auxiliary

TEACHERS

- 087Teacher
- 047Substitute Teacher

EDUCATIONAL AIDES

- 033Educational Aide
- 036Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE

A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV