Killeen Independent School District

District Improvement Plan

2023-2024

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About Our District
The Killeen Independent School District (KISD) is a thriving school system in Central Texas. It covers a large area including Killeen, Harker Heights, Nolanville, and the Fort Cavazos military base. KISD is the 24th largest school district in Texas, with 43,839 students. There are 32 elementary schools, 11 middle schools, six high schools (including an Early College High School), and five specialized campuses.

Our Team
KISD is a significant employer in the area, with 6,026 full-time staff members. This includes teachers (43.6%), educational aides (13.9%), auxiliary staff (27%), professional support (11.5%), campus administrators (3.1%), central administration (0.6%), and the Board of Trustees. The Board of Trustees is made up of seven elected members who serve three-year terms.

Experienced Teachers
Our dedicated teachers have an average of 10.1 years of teaching experience and 8 years in our district (higher than the state average by 0.8 years). In the 2021 Texas Academic Performance Report (TAPR), our turnover rate was 16.5%, which was 2.2% higher than the state average at that time. Our turnover rate increased to 18.6% for the 2022 TAPR, however, the state turnover rate increased as well, decreasing the +2.2% difference to +1.1%. Deployment and reassignment of Army personnel is a major contributing factor to our high turnover rate. The current class sizes of our district are higher on average than that of the state.

To further address the hiring and retaining highly qualified teachers, KISD offers a competitive salary, along with other incentives, such as:

- Reimbursement for teachers to obtain their English as a Second Language (ESL) certification

- Financial stipend for bilingual certified position
- Teacher referral bonus
- Teacher Incentive Allotment Incentive Opportunities
- Additional Certification-based Incentives

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.3	6.3
Average Years Experience of Principals with District	4.8	5.4
Average Years Experience of Assistant Principals	6.4	5.5
Average Years Experience of Assistant Principals with District	6.1	4.8
Average Years Experience of Teachers:	10.1	11.1

Average Years Experience of Teachers:	10.1	11.1
Average Years Experience of Teachers with District:	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$50,779	$51,054
1-5 Years Experience	$51,581	$54,577
6-10 Years Experience	$56,265	$57,746
11-20 Years Experience	$61,975	$61,377
21-30 Years Experience	$67,393	$65,949
Over 30 Years Experience	$73,723	$71,111
Average Actual Salaries (regular duties only):		
Teachers	$57,315	$58,887
Professional Support	$64,832	$69,505
Campus Administration (School Leadership)	$79,266	$84,990
Central Administration	$105,802	$112,797
Instructional Staff Percent:	65.6%	64.9%
Turnover Rate for Teachers:	18.6%	17.7%

Diverse Student Population

Our student body reflects a rich diversity. According to Public School Review, Killeen ISD ranks in the top 1% of the most diverse school districts in Texas with 81% minority enrollment.

Further details highlighting our diverse student demographic:
- 49.3% Female (State- 48.9%)
- 50.7% Male (State- 51.1%)
- 34.2% African American (State- 12.8%)
- 32.8% Hispanic (State- 52.8%)
- 19.1% White (State- 26.35)
- 0.5% American Indian (State - 0.2%)
- 2.3% Asian (State- 4.8%)
- 2.1% Pacific Islander (State- 0.2%)
- 9.2% Two or More Races (State- 2.9%)

Special Programs and Services

KISD proudly supports a range of student needs. Of note, our student mobility rate of 25.4% is nearly double that of the state, whereas our military-connected rate of 27.8% is over eight times that of the state. This creates a unique challenge for our district in particular.

Our Dyslexia, Special Education, 504, At-Risk, and Economically Disadvantaged rates are also all higher than the state percentages, validating our emphasis on supporting our special program students.

Our Special Education, Dyslexia, and economically disadvantaged programs have all seen a less than 1% increase compared to the previous school year. Our percentage of At-Risk students has increased by 11.5% from the following year.

- 6.5% Dyslexia (State- 5.9%)
- 10.9% 504 (State- 7.4%)
- 14.4% Special Education (State 11.6%)*
- 3.1% Gifted and Talented (State- 8.0%)*
- 11.2% Emergent Bilingual (State- 21.7%)
- 10.4 % Bilingual/ESL (State- 21.9%)
- 25.4% Student Mobility Rate (State- 13.6%)*
- 27.8% Military Connected (State- 3.3%)*
- 58.5% At-Risk (State- 53.5%)
- 61.9% Economically Disadvantaged (State- 60.7%)
- 0.6% Homeless (State- 1.1%)
- 0.6% Foster Care (State- 0.3%)

Mobility Definition: 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). The district mobility rate reflects school-to-school mobility within the same district or from outside the district.

Attendance, Graduation, and Dropout Rates
After Covid 19, our attendance rate, along with that of the state, dropped. Based on the 2022 TAPR, Killeen ISD has an overall attendance rate of 91.8% with a chronic absenteeism rate of 25.9% (as compared to the state chronic absenteeism rate of 15%). This is most likely a strong contributor to our increased dropout rates at grades 7-8 (1.3%) and grades 9-12 (2.8%). For the class of 2021, 88.6% of students graduated within four years and 6.7% dropped out.

For the 2020-2021 annual graduates, 11.4% of our graduates were special education students (as compared to 8.6% for the state), and 59% were at-risk graduates (state- 43.4%). Overall, Killeen ISD is graduating more at-risk and special education students than the state, considering our general demographics.

Demographics Strengths

- Killeen ISD ranks in the top 1% of the most diverse school districts in Texas with 81% minority enrollment
- Teacher salaries remain competitive with state/local comparable districts.
- Approximately 31% of teachers in KISD have an advanced degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The KISD staff turnover rate is higher than the state, which creates a continued need to hire and retain quality teachers, to include teachers of special populations (SPED, Bilingual, etc.).

Problem Statement 2 (Prioritized): Killeen ISD has a significant number of students identified as Homeless and Foster Care.

Student Learning

Student Learning Summary

Student Learning Overview
During the 2022-2023 school year, students in grades 3-12 underwent STAAR/EOC assessments to gauge their learning progress. These evaluations provided valuable insights, enabling us to refine our strategies and offer targeted support where necessary.

Performance Snapshot
Our performance for the 2021-2022 academic year resulted in a rating of 76/100. The accountability rating for the 2022-2023 academic year will not be available until late fall 2023.

Domain I: Academic Achievement
Based on released STAAR/EOC results for 2022-2023, some notable highlights include:
- % Improvement in Meets Grade level from 2022
  - English 1- 5.98%
  - Biology- 4.18%
  - Grade 8 Math- 5.73%
  - Grade 7 Math- 8.60%
  - Grade 6 Reading- 9.47%
  - Grade 5 Science, Spanish- 3.57%
  - Grade 5 Reading, Spanish- 17.13%
  - Grade 5 Math- 3.44%
  - Grade 4 Math- 5.90%
  - Grade 3 Math- 4.25%
- % Decrease in Meets Grade level from 2022
  - English 2- -3.19%
  - Grade 4 Spanish- -17.14%
  - Grade 4 Reading- -4.64%
  - Grade 4 Math, Spanish-   -5.71%
  - Grade 3 Math, Spanish- 3.60%

Board Goals
According to House Bill 3, Texas 86th Legislative Session, by 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree. In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a preK through 12th-grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public preK through 12th-grade educational continuum:
  •Sixty percent of all students meeting the state's "Meets" standard at third-grade reading and math

•Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education' or (3) enrolling in the military.

In alignment with the State's 60x30TX goal, the Killeen ISD School Board also set goals for 3rd-grade Literacy and Math, as well as goals for grades 4-8 in Literacy and Math, as seen below. Some notable highlights include:
- Literacy
  ◦ 4th, 7th, and 8th-grade Literacy scores decreased overall from 2022
  ◦ 6th grade increased by 9% from 2022
  ◦ 6th grade has the farthest to progress, needing nearly 3% growth each year to meet the 60x30TX goal
  ◦ 5th grade currently has the highest percentage and only needs 1.3% increase each year to meet the 60x30TX goal
- Math
  ◦ All grades except for 6th grade increased overall from 2022; 6th grade decreased by 1%
  ◦ 6th grade has the farthest to progress, needing at least 4.9% growth each year to meet the 60x30TX   goal
  ◦ 5th grade has the highest percentage, needing at least 2.6% each year to meet the 60x30TX goal

The KISD School Board uses the middle-of-the-year NWEA MAP scores to currently monitor progress on projected STAAR scores. For additional longitudinal data, see the Percentage of Students at Meets Addendum.

	2022 Meets %	2023 Board Goal %	2023 Meets %	% Increase from 2022	% Needed by 2030	% needed each year to meet 60% by 2030
Literacy						
3rd	44%	52%	**45%**	1%	15%	2.1%
4th	47%	54%	**42%**	-5%	18%	2.6%
5th	51%	57%	**51%**	0%	9%	1.3%
6th	31%	42%	**40%**	9%	20%	2.9%
7th	43%	54%	**41%**	-2%	19%	2.7%
8th	47%	56%	**45%**	-2%	15%	2.1%
Math						
3rd	33%	42%	**38%**	5%	22%	3.1%
4th	31%	41%	**37%**	6%	23%	3.3%
5th	39%	47%	**42%**	3%	18%	2.6%

	2022 Meets %	2023 Board Goal %	2023 Meets %	% Increase from 2022	% Needed by 2030	% needed each year to meet 60% by 2030
6th	27%	*37%*	**26%**	-1%	34%	4.9%
7th	20%	*29%*	**28%**	8%	32%	4.6%
8th	24%	*38%*	**29%**	5%	31%	4.4%

TELPAS Composite Scores

TELPAS composite scores show the overall English language proficiency rating (Beginning, Intermediate, Advanced, and Advanced High) of our Emergent Bilingual students.

Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High	
		#	% of Total	#	% of Total	#	% of Total	#	% of Total
First Year	1153	351	30.44%	431	37.38%	216	18.73%	153	13.27%
Second Year	1036	135	13.03%	561	54.15%	322	31.08%	18	1.74%
Third Year	948	71	7.49%	402	42.41%	402	42.41%	73	7.70%
Fourth Year	920	38	4.13%	357	38.80%	415	45.11%	110	11.96%
Five or More Years	4746	85	1.79%	1770	37.29%	2268	47.79%	621	13.08%

College and Career Readiness

Over 53% of the 2021 graduates met the criteria for College, Career, and Military Readiness (CCMR). Anticipations for the class of 2022 indicate a rise to 64%. In contrast, the four-year graduation rate for the class of 2021 stood at 88.6%, slightly below the state's 90% average. Final data for the class of 2022 will be included in the 2022-2023 accountability ratings. Based on preliminary data, some notable highlights for 2022 district graduates include:

- % of district graduates meeting CCMR criteria in the designated area
  - 9.4% CCMR Ready (+6.9% from 2021)-preliminary data does not include military
    - In alignment with 60x30TX goals for the state, this is extremely close to the 60% goal set.
  - 36% in both ELA and Math TSI (+3.3% from 2021)
  - 51% in ELA TSI (+2.5% from 2021)
  - 45% in Math TSI (+9.9% from 2021)
  - 6% Associate's Degree (-1.3% from 2021)

- 8% Advanced Placement (AP) (+.5% from 2021)

Graduation Rate Component

All but one high school improved their graduation rate raw score from 2022 to 2023. Graduation rates for the class of 2022 will reflect on the 2023 TAPR, as graduation and CCMR rates are calculated based on the previous year's graduating class. *Note- "Scaled Score" reflects the score based on the new accountability formula. The methodology can be found on page 1 of the TAPR Glossary under Addendums.

	Graduation Rate (or Annual Dropout Rate) Component			
	2022 Raw Score	**2022 Scaled Score**	**2023 Raw Score**	**2023 Scaled Score**
High Schools				
(014906001) - Killeen H S	96.4	90	93.8	65
(014906002) - C E Ellison H S	96.2	90	96.7	80
(014906007) - Harker Heights H S	95.7	85	96.2	80
(014906008) - Robert M Shoemaker H S	91.5	65	92.4	65
(014906013) - Killeen ISD Early College H S	97.7	90	98.9	90
(014906015) - Chaparral H S				
(014906006) - Pathways Academic Campus	89.4	80	91.9	70

Domain II: School Progress

The School Progress domain measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of students relative to districts or campuses with similar economically disadvantaged percentages.

Part A - Student Growth- While official ratings for 2023 are not yet available, some notable highlights from our preliminary data include:
- Elementary Schools
  - 29% have an Academic Growth Rating over 70%
  - 39% have an Academic Growth Rating below 60%
- Middle Schools

- 18% have an Academic Growth Rating over 70%
  - 45% have an Academic Growth Rating below 60%
- High Schools
  - 86% have an Academic Growth Rating over 70%
  - 0% have an Academic Growth Rating below 60%

Preliminary data for our Academic Growth Summary estimates that out of all students tested, the district earned a score of 64. This score awards a point for each student who showed growth and then an additional 1/4 point for each HB4545 student who showed accelerated growth:
- Annual Growth Summary (all students tested)
- Аnnual Growth Score: 61
  - 32.5% of students earned 0.0 pts (they did not show growth)
    - 12.4% of students earned 0.5 pts (they showed some growth)
    - 55.1% of students earned 1.0 pts (they showed growth)
- HB4545 designated students, also known as students in need of accelerated learning (failed the STAAR   test the previous year):
  - 4545 Performance Score: 41
    - 59.1% of students earned 0.0 pts (they did not show growth)
    - 40.8% of students earned 1.0 pts (the showed growth)

Part B - Relative Performance
At the beginning of the 2023-2024 school year, 61.86% of our students were economically disadvantaged and 61.01% of our students are receiving Title 1 services.

Domain II: Closing the Gaps
The Closing the Gaps domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align to the state accountability system with Every Student Succeeds Act (ESSA). There are four components evaluated in the Closing the Gaps domain: Academic Achievement, Growth or Graduation, English Language Proficiency, and School Quality or Student Success.

State-reported data for 2023 is not yet available, but according to the 2022 data, our equity gap report for Math/Reading (including Spanish 4-5) combined for grades 4-8 the following shows:
- The percentage of all students that met grade level increased by 26.6% from 2021 to 2022
- Our demographic subgroup currently showing the highest equity gap is African American with a 4.43% gap from 2021 to 2022

	Math/Reading 4-8 (including Spanish)	2020 - 2021	20-21 Gap	2021 - 2022	21-22 Gap	2022 - 2023	22-23 Gap
African American	Total % Meets or Exceeds	31.30%	2.49%	57.34%	4.43%	0.0%	0.0%
White	Total % Meets or Exceeds	33.79%		61.77%		0.0%	
Hispanic	Total % Meets or Exceeds	33.95%	-0.16%	61.60%	0.17%	0.0%	0.0%
Economically Disadvantaged (1,2,9)	Total % Meets or Exceeds	32.87%		62.10%		0.0%	
Non-Economically Disadvantaged	Total % Meets or Exceeds	33.40%	0.53%	55.40%	-6.69%	0.0%	0.0%
All	Total % Meets or Exceeds	33.11%		59.74%		0.0%	

Student Learning Strengths

- Over 53% of KISD graduates were identified as College, Career, and/or Military ready (TAPR, 2021).
- All Math EOC scores increased from 2022 except for 6th grade which only decreased by 1%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The most current data reveals student achievement in tested areas is below the state average in multiple grade levels and student groups.

Problem Statement 2 (Prioritized): In order to build a talent-strong Texas, there is a need to increase student achievement so that by 2030, 60% of 3rd-8th grade students score meets grade level or above on STAAR Mathematics and Reading and at least 60% of high school graduates meet a college, career, and/or military readiness indicator.

Problem Statement 3 (Prioritized): There is a need to build the capacity of staff through professional learning communities, professional development, and mentoring.

District Processes & Programs

District Processes & Programs Summary

Enhancing Curriculum and Instruction
We are unwavering in our commitment to refining instructional approaches to enhance academic achievement and better prepare our graduates for their future endeavors:
- **Professional Learning Communities (PLCs):** These collaborative learning communities serve as a platform for educators to share insights, ideas, and strategies, fostering a culture of continuous improvement. PLCs facilitate the implementation of standards-based, aligned instruction.
    - Essential practices:
        - Common planning times for content teachers to provide necessary time to collaborate
        - Nearly monthly district-facilitated PLC meetings for campus administration and support to facilitate a unified district vision and mission
        - Content-specific PLC meetings lead by district instructional specialists to share best practices across the district
- **Aligned Instruction:** Our curriculum is meticulously aligned with state standards, ensuring educators deliver engaging and effective instruction. This alignment guarantees a consistent and high-quality educational experience for all students.
    - Essential practices:
        - Monitoring and Coaching the implementation of standards-based, aligned instruction delivered through the Gradual release of responsibility (GRR model) with growth-focused, specific and actionable feedback
            - All teachers receive a minimum of two "coaching walks" throughout the year, followed up with coaching conversations between administrators and teachers
        - Two-Point comparisons between formative assessments and summative assessments to ensure alignment
- **Data-Driven Instruction**: By scrutinizing assessment data, we identify specific areas where students require additional support. This data-informed approach enables us to tailor instruction to address individual learning needs, ensuring that every student has an opportunity to excel.
    - Essential practices:
        - District Curriculum Documents
        - Collaboratively-built Common Unit Assessments
        - Unit Learning Progression
        - Data Analysis Protocol
        - CUA Dashboards
- **Success Criteria and Feedback:** We collaboratively develop success criteria and formative assessments, establishing clear learning targets for our students. Regular feedback helps students monitor their progress and make informed decisions about their learning journey.
    - Essential practices:
        - Expectations for teacher clarity in the classroom, to include visible learning for students

- **Equitable Opportunities:** We are dedicated to providing an equitable learning environment for all students. Efforts include additional support for students who may require it, ensuring an equal educational experience.
  - Essential practices:
    - Dedicated positions for Special Education, 504, EB, Response to Intervention (RtI), and At-Risk students at every campus and at district
- **Current Needs and Obstacles:**
  - Low attendance at professional development sessions
  - Limited staff for coverage for teachers to attend professional development during the school day
  - Time limitations in pacing and instruction due to campus events, district events, absences, and testing
  - Lack of teacher clarity on which resources are available and how to properly use them

Focused Accelerated Instruction
In response to legislative requirements, we provide targeted support for students needing accelerated instruction:
- **Tailored Intervention Strategies:** Students are provided intervention tailored to their needs, based on past and present data, in the smallest groups possible.
  - Essential Practices:
    - Intervention blocks created during the school day to work on online programs for reading and math through Imagine Math (Secondary), ST Math (Elementary), and iLit interventions.
    - Common unit assessment data and tracking dashboards used to identify and cluster students needing Tier 2 intervention during the provided intervention period.
    - Tracking of time spent in interventions using district-created dashboards and processes in order to meet state requirements and increase accountability related to interventions

Nurturing Guidance and Counseling Support
Our Guidance and Counseling Program plays a pivotal role in supporting the well-being of both students and staff. The Guidance and Counseling Program currently supports over 60 counseling positions, serving over 43,000 students in Killeen Independent School District.
- **Mental Health and Wellness Focus:** Community fairs focused on mental health and wellness provide resources, support, and activities to promote emotional well-being among students, families, and community resources.
- **Campus Culture Enhancement:** By fostering a welcoming and supportive campus culture, we encourage collaboration between families and schools, contributing to holistic student success.
- **Social Emotional Learning Initiatives:** Our campuses are actively embracing social emotional learning initiatives, helping students develop essential life skills and emotional intelligence. These initiatives also include Substance Abuse Prevention and Intervention, Suicide Prevention, and Bullying Prevention and Intervention.
  - Essential practices:
    - Self-help resources readily available and continuously updated online and on campuses.
    - Weekly Social Emotional Learning lessons for all KISD students, creating common vocabulary and encouraging open and productive dialogue between staff and students.
- **Current Needs and Obstacles:**
  - Numerous counselor and social emotional specialist vacancies on campuses.

- Higher demand for mental health assistance post-COVID-19, especially for students with gaps in their social growth.
- Clear expectations of what type of support is provided by the school district versus outside entities (Advent Health, as an example)
- Increased need for additional outside resources to provide additional support beyond what the district is able to provide.
- Increased workload on campus counseling staff, preventing the TEA guidelines of counseling staff spending 80% of their workday exclusively on counseling duties.
- Steady increase in the number of suicides, self-harm, and homicidal threats made by student each year, as well as numerous anonymous false threats that tie up already limited resources .
- Continuing need to increase awareness among our school community and provide educators with the training needed to recognize signs, be proactive, and respond appropriately when a student may be a potential victim, and find age-appropriate ways of teaching the students about these dangers.

Ensuring Comprehensive School Safety
Our School Safety & Investigations unit remains vigilant in adapting to evolving threats:
- **Threat Assessment Expertise**: Our specialist team is dedicated to assessing and addressing potential threats, ensuring proactive measures are taken to enhance campus security, including bullying prevention.
- **Enhanced Campus Security:** We're expanding our physical security evaluations to encompass every campus, guaranteeing that all students and staff benefit from the highest levels of safety and security measures.
- **Current Needs and Obstacles:**
  - Additional staff and resources to address the growing demand of threat assessment and physical security evaluations necessary to meet the needs of every campus.

Catering to Diverse Student Needs
Our Special Programs are designed to provide a tailored education for every student:
- **Inclusive Special Education:** We've cultivated a positive and professional culture within our Special Education program, ensuring a supportive learning environment for all students through collaboration among staff, parents, and community members.
- **Section 504 and Dyslexia Focus:** We're committed to identifying and supporting students requiring accommodations. Through training and collaboration, we ensure educators are well-prepared to meet the needs of these students. There has been an increased focus on growing the knowledge base of General Education teachers with regards to dyslexia and Section 504.
- **Language and Bilingual Programs:** We've adapted to new state requirements for English Language Learners, with a focus on teacher certification and standardized language assessment. Our Bilingual Program is dedicated to overcoming challenges in recruiting and retaining certified teachers. As of the 2018-2019 school year, English Language Arts teachers serving Emergent Bilingual students must be ESL certified.

Empowering Multilingual Services
Our Multilingual Services Department is committed to supporting the unique needs of our Emergent Bilingual (EB) students:
- **Bilingual Coaching and Leadership:** Our Biliteracy Team provides instructional coaching and leadership guidance, fostering an inclusive environment that celebrates linguistic diversity. This includes support for bilingual campuses and planning for the Dual Language program.
- **Dual Language Program Expansion:** We are preparing for the implementation of a Dual Language program in the upcoming year

(2023-2024). This program promotes bilingualism and biliteracy while fostering cross-cultural understanding.

- **Collaboration for Equity:** Our collaboration across departments ensures that EB students receive the resources and support they need. This commitment guarantees equitable opportunities for linguistic and academic growth.
- **Current Needs and Obstacles:**
  - Lack of parent and family attendance at department information sessions.
  - Lack of certified ESL teachers, especially in reading and ELA, at the secondary campuses.
  - Need for increased engagement (from teachers, leadership, parents, and community) in additional learning opportunities to build capacity in understanding the various needs of our students as the dual language program expands.

Empowering Educators for Excellence

Our commitment to educator growth and success is unwavering. On average, Killeen ISD hires 500-600 new teachers each school year, and approximately 8.3% of our teachers are beginning teachers (TPRS, 2022). In addition, almost 36% of our teachers have five or fewer years of experience (TPRS, 2022). Therefore, it is critical that we provide ongoing support and professional growth opportunities in order to develop and retain highly effective teachers, especially for our most at-risk students

- **Comprehensive Teacher Support**: New teacher induction programs, ongoing professional development, and mentoring empower our educators. Job-embedded professional learning communities provide continuous growth opportunities.
- **Recruitment and Retention Strategies:** Diversified recruitment efforts attract highly qualified educators. Training sessions and resources ensure success for District of Innovation/waiver teachers.
- **Data-Driven Teacher Incentives:** The Teacher Incentive Allotment (TIA) program rewards effective educators and fosters an environment conducive to growth, ensuring student success. In Spring 2023, over 300 teachers were designated through the TIA program and over 500 teachers received incentive pay. Currently, all STAAR tested subjects are eligible for the TIA. An expansion of the program (to include an additional 50+ courses) is currently field testing in hopes of being included in the 2025-2026 TIA Data capture year.
- **Current Needs and Obstacles:**
  - More resources and training sessions to ensure success of our District of Innovation/waiver teachers, specifically in regards to their certification.

Leveraging Federal Funding for Excellence

We harness federal funding to enrich the educational experience for all.

- **Title I Initiatives:** Federal Title I funding supports schools with higher percentages of economically disadvantaged students, enhancing academic programs, and ensuring equitable learning opportunities.
  - Essential practices: A percentage of Title 1 funds to be allocated in their CIP to meet student needs.
    - A percentage of Title I funds are reserved at the district level to provide professional development in all core subject areas.
- **Title II Professional Development:** Title II funding allows us to provide educators with research-based training to continuously improve their instructional practices.
- **Title III English Language Learners:** Title III funds are utilized to support our Limited English Proficient (LEP) students through professional development, engagement opportunities, and academic support.
- **Title IV Well-Rounded Education:** Title IV funds enable us to provide a well-rounded education, ensuring student safety, promoting the use of

technology, and addressing student well-being.

- Currently, in collaboration with Central Texas College, these finds are used to address the middle school STEM Academy, cyberbullying, and digital citizenship initiatives
- **IDEA-B Special Education Support:** IDEA-B funds empower efforts to provide a free and appropriate public education for students with disabilities. Professional development, safety measures, and personnel additions enhance our special education offerings.
  - Essential practices:
    - Funds currently used to
      - ensure Free and Appropriate Public Education (FAPE) needs.
      - provide professional development to staff that work exclusively with special education students (including, but not limited to, bus monitors, behavior specialists, teachers, and social workers).
      - Fund six Special Education Lead Teachers to model best practices for literacy instruction and assist teachers with writing research-based individual education plans (IEPs).

Instructional Resources and Technology Integration

Leveraging Instructional Technology
We are dedicated to fostering a technologically enriched learning environment that equips students for the demands of the 21st century:

- **Modern Learning Environments:** Our integration of technology encourages creativity, collaboration, and the development of crucial 21st-century skills among students. We've designed classrooms that promote interactive and engaging learning experiences.
- **Integrated Learning Management:** The integration of learning management systems like Schoology empowers educators to seamlessly blend technology into their instructional methods. This enables personalized learning pathways for students and supports professional development for teachers.
- **Data-Driven Insights:** By harnessing data analytics, we gather insights that inform instructional decisions and drive student achievement. These insights ensure tailored support for individual learning needs.

Empowering Educators Through Technology
Our commitment extends to providing educators with the tools they need to deliver effective instruction:

- **Quality Professional Development:** Our instructional technologists are dedicated to offering comprehensive professional development, ensuring educators are proficient in using technology resources to maximize student learning.

Technology for Enhanced Learning
Our dedication to integrating technology into instruction ensures students are well-prepared for the digital age:

- **Equitable Access:** We ensure that all students have access to technology resources, eliminating barriers to learning and fostering equal opportunities for success.
- **Digital Citizenship:** Our focus on digital citizenship equips students with the knowledge and skills needed to navigate the digital landscape responsibly and ethically.
- **Innovative Tools:** By providing cutting-edge digital tools and platforms, we enable educators to engage students in dynamic and interactive learning experiences.

Innovative Programs and Partnerships

We're devoted to offering a diverse array of academic programs to foster student success:

- **Dual Credit and Advanced Placement:** We provide opportunities for students to earn college credit and gain valuable experience through Dual Credit and Advanced Placement courses.
- **Career and Technical Education:** Our Career and Technical Education programs equip students with practical skills and real-world experiences, preparing them for various career paths.
- **STEM Education:** Our STEM programs emphasize science, technology, engineering, and mathematics, nurturing students' problem-solving abilities and critical thinking skills.
- **Early College High School:** This program offers students the chance to earn an associate's degree alongside their high school diploma, preparing them for higher education and future careers.
- **Texas Bio-Science Institute:** This program immerses students in a hands-on, rigorous curriculum focused on biotechnology and medical sciences.
- **Full-Day Pre-Kindergarten:** We provide a comprehensive early education program to ensure that all students start their educational journey on a strong foundation.

Disciplinary Alternative Education Program (DAEP) Objectives and Student Outcomes

The Disciplinary Alternative Education Program (DAEP) within the Killeen Independent School District is dedicated to providing a supportive and tailored educational experience for a diverse range of students. Our DAEP objectives are centered around serving specific student groups, addressing disparities, and fostering positive outcomes for each individual in our program. Through a combination of targeted strategies and comprehensive assessments, we strive to ensure the academic and personal growth of all our DAEP students.

Serving Diverse Student Groups

Our DAEP serves a diverse array of student groups, recognizing the importance of equitable access to quality education. We are committed to addressing overrepresentation and ensuring that each student's unique needs are met. Our program includes:

- **Students from Economically Disadvantaged Families:** We understand the challenges these students may face and work to provide tailored support to help them succeed academically.
- **Ethnic and Racial Representations:** Our DAEP encompasses students from various ethnic and racial backgrounds, contributing to a rich and inclusive learning environment.
- **Students with Disabilities:** We are dedicated to providing a supportive educational setting for students with disabilities, offering specialized services to enhance their learning experience.
- **Limited English Proficiency/English Learners:** Our DAEP recognizes the needs of English learners and provides language support to ensure their successful academic journey.

Measuring Success: Key Outcomes

At the heart of our DAEP's objectives is the pursuit of positive student outcomes. We assess these outcomes through a variety of measures to ensure continuous improvement and student growth. The following key outcomes are closely monitored:

- **Attendance Rates:** We track attendance rates meticulously, understanding the critical link between consistent attendance and academic achievement.
- **Pre- and Post-Assessment Results:** Through pre- and post-assessments, we evaluate students' academic progress and tailor instruction accordingly to promote their growth.

- **Dropout Rates**: We work tirelessly to reduce dropout rates, implementing interventions and support structures that keep students engaged and committed to their education.
- **Graduation Rates:** Our ultimate goal is to guide students toward successful high school graduation. We closely monitor graduation rates to ensure that students leave our program with a diploma in hand.
- **Recidivism Rates:** For students who have had contact with the justice system, we are committed to preventing recidivism. We measure and analyze recidivism rates to assess the effectiveness of our interventions.

By diligently monitoring these outcomes and engaging in ongoing improvement strategies, we aim to create a transformative DAEP experience that empowers each student to overcome challenges, embrace their potential, and thrive in both their academic and personal pursuits. Through collaboration, individualized support, and a commitment to equity, we are dedicated to building a brighter future for all students who come through our DAEP.

District Processes & Programs Strengths

- KISD has a variety of teacher support programs with a goal of developing and retaining effective teachers. The district-wide Professional Learning Communities provide the framework for professional growth, for instructional planning and adjustments, and for student-centered data analysis.
- KISD offers a variety of special programs and academic program opportunities.
- Superintendent Student Advisory Committee on all eight traditional and non-traditional high school campuses to provide insight to the Superintendent from the student perspective.
- School Health Advisory Committee (SHAC) established to advise the district on health and wellness policies and procedures.
- In 2019, Early College High School was named one of three model College and Career Readiness Schools by Educate Texas.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to address campus safety.

Problem Statement 2 (Prioritized): There is a need to address the physical well being and mental health of students, faculty, and staff.

Problem Statement 3 (Prioritized): There is an increased need to provide technology to meet the needs of multiple learning platforms.

Problem Statement 4 (Prioritized): There is a need to address student behavioral concerns and social-emotional learning.

Problem Statement 5 (Prioritized): There is a need to address online safety, to include digital wellness, digital citizenship, and the impact of social media and cyber bullying.

Problem Statement 6 (Prioritized): State and federal guidelines require substantial documentation and training in order to meet all requirements, including an opportunity for private schools to participate in federally funded services.

Problem Statement 7 (Prioritized): There is a need for well-rounded learning opportunities that increase student achievement and connectedness.

Perceptions

Perceptions Summary

Perceptions of Parent and Community Involvement
The stakeholder experience is incredibly important to us and vital to our continuous improvement efforts as a district. Starting fall 2022, the district collected experience data from students, staff, and parents. When discussing the survey results, it is important to note that the results show the percentage of stakeholders who selected "strongly agree" or "agree" for each statement with 80% typically used as the benchmark.

Parent Survey:
- **Notable positive responses (over 90%)**
  - This school provides a safe campus for students, parents, and staff. (92%)
  - As a parent, I feel welcomed and respected at this school. (92%)
  - This school provides quality programs in fine arts. (91%)
  - The use of technology in the classroom at this school is appropriate. (93%)
  - This school sends regular communications that keep me informed about campus events and activities. (93%)
  - Teachers at this school set expectations that are appropriate for my child. (91%)
  - I am happy with the quality of instruction at this school. (91%)
- **Notable areas of improvement needed (under 80%)**
  - I am happy with how the district addresses parent concerns. (79%)
  - The new construction and recent additions to district schools have provided an improved learning environment for my child. (78%)
  - I feel connected to other families/parents at this school. (64%)
  - I am pleased with the food choices available to my child in the school cafeteria. (69%)

Sources of Information

	Useful	Not Useful
District/Campus Website	89%	11%
KISD/ Campus Monthly Newsletter	82%	18%
Killeen ISD Mobile App	75%	25%
Killeen ISD/ Campus Facebook Page	74%	26%
KISD Back to School Magazine	53%	47%
Local TV News Media	51%	49%
Local Newspaper Media	43%	57%
Local Radio Stations	41%	59%
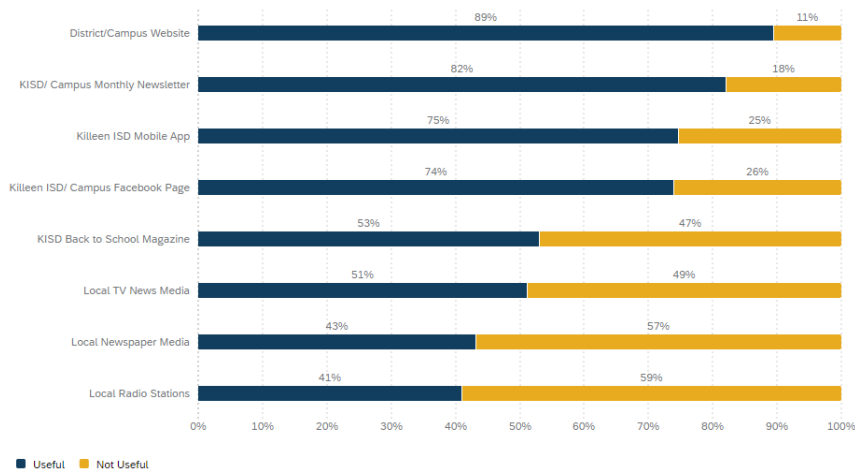
Ranked in Top Three Strengths

Safe and Secure Learning Environment	20%
Clean and Inviting Facilities	17%
Educational Opportunities and Academic Program Choice	16%
Caring and Engaged Staff	14%
Diversity of the District	13%
Quality of Teachers and Instruction	11%
Extra-Curricular Opportunities	9%
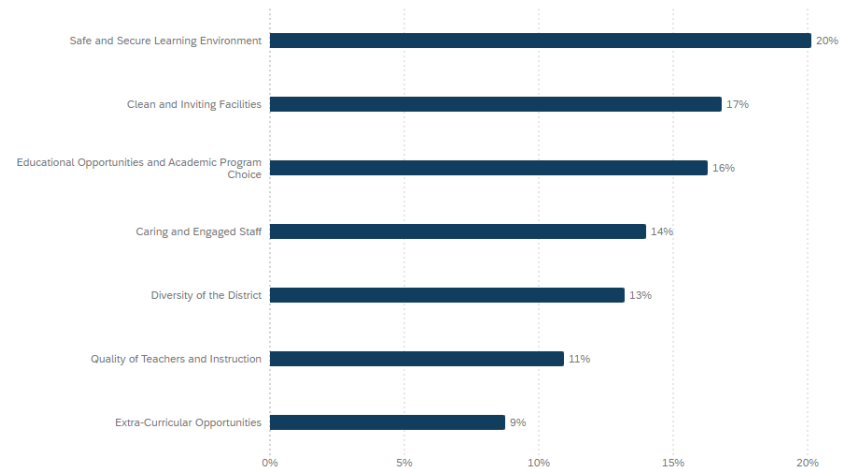
Staff Survey:
- **Notable positive responses (over 90%)**

- At work, I clearly understand what is expected of me. (92%)
  - My principal/supervisor encourages and supports collaboration within our building/department. (91%)
  - I feel comfortable reporting any safety concern, no matter how small. (91%)
  - Adults working at my school/department treat all students and staff respectfully. (91%)
  - Adults at my school/department treat people from different races, cultural backgrounds, or ethnicities with respect. (91%)
  - My work gives me a feeling of personal accomplishment. (91%)
- **Notable areas of improvement needed (under 80%)**
  - I am comfortable voicing my ideas and opinions, even if they are different from others. (79%)
  - I receive recognition from my principal or departmental supervisor (facilities services, school nutrition, etc.),for excellent work. (76%)
  - I can see a clear link between my work and the District's continuous improvement work. (74%)
  - My principal/supervisor is accessible within a reasonable amount of time. (69%)
  - Broken things at my school/building get fixed quickly. (76%)
  - The District Administrator/Superintendent establishes a clear vision of where our District is headed. (75%)

Student Survey:
- **Notable positive responses (over 90%)**
  - I know the expectations and understand there are consequences for my choices/actions. (Elementary) (96%)
  - I believe I can learn. (Elementary) (95%)
  - My teachers make it clear to me when I have misbehaved in class. (Elementary) (93%)
  - Adults at school treat all students with respect. (Elementary) (92%)
  - In my school, adults believe I can learn. (Elementary and Secondary) (94%)
- **Notable areas of improvement needed (under 80%)**
  - It is easy to talk with teachers at this school. (Elementary and Secondary) (71%)
  - I can talk to a teacher or other adult at this school about something that is bothering me. (Elementary and Secondary) (70%)
  - I feel safe at my school. (elementary and Secondary) (78%)
  - I enjoy going to school. (Elementary and Secondary) (76%)
  - I am happy to be at school. (Elementary and Secondary) (75%)
  - The adults in my school greet me by name every day. (Elementary and Secondary) (74%)
  - I feel like I am part of this school. (Secondary) (72%)
  - Adults working at this school help students develop strategies to understand and control their feelings … (Secondary) (71%)
  - Discipline is fair. (Secondary) (67%)
  - The adults at my school respect all students. (Secondary) (64%)
  - My teachers often connect what I am learning to life outside the classroom. (Secondary) (63%)
  - School rules are applied equally to all students. (Secondary) (60%)
  - Students at this school try to work out their disagreements with other students by talking to them. (Secondary) (38%)

Current Practices:
- **Engagement through Committees:**
  - Current Committees:
    - District Site-Based Decision-Making Committee (SBDM)
    - District Community/Parent Advisory Council
    - Special Education Parent Advisory Council (PCAC)

- District Language Proficiency Assessment Committee
- District Council of PTAs
- Parenting Specialist conducts Empowered Parents Workshops
- Special Education parent workshops and webinars
- Path Uniting Learning, Students, and Engagement (PULSE) Councils at the district and campus level

- **Empowering Workshops:** Our commitment extends to offering Empowered Parents Workshops and Special Education parent workshops. These workshops equip parents with essential skills and insights to support their children's educational journeys effectively. Additionally, the Special Education Parent Advisory Council (PCAC) plays a pivotal role in ensuring that the unique needs of special education students are met.
- **Transitional Support:** We recognize the significance of smooth transitions in a student's academic journey. Initiatives like Early Literacy Clubs and Summer Early Learners are aimed at bridging learning gaps and facilitating a seamless progression from one grade span to the next. Events like Pre-K and Kindergarten Roundup help families familiarize themselves with the school environment and resources.
- **Community Partnerships:** Our collaboration extends beyond the classroom. Cooperation with Central Texas College offers programs like TxCHSA (GED) for community members seeking educational opportunities. Additionally, English-as-a-Second Language classes, Computers for Parents' classes, and partnerships with local food banks and businesses underscore our commitment to holistic community engagement.

Promoting District Culture and Safety
Our foremost concern is to create an environment that is safe, nurturing, and collaborative:
- **Comprehensive Safety Initiatives:** We prioritize the safety of our students and staff through partnerships with local law enforcement agencies. Our school resource officers, security personnel, and KISD peace officers play crucial roles in ensuring a secure learning environment for everyone. Job descriptions for these roles are listed under Policies, Procedures, and Requirements.
- **Threat Assessment Team:** We've established a Threat Assessment Team that equips school leaders with the training and tools needed to identify and address potential threats. This proactive approach focuses on assessing situations and implementing measures to mitigate safety concerns, rather than simply reacting to incidents.
- **Effective Communication:** We recognize the importance of transparent communication. Utilizing tools such as district publications, websites, Connect Ed messaging, and KISD-TV, we ensure that parents, students, staff, and the community are informed about key developments and safety protocols.
- **Volunteer Engagement:** While the COVID-19 pandemic temporarily disrupted our volunteer program, we are committed to revitalizing and strengthening it. Volunteers play a vital role in creating a welcoming atmosphere within our schools and supporting various activities.

Shaping District Perceptions
Our efforts to enhance the district's reputation and public perception are substantial:
- **Strategic Communications:** The Communications and Marketing Department employs a range of strategies to convey information effectively. Visually appealing videos, graphics, newsletters, and live interactions on multiple platforms foster positive engagement and community involvement.
- **Social Media Impact:** Our social media presence has grown significantly, reflecting a rising interest in our district's activities. Platforms like Facebook, Instagram, Twitter, LinkedIn, and YouTube serve as channels for showcasing the achievements and initiatives of our

schools and students.

- **Campus Engagement:** We extend engagement efforts to individual campuses, maintaining over 270 social media/digital profiles across various platforms. These profiles allow us to connect directly with students, parents, and the broader community, facilitating open dialogue and sharing of information.

Our approach to nurturing parent and community involvement, prioritizing safety and collaboration, and enhancing public perception is grounded in a commitment to providing the best possible educational experience for our students.

Perceptions Strengths

- Several district-wide initiatives support student well being, engagement, and resiliency. These initiatives include additional counselors, military and family life consultants (MFLC), and military transition counselors. Programs such as Student 2 Student, Junior Student 2 Student, Elementary Student 2 Student, also support military students transitioning in and out of KISD. Other programs include: Communities in Schools, Boys & Girls Club, YMCA, and Community & Youth Student Services..
- Partners with Ft. Hood, local, and municipal law enforcement agencies to provide services that maintain a safe environment within all schools.
- School-Based Health partnerships are established on each Ft. Hood campus.
- District Wellness program was implemented to encourage healthy habits for all employees.
- Special Education Parent Advisory (PCAC) Committee was established to assist and provide resources to families whose children are served in special education

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase effective, on-going two way communication and engagement with parents and stakeholders.

Priority Problem Statements

Problem Statement 1: There is a need to address campus safety.

Root Cause 1:

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 2: The most current data reveals student achievement in tested areas is below the state average in multiple grade levels and student groups.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In order to build a talent-strong Texas, there is a need to increase student achievement so that by 2030, 60% of 3rd-8th grade students score meets grade level or above on STAAR Mathematics and Reading and at least 60% of high school graduates meet a college, career, and/or military readiness indicator.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The KISD staff turnover rate is higher than the state, which creates a continued need to hire and retain quality teachers, to include teachers of special populations (SPED, Bilingual, etc.).

Root Cause 4:

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need for well-rounded learning opportunities that increase student achievement and connectedness.

Root Cause 5:

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: There is a need to build the capacity of staff through professional learning communities, professional development, and mentoring.

Root Cause 6:

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to address student behavioral concerns and social-emotional learning.

Root Cause 7:

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: There is a need to address the physical well being and mental health of students, faculty, and staff.

Root Cause 8:

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: There is a need to address online safety, to include digital wellness, digital citizenship, and the impact of social media and cyber bullying.

Root Cause 9:

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: There is an increased need to provide technology to meet the needs of multiple learning platforms.

Root Cause 10:

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: There is a need to increase effective, on-going two way communication and engagement with parents and stakeholders.

Root Cause 11:

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Killeen ISD has a significant number of students identified as Homeless and Foster Care.

Root Cause 12:

Problem Statement 12 Areas: Demographics

Problem Statement 14: State and federal guidelines require substantial documentation and training in order to meet all requirements, including an opportunity for private schools to participate in federally funded services.

Root Cause 14:

Problem Statement 14 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: 1. Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: By implementing the district curriculum and strategies to strengthen the instructional core, the percentage of students meeting grade level performance on STAAR and EOC for all content areas will increase to meet local and board goals, indicated in the Comprehensive Needs Assessment.

HB3 Goal

Evaluation Data Sources: STAAR Data:
% Approaches Grade Level Standard
% Meets Grade Level Standard
% Masters Grade Level Standard

Strategy 1 Details
Strategy 1: Elementary & Secondary District Instructional Coaches will continue to provide ongoing literacy and/or math on-site support to identified elementary and middle schools. Professional development will be provided to build the capacity of the instructional coaches to equip them for this work.
Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, TELPAS data   **Staff Responsible for Monitoring:** Assistant Superintendents for Elementary and Secondary Schools

Strategy 2 Details
Strategy 2: Provide elementary, middle, and high school summer school and other learning opportunities for promotion and advancement, enrichment, intervention, and accelerated instruction to meet state testing requirements. Provide additional summer learning opportunities, such as enrichment bridge camps, to address learning gaps.
Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback   **Staff Responsible for Monitoring:** Assistant Superintendents for Elementary and Secondary Schools

Strategy 3 Details
Strategy 3: Provide ongoing student outreach for targeted interventions, extended learning, and spiral review to students in grades 4-12 through the District's Math and Literacy Center.
Strategy's Expected Result/Impact: Increase student math achievement as measured by CUA, STAAR and EOC data, along with 9-weeks averages.   **Staff Responsible for Monitoring:** Assistant Superintendents for Elementary and Secondary Schools

Strategy 4 Details

Strategy 4: Continue to provide support for campuses in the implementation of state Accelerated Learning Committees by providing targeted interventions for students who have failed to meet standard on STAAR/EOC and for identified At-Risk students who are struggling to meet the state academic standards. Supports include:
Accelerated Reading Instruction to students in grades 6-8 who have failed the prior years' STAAR reading exams utilizing the iLit program;
Reading instruction for students in grades 9-12 who have failed the prior years' STAAR EOC English exams using Edgenuity's STAAR tutorials;
Math instruction for middle school students who failed the prior year's math STAAR utilizing the Imagine Math program.

    Strategy's Expected Result/Impact: Increased student performance on STAAR/EOC

    Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools; Campus Administration

Strategy 5 Details

Strategy 5: Maintain the district STEM programs to improve student achievement in all core subjects utilizing project-based learning. Coordinate with community agencies and institutes of higher learning in order to connect the program to real-life applications of concepts taught. Provide professional development for STEM teachers to support the implementation of research-based, best practice instructional strategies. Utilize the STEM bus to increase opportunities for Title I students to engage in hands-on learning connected to STEM.

    Strategy's Expected Result/Impact: Increase student achievement in all core subjects.

    Staff Responsible for Monitoring: Director of STEM; Chief College, Career, and Military Readiness Officer; Assistant Superintendents for Elementary and Secondary Schools

Strategy 6 Details

Strategy 6: Support the implementation of three high-leverage instructional strategies in all Pre-K through 12 classrooms:
- 3-2-1 Summary: Students summarize learning and think deeply about content.
- Cafe Conversations: Students write responses, sketch visuals, write summaries, and evaluate, add to, and discuss other's ideas.
- QSSSA (Question, Signal, Stem, Share, Assess): Promotes active student engagement, critical thinking, and effective communication in the classroom.

    Strategy's Expected Result/Impact: Consistent and purposeful planning and implementation of strategies. Increased student engagement, collaboration, and summarization skills.

    Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools, Executive Directors, District Instructional Specialists

Goal 1: 1. Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: By supplementing and differentiating curriculum and instruction based on the needs of all student groups and programs, the percentage of students meeting or exceeding one year of academic growth, as measured by Domain II, and student performance, in Domain III, will increase to meet or exceed state averages.

HB3 Goal

Evaluation Data Sources: Domain IIA scores
Domain III scores
Student sub-group STAAR / EOC performance

Strategy 1 Details
Strategy 1: Implement research-based reading and math online interventions and supplemental supports at elementary and middle school campuses to address learning gaps and provide Tier I, II, and III interventions through the RtI process. Provide ongoing professional development to support implementation and application, to include guided math and reading with flexible and fluid grouping.
Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback
Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools; Campus Administration

Strategy 2 Details
Strategy 2: Continue to provide supplemental staff, curricula, instructional materials, educational software, and/or assessment resources to identify and support bilingual and ESL students in order to increase academic achievement of Emergent Bilinguals.
Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.
Staff Responsible for Monitoring: Director of Multilingual Services; Biliteracy Learning Specialists; Biliteracy District Instructional Specialist

Strategy 3 Details
Strategy 3: Provide the Vizzle platform for SKILLS, Resource, Inclusion, CASTLE 3, and Functional Skills classrooms. The Vizzle platform is aligned to the TEKS and to STAAR Alt 2, and can be used synchronously and asynchronously. The Vizzle platform is designed for PK - 12 students and covers Math, ELA, Science, Social Studies, Arts & Music, Life Skills (including Social Skills), and Transition.
Strategy's Expected Result/Impact: Increased student achievement in the core subjects as outlined by the reports provided by the platform.
Staff Responsible for Monitoring: Executive Director for Special Education; Director for Special Education; District Special Education Coordinators

Strategy 4 Details

Strategy 4: Provide systematic tiered interventions to At-Risk and struggling students. Campus-based interventionists and counselors will provide RtI individualized support and instructional services to identified students.

    Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.

    Staff Responsible for Monitoring: Campus Administration; Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools

Strategy 5 Details

Strategy 5: Special Education students will be provided individualized support through the use of online interventions and curriculum. These will be specific to student needs and programs including Teach Town, Waterford, Unique Learning System, and Successmaker.

    Strategy's Expected Result/Impact: Increased student achievement in related academic areas.
Increased number of students meeting educational and social functioning goals.

    Staff Responsible for Monitoring: Executive Director for Special Education; Director for Special Education; District Special Education Coordinators

Strategy 6 Details

Strategy 6: Continue to provide supplemental curricula, instructional materials, educational software, and/or assessment resources to identify and support Gifted and Talented students in order to increase academic achievement.

    Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR; teacher participation and feedback.

    Staff Responsible for Monitoring: Advanced Academic Specialist, District Instructional Specialists

Goal 1: 1. Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 3: By implementing the district curriculum and strategies to strengthen the instructional core, the number of students graduating on the Distinguished Level of Achievement or Foundation Plan with Endorsements graduation plans will increase by from the previous year, and the number of students graduating college, career, and military-ready will increase to 70% as measured in Domain I.

HB3 Goal

Evaluation Data Sources: Domain I scores
Graduation Plan #'s

Strategy 1 Details
Strategy 1: Continue to provide alternative options for credit recovery and advancement for students using online curriculum, credit by examination, exam for acceleration, and summer advancement across all high school campuses and in Evening Academy as well as a dropout prevention program through our dropout recovery school: Pathways Academic Campus.
Strategy's Expected Result/Impact: Course enrollments and completion, CBE and EFA participation, and passing rates
Staff Responsible for Monitoring: Assistant Superintendents for Secondary Schools; Chief College, Career, & Military Readiness Officer

Strategy 2 Details
Strategy 2: Continue to provide CCMR and AVID sessions for students, such as AP study sessions in the spring and college entrance exam prep sessions in the fall and spring, to help students prepare for the PSAT, SAT, ACT, and TSIA2 exams.
Strategy's Expected Result/Impact: Increase in exam participation and results
Staff Responsible for Monitoring: Advanced Academics Coordinator; Assistant Superintendents for Secondary Schools, Chief College, Career, and Military Readiness Officer; Secondary District Instructional Specialists

Strategy 3 Details
Strategy 3: Continue to support the implementation of Naviance-A College, Career and Military Readiness platform empowering students to stay engaged in their college and career planning, high school graduation planning, and accomplishing their future goals among middle and high school students.
Strategy's Expected Result/Impact: Increase the levels of college and career readiness among high school students as indicated on college entrance assessments, industry-based certifications, and student completion of Personal Graduation Plans.
Staff Responsible for Monitoring: Assistant Superintendents for Secondary Schools, Chief College, Career, and Military Readiness Officer; Secondary District Instructional Specialists

Strategy 4 Details

Strategy 4: Continue to hold workshops providing information to elementary and secondary students and parents to include academic programs, high school graduation planning, higher education and financial aid opportunities, social emotional wellness, and life readiness skills.

    Strategy's Expected Result/Impact: Increased awareness of postsecondary processes and options.

    Staff Responsible for Monitoring: Chief College, Career, and Military Readiness Officer; Director for Guidance and Counseling Services

Goal 2: 2. Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: Increase the capacity of campus leadership to facilitate collaboration and implementation of our The 3 Essentials +1 model which will result in a decrease in teacher attrition and increase retention.

Evaluation Data Sources: PD offerings
Attrition rates

Strategy 1 Details
Strategy 1: Provide professional development opportunities for campus administrators and teachers on data analysis, standards alignment, pacing curriculum, district initiatives, and development of an action plan to improve instruction and support struggling students.
Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments; CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback.
Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools

Strategy 2 Details
Strategy 2: Provide professional development and support to principals of bilingual campuses, bilingual ESL teachers, ESL teachers, and district bilingual staff on content-based language instruction and research-based strategies that support the learning of Emergent Bilinguals (EBs).
Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.
Staff Responsible for Monitoring: Director of Multilingual Services; Biliteracy Learning Specialists; Biliteracy District Instructional Specialist

Strategy 3 Details
Strategy 3: Continue to implement Aspiring Leaders Academy (ASPIRE) and an ASPIRE II cohort to build the instructional and cultural leadership capacity of selected assistant principals. Implement Aspiring Collaborative Educators (ACE) cohorts to develop teacher leadership skills to selected teachers.
Strategy's Expected Result/Impact: Participant feedback/attendance, project implementation
Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools

Strategy 4 Details
Strategy 4: Continue to monitor and coach the implementation of standards-based, aligned instruction through the Gradual Release of Responsibility Instructional Model, to include District Instructional Coaching Walks two times a year at selected campuses.
Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by MAP and STAAR. Coaching walks to measure GRR and improved instructional delivery.
Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools

Strategy 5 Details

Strategy 5: Provide professional development and targeted support to administrators and teachers at campuses that are not making adequate progress, as indicated in the HB 3 Board Goals. Assist low-performing campuses on assessing needs, providing support, and monitoring high quality instruction.

> **Strategy's Expected Result/Impact:** Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.
>
> **Staff Responsible for Monitoring:** Campus Administration; Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools

Strategy 6 Details

Strategy 6: Provide professional development and support to principals of bilingual campuses, bilingual teachers and parents, and district staff on the tenets of Dual Language to support the learning of Emergent Bilinguals. A bilingual redesign committee will be created to evaluate the effectiveness of bilingual education and offer suggestions about future programming.

> **Strategy's Expected Result/Impact:** Increased understanding of Dual Language resulting in a smooth transition into the program and ultimately in increased achievement for Emergent Bilingual students.
>
> **Staff Responsible for Monitoring:** Assistant Superintendent for Elementary Schools

Strategy 7 Details

Strategy 7: Provide a New Counselor Induction and New Counselor PLCs for first-year counselors in the district.

> **Strategy's Expected Result/Impact:** Increased capacity of elementary and secondary counselors to provide best practices based on the Texas Model for Comprehensive School Counseling Programs.
>
> **Staff Responsible for Monitoring:** Directors of Guidance Services

Goal 2: 2. Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 2: Increase the capacity of teachers to collaborate and implement The 3 Essentials +1 model which will result in a decrease in teacher attrition and increase retention.

> **Evaluation Data Sources:** PD Offerings
> Attrition

Strategy 1 Details
Strategy 1: To improve classroom learning and promote the effective implementation of curriculum, we will continue to provide new-to-the-profession teachers New Teacher Induction professional development and the opportunity to observe experienced teachers within the district. Waivered teachers will be provided a mentor for two consecutive years. Professional development opportunities will be provided for new mentors and a Mentoring Network with leadership opportunities will be available for experienced mentors.
Strategy's Expected Result/Impact: Grow and retain teachers new to the district. Grow the leadership capacity of existing teachers/mentors.   **Staff Responsible for Monitoring:** Assistant Superintendents for Elementary and Secondary Schools; Executive Directors; Campus Instructional Specialists

Strategy 2 Details
Strategy 2: Provide training for teachers to become ESL certified and reimburse cost of certification test upon successful completion.
Strategy's Expected Result/Impact: Increased number of ESL certified teachers in the district   **Staff Responsible for Monitoring:** Director of Multilingual Services; Biliteracy Specialists

Strategy 3 Details
Strategy 3: Partner with ESC Region 12 to provide the following Migrant Program Services: 1. Identification and Recruitment 2. Early Childhood 3. Parental Involvement 4. Secondary Credit Accrual 5. Graduation Enhancement 6. Migrant Services Coordination
Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.   **Staff Responsible for Monitoring:** ESC Region 12, Director of Multilingual Services; Biliteracy Specialists

Strategy 4 Details

Strategy 4: Provide ongoing, research-based professional development opportunities for teachers and support staff working with special populations to include dyslexia, 504, special education, Emergent Bilingual, Gifted and Talented, and At-Risk.

Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.
Increase in bilingual certifications/exemptions.
Decrease student retention.

Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools; Executive Director for Special Education; Director for Special Education; District Special Education Coordinators; District 504 Specialists; Director of Multilingual Services; Biliteracy District Instructional Specialist; Biliteracy Learning Specialists

Strategy 5 Details

Strategy 5: Provide ongoing training and resources to all counselors and College and Career Readiness Teachers on the components of Personal Graduation Plans (PGP), the technical requirements and timeline for entering the PGP information into Naviance, and to support staff with guiding students through career exploration.

Strategy's Expected Result/Impact: Counselor input and feedback on the process; PGPs completed and entered into Naviance for all students in grades 6-12.

Staff Responsible for Monitoring: Director of Guidance Services; Chief College, Career and Military Readiness Officer

Strategy 6 Details

Strategy 6: Recognize excellence in teaching by selecting elementary and secondary KISD Teachers of the Year.

Strategy's Expected Result/Impact: Continue the culture of excellence within the district. Encourage and inspire existing staff in their efforts toward improving student achievement.

Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools; Executive Directors

Strategy 7 Details

Strategy 7: Recruit potential teacher applicants by hosting KISD job fairs and participating in job fairs both in and out of state, providing critical subject signing bonuses and stipends in selected areas, and by increasing the web-based recruiting efforts and virtual interview process to broaden and diversify the applicant pool, particularly in identified shortage areas.

Strategy's Expected Result/Impact: Increase in the number of qualified applicants applying and being hired for district teacher positions.

Staff Responsible for Monitoring: Human Resources

Strategy 8 Details

Strategy 8: Provide professional development opportunities to support classroom teachers that focus on building relationships, increasing engagement, and effective classroom management strategies to include a bully prevention framework.

Strategy's Expected Result/Impact: Registration rosters of class participants

Staff Responsible for Monitoring: Executive Director for Student Services

Strategy 9 Details

Strategy 9: Continue to provide ongoing professional development opportunities on technology standards, effective technology strategies, and use of technology to improve productivity and student achievement.

> **Strategy's Expected Result/Impact:** Increased attendance records and positive session feedback data.
>
> **Staff Responsible for Monitoring:** Technology Services Departments (Campus Technologists, Data and Information Services, District Instructional Technologists); Assistant Superintendents for Elementary and Secondary Schools; Executive Directors for Elementary and Secondary Schools; District Instructional Specialists

Strategy 10 Details

Strategy 10: Provide targeted professional development sessions by content area and grade level to focus on building teacher capacity, monitoring progress, and the utilization of best practice instructional strategies that align instruction to the depth and rigor of the TEKS.

> **Strategy's Expected Result/Impact:** Improve student performance in all content areas for all students.
>
> **Staff Responsible for Monitoring:** Assistant Superintendents for Elementary and Secondary Schools; Executive Directors for Elementary and Secondary Schools; District Instructional Specialists

Strategy 11 Details

Strategy 11: Identified teachers will participate in Reading Academy to improve teacher knowledge of the Science of Teaching reading to K-3rd grade students.

> **Strategy's Expected Result/Impact:** Reading Academies will enable us to implement evidence-based activities to meet the comprehensive reading and literacy needs of students based on the information obtained through student data analysis.
>
> **Staff Responsible for Monitoring:** Assistant Superintendents for Elementary Schools; Campus Administration; Reading Academy Cohort Leaders

Strategy 12 Details

Strategy 12: Provide targeted professional development support during calendar teacher professional development days with a focus on the 3 Essentials + 1 model to improve instruction and student learning.

> **Strategy's Expected Result/Impact:** Positive feedback from professional development surveys.
>
> **Staff Responsible for Monitoring:** District Instructional Specialists

Strategy 13 Details

Strategy 13: Provide targeted professional development support for elementary math, including:
* Create and provide slide decks for K-5 teachers that target hard-to-teach math standards and re-emphasize the importance of reviewing all components of the Instructional Focus Document prior to planning. Elementary Learning Services will share the slide decks via zoom with administrators, who will share the slide decks with individual grade levels during professional development.
* Create and provide math professional development sessions (Math Units in Focus) to highlight challenging standards for future units of study.
* Utilize a math spiral in 2nd - 5th grades to address a variety of skill, multi-step, graph, and word problems that gradually spiral upward in depth and complexity.

> **Strategy's Expected Result/Impact:** Improve student performance in elementary math for all students.
>
> **Staff Responsible for Monitoring:** Assistant Superintendent for Elementary Schools; Executive Directors for Elementary Schools, District Instructional Specialists

Goal 2: 2. Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 3: Retain and support highly qualified staff by supporting employee wellness and self-care.

Evaluation Data Sources: Wellness activity offerings
Attrition rates

Strategy 1 Details
Strategy 1: Host events and provide resources to staff members for awareness of and assistance with mental health and self-care, including: Share a monthly Self-Care Newsletter for KISD staff, provided by the Guidance and Counseling Department and a Self-Care Committee;   Host an Annual Mental Wellness Fair;   Host a Counseling Community Resource Fair;   Host Mini-Wellness Fairs on campuses;   Provide a variety of mental health resources for staff via the Guidance and Counseling Department on the district website.
Strategy's Expected Result/Impact: Staff attendance, participation, views, and feedback
Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools; Director of Elementary Guidance Services

Goal 3: 3. Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: Create Multi-platform/multi-lingual communication plan.

Strategy 1 Details
Strategy 1: Distribute newsletters, resources, and communication in various languages and post helpful information in different languages on KISD website.
Strategy's Expected Result/Impact: Increase parent and student participation and involvement in school events.
Staff Responsible for Monitoring: Chief Communications and Marketing Officer; Campus Administration; Director of District and Community Relations; Director of Multilingual Services; Director for State and Federal Programs

Strategy 2 Details
Strategy 2: Continue to research ways to reach parents and community members in various languages via social media through surveys. Surveys will be used to gain feedback on communication channels used by parents, students, employees, and all stakeholders.
Strategy's Expected Result/Impact: Increase parent and community involvement and reach a larger social media audience.
Staff Responsible for Monitoring: Chief Communications and Marketing Officer; Campus Administration; Director of District and Community Relations; Director of Multilingual Services; Director for State and Federal Programs

Strategy 3 Details
Strategy 3: Ensure content on the district and campus websites is ADA compliant.
Strategy's Expected Result/Impact: Increase parent and student participation and involvement in school events.
Staff Responsible for Monitoring: Chief Communications and Marketing Officer; Campus Administration; Director of District and Community Relations; Director of Multilingual Services; Director for State and Federal Programs

Goal 3: 3. Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 2: Utilize social media to convey regular, positive messaging.

Strategy 1 Details
Strategy 1: Share positive and engaging stories online that will benefit the KISD community.
Strategy's Expected Result/Impact: Increase awareness surrounding district programs, employee highlights, and parent and community involvement to build the perception of the district through positive marketing.
Staff Responsible for Monitoring: Chief Communications and Marketing Officer

Strategy 2 Details
Strategy 2: Monitor social media pages for each campus to ensure positive messaging across the district.
Strategy's Expected Result/Impact: Increase parent and community involvement and increase the perception of the district through positive messaging.
Staff Responsible for Monitoring: Chief Communications and Marketing Officer

Goal 3: 3. Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 3: Develop a brand strategy and deliver it through a comprehensive marketing campaign.

Strategy 1 Details
Strategy 1: Work with local media and the district's social media to deliver marketing campaign.
Strategy's Expected Result/Impact: Increase the perception of the district.
Staff Responsible for Monitoring: Chief Communications and Marketing Officer

Goal 3: 3. Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 4: Refine and strengthen community engagement and partnerships resulting in a 3% increase in family/community participation in the educational process.

Evaluation Data Sources: Volunteer hours served per campus/district
Sign in sheets from campus and district parent/community classes, workshops and events
Number of community partnerships

Strategy 1 Details
Strategy 1: Provide resources and parent workshops for parent involvement and participation in the IEP process through Parent Resource Center and staff.
Strategy's Expected Result/Impact: Increase attendance at parent training, increase use of parent room, decrease in parent complaints as identified through the TEA complaint and grievance process.
Staff Responsible for Monitoring: Executive Director for Special Education; Director for Special Education; District Special Education Coordinators; Parent Educators

Strategy 2 Details
Strategy 2: Hold regularly scheduled PULSE meetings to collaborate with parents, actively listen to concerns, and gain stakeholder input. Topics may include student safety, student learning, social-emotional and mental health needs, the annual revision of the District Written Parent and Family Engagement Policy, the annual evaluation of the Title I program, and other topics of interest to parents.
Strategy's Expected Result/Impact: Provide timely and meaningful stakeholder feedback on current and relevant issues related to students, parents and the needs of the district.
Staff Responsible for Monitoring: Parenting & Intervention Specialist; Director for State & Federal Programs

Strategy 3 Details
Strategy 3: Provide district-level parent and family engagement opportunities & adult education classes.
Strategy's Expected Result/Impact: Increase parental involvement and support in their child's learning process. Children avoid loss of learning during summer break.
Staff Responsible for Monitoring: Parenting & Intervention Specialist; Director for State & Federal Programs

Strategy 4 Details
Strategy 4: Provide a robust volunteer program throughout KISD to include participation in the Fort Hood Adopt-A-School Program. Each campus will have a trained volunteer coordinator to assist and support volunteers on campus. Volunteers will be honored and recognized at the campus and district level.
Strategy's Expected Result/Impact: Increased parent, family, and community engagement in all KISD schools. Increase the number of volunteers and increase the perception of the district through positive messaging.
Staff Responsible for Monitoring: Director of Federal and State Programs; Director of District and Community Relations, Parenting and Intervention Specialist; Campus Administration; Campus Volunteer Coordinators

Strategy 5 Details

Strategy 5: Distribute parent newsletters in English, Spanish, German, Vietnamese, and Korean to parents of students in PK -12th grades as well as post to KISD website.
Strategy's Expected Result/Impact: Parents knowledge of educational support strategies for their children will increase.

Increase parent participation and involvement in school events through a multi-platform/multi-lingual communication plan.
Staff Responsible for Monitoring: Parenting & Intervention Specialist; Director for State & Federal Programs

Strategy 6 Details

Strategy 6: Support campuses in the implementation of their parenting programs to include support in meeting Title I parent and family engagement requirements. Support will include regular training for Parent Liaisons and Parent Program contacts that models and emphasizes best practices and resources.

Parenting Specialist will participate in training to stay current in best practices regarding parent engagement.
Strategy's Expected Result/Impact: Campuses will have a variety of resources to involve parents, families, and community members in school activities. Increased parent support of education.
Staff Responsible for Monitoring: Parenting & Intervention Specialist; Director for Federal & State Programs

Strategy 7 Details

Strategy 7: Provide professional development and instructional materials for parents of EBs to include family literacy services and/or parent and family outreach training to support the learning of EBs.
Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.
Staff Responsible for Monitoring: Director of Multilingual Services; Biliteracy Learning Specialists; Biliteracy District Instructional Specialist

Strategy 8 Details

Strategy 8: Expand services provided by the Community-In-Schools program to support at risk students.
Strategy's Expected Result/Impact: Increase community participation and involvement in school events
Staff Responsible for Monitoring: Director of District and Community Relations

Strategy 9 Details

Strategy 9: Establish a District Mentor Program utilizing community members and organizations who are recruited, trained, and monitored.
Strategy's Expected Result/Impact: Increase community participation and involvement in school events
Staff Responsible for Monitoring: Director of District and Community Relations

Strategy 10 Details

Strategy 10: Increase the awareness of the programs KISD offers to families and students, to include military families before, during, and after transitions.

    Strategy's Expected Result/Impact: Increase parent participation and involvement in school events. Increased student achievement. Increase in number of complete, accurate high school graduation plans.

    Staff Responsible for Monitoring: Chief College, Career, and Military Readiness Officer; Assistant Superintendents for Secondary Schools

Strategy 11 Details

Strategy 11: Hold an Annual Family Fitness & Wellness Fair for the entire KISD community.

    Strategy's Expected Result/Impact: Parent and community knowledge of fitness and wellness strategies for students will increase.
Increased engagement between the District and Community.

    Staff Responsible for Monitoring: Director for District and Community Relations

Strategy 12 Details

Strategy 12: Increase the awareness of Killeen ISD middle school curriculum by developing, distributing, and assisting with facilitation of Parent Curriculum Nights at middle school campuses.

    Strategy's Expected Result/Impact: Increase parent awareness and understanding middle school curriculum

    Staff Responsible for Monitoring: Assistant Superintendent for Secondary Schools, Executive Directors for Secondary Schools, District Instructional Specialists

Goal 4: 4. Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly learning environment and reduce the number of disciplinary incidents from the previous year.

Evaluation Data Sources: # Disciplinary Referrals

Strategy 1 Details
Strategy 1: Implement online Bullying Reporting system for the prevention, identification, response to and reporting of bullying. (HB 1942)(TEC 11.252)
Strategy's Expected Result/Impact: Increased use of the Bullying Reporting system; increased administrative response to bullying
Staff Responsible for Monitoring: Campus Administration

Strategy 2 Details
Strategy 2: Provide Crisis Prevention Institute (CPI) classes to learn how to defuse challenging and disruptive behavior before an incident escalates to a crisis situation.
Strategy's Expected Result/Impact: Decrease in the number of restraints implemented during the year.
Staff Responsible for Monitoring: Executive Director for Special Education; Director for Special Education; District Special Education Coordinators; Behavior Specialists

Strategy 3 Details
Strategy 3: Provide required review of Student Code of Conduct for all secondary students. Video presentation to be presented to target groups by the end of the third week of school.
Strategy's Expected Result/Impact: Students are informed of school expectations and are held accountable for their actions/choices. Decrease in number of office discipline referrals, thus decrease in number of DAEP referrals.
Staff Responsible for Monitoring: Executive Director of Student Services

Strategy 4 Details
Strategy 4: Continue the implementations of the District Conduct Committee and the Campus Conduct Committees.
Strategy's Expected Result/Impact: District wide communication, collaboration and consistency on expectations and student behavior. Each campus has assigned administrator on the DCC and a campus administrator to lead the CCC. Meetings are held and minutes are kept.
Staff Responsible for Monitoring: Executive Director of Student Services

Strategy 5 Details

Strategy 5: Continue to implement a district-wide approach to classroom management using a restorative model of discipline to include providing training and resources to ensure alignment and fidelity of implementation across the district.

    Strategy's Expected Result/Impact: District wide communication, collaboration and consistency on expectations and student behavior. Reduce the number of students placed in an alternative setting.

    Staff Responsible for Monitoring: Executive Director of Student Services

Strategy 6 Details

Strategy 6: Provide professional development for teachers and paraprofessionals on de-escalation techniques, behavior strategies and interventions designed to reduce the number of students, including Special Education students, assigned to ISS and/or Disciplinary Alternative Education Programs (DAEP).

    Strategy's Expected Result/Impact: Decrease the number of student placement, reduce the recidivism rate, address social, emotional, and academic needs of students.

    Staff Responsible for Monitoring: Executive Director for Student Services; District Leadership; Campus Administration

    Results Driven Accountability

Strategy 7 Details

Strategy 7: Continue to provide a Disciplinary Alternative Education Program at Elementary, Middle and High School levels that addresses the academic, behavioral, and social, emotional, and mental health needs of at risk students.

    Strategy's Expected Result/Impact: Reduce the recidivism rate, address social, emotional, and academic needs of students.

    Staff Responsible for Monitoring: Executive Director for Student Services; District Leadership; Campus Administration

Goal 4: 4. Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 2: KISD programs and supports will positively impact students physical, behavioral, and mental health and will promote student engagement and connectedness.

Evaluation Data Sources: Number of self-harm or homicidal protocols, Number of repeat protocols, Discipline data, Student surveys

Strategy 1 Details
Strategy 1: Provide professional development opportunities at the district and campus level for students, KISD staff, parents, and community members to learn more about Digital Wellness principles including digital footprints, social media access, copyright, plagiarism, and appropriate use of digital media. The Speak Up survey will be administered to both teachers and students to gauge digital citizenship awareness.
Strategy's Expected Result/Impact: All campuses will obtain and maintain a Common Sense School status to include hosting one parent night in the fall to discuss digital well being and citizenship for students, protecting themselves, and staying safe.
Staff Responsible for Monitoring: Elementary and Secondary District Instructional Technologists

Strategy 2 Details
Strategy 2: Provide education and awareness training to all employees via mandatory professional development. Provide education and awareness training to students through the comprehensive school counseling program. Provide parents access to information and awareness training. Examples include:
-Living Well Aware Adolescents Wellness curriculum training for secondary teachers for secondary students -Teen Dating Awareness training on prevention and intervention of to include a safety plan for victims, parent notification, and perpetrators -On-Demand Trust-Based Relational Intervention (TBRI) training -Trauma-Informed Care Training
Strategy's Expected Result/Impact: Student participation and feedback.
Staff Responsible for Monitoring: Assistant Superintendent for Secondary Schools; Directors of Guidance Services

Strategy 3 Details
Strategy 3: Continue to implement a social emotional learning curriculum that includes the character traits and an enrichment curriculum for mental health wellness. Continue to support collaboration between counselors and teachers through best practices during counselor PLC meetings, guidance curriculum, and campus visits.
Strategy's Expected Result/Impact: Increase student's abilities to establish and maintain positive relationships, become productive citizens, and to promote awareness of mental health wellness.
Staff Responsible for Monitoring: Directors of Guidance Services

Strategy 4 Details

Strategy 4: Continue to implement a suicide prevention curriculum, across all grade levels and provide training for staff on signs of suicide and steps to follow in the event of threats. Refer to KISD Crisis Management Plan and Administrative Procedures.

Strategy's Expected Result/Impact: Increase awareness and recognizes suicide-related risk factors and warning signs.

Staff Responsible for Monitoring: Directors of Guidance Services

Strategy 5 Details

Strategy 5: Provide Emergency Operations Training to all district employees, including substitute teachers and continue to conduct Emergency Operations Drills in conjunction with Fort Hood.

Strategy's Expected Result/Impact: District and Campus Emergency Operation Plan submissions,
AAR exercise reports of successful communication and procedures followed

Staff Responsible for Monitoring: School Safety, KISD Police, District Leadership, Campus Administration, Ft. Hood Officials, Various campus staff

Strategy 6 Details

Strategy 6: Continue to provide training to all professional employees regarding child sexual abuse and other maltreatment (abuse and neglect) awareness. TEC 38.0041(c)

Strategy's Expected Result/Impact: Completed required training

Staff Responsible for Monitoring: Director of Guidance Services, Campus Leadership

Strategy 7 Details

Strategy 7: Continue to provide information in district handbooks and trainings to counselors, district staff, parents, and the community on mental health awareness, trauma informed care, Safe Place Designation, sex trafficking, sexual abuse and maltreatment of children awareness, utilizing Educational Code Resources found under Section 38.004.

Strategy's Expected Result/Impact: Student and campus handbooks, campus feedback

Staff Responsible for Monitoring: Campus Leadership, Executive Director for Student Services, Director of Guidance Services

Strategy 8 Details

Strategy 8: The district will continue to implement safety initiatives and procedures such as.

-TEA Bleeding Control Stations
-Multi-hazard emergency operations plan for use in district facilities (SB 11).
-Threat Assessment Team and provide training to principals and assistant principals on identifying and assessing potential threats (SB 11).
-Facility hardening and safety upgrades
-The Commissioner's Rules to Enhance School Safety

Strategy's Expected Result/Impact: Address behavior or communication that raises concern that a person or situation may pose a danger to the safety of the school, campus, or workplace.

Staff Responsible for Monitoring: School Safety, KISD Police, Campus Administration

Strategy 9 Details

Strategy 9: Continue implementation of Senate Bill 1398, Special Education Cameras in self- contained classrooms as requested.

    Strategy's Expected Result/Impact: Compliance with SB 1398

    Staff Responsible for Monitoring: School Safety, and Executive Director for Special Education.

Strategy 10 Details

Strategy 10: Utilize a school news network to support the safe and healthy return of students to in-person learning and to increase student engagement and connectedness with their campus as well as improve communication between home and school.

    Strategy's Expected Result/Impact: Increased levels of student safety and awareness.
Improved levels of student engagement and connectedness.
Increased awareness of students and families of programs, events, and opportunities taking place on campus.

    Staff Responsible for Monitoring: Chief Communications Officer

Strategy 11 Details

Strategy 11: Provide Master Classes in band and orchestra to students in grades 7, 8, 9, and 10 at prioritized middle and high school campuses to address learning loss in music resulting from the COVID-19 pandemic and to develop well-rounded learners who are engaged in learning and connected to their school community.

    Strategy's Expected Result/Impact: Increased number of students achieving success in band and orchestra in middle and high school who then elect to continue in band and orchestra at the high school level. Increased student engagement across all subject areas.

    Staff Responsible for Monitoring: Director of Fine Arts

Strategy 12 Details

Strategy 12: The district will provide a restorative practices aide at each middle school to work with targeted students on a sense of belonging, positive relationships, and physical and mental health.

    Strategy's Expected Result/Impact: Decreased behavior incidents, decreased in-school and out-of-school suspension assignments.

    Staff Responsible for Monitoring: Assistant Superintendent of Secondary Schools

Strategy 13 Details

Strategy 13: Provide behavioral and mental health supports to students through TCHATT, Central Counties Services, Advent Health, MFLC, and other community resources.

    Strategy's Expected Result/Impact: Decreased number of Tier 3 referrals, decreased number of crisis incidents because of referrals.

    Staff Responsible for Monitoring: Directors of Guidance Services

Goal 5: 5. Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 1: Through efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state, and federal requirements.

    Evaluation Data Sources: Local, State, Federal Requirements

Strategy 1 Details
Strategy 1: Each campus will engage with stakeholders to conduct a comprehensive needs assessment (CNA) and develop a campus improvement plan (CIP) that addresses identified needs toward improving student achievement for all student groups.
Strategy's Expected Result/Impact: Increased student achievement in all core subjects.
Staff Responsible for Monitoring: Campus Principals; Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools

Strategy 2 Details
Strategy 2: Provide services to students identified as homeless under the McKinney-Vento Homeless Assistance Act through the Homeless Awareness and Response Program (HARP) in conjunction with community partnerships across the district. HARP counselor will attend professional development to remain current on best practices for serving homeless students.
Strategy's Expected Result/Impact: Homeless students will attend school and progress academically at the same rate as their peers.
Staff Responsible for Monitoring: HARP Counselor; District Homeless Liaison

Strategy 3 Details
Strategy 3: Provide required services to private, non-profit schools as required by the Every Student Succeeds Act (ESSA).
Strategy's Expected Result/Impact: Students and staff in private, non-profit schools receive required services.
Staff Responsible for Monitoring: Director for State & Federal Programs; Compliance Specialist

Strategy 4 Details
Strategy 4: Director for Federal & State Programs, District Homeless/Foster Care Liaison, and Federal & State Programs department staff will attend training in order to stay abreast of current federal regulations and best practices in state and federal programs. The Federal & State Programs department will support the district in the implementation of federal and state requirements.
Strategy's Expected Result/Impact: Federal programs will be in compliance with all state and federal laws as well as with local policy.
Staff Responsible for Monitoring: Director for State & Federal Programs; Compliance Specialist

Strategy 5 Details

Strategy 5: Provide evaluations and therapy opportunities, such as Teletherapy, to ensure special education services are provided in a timely manner.

    Strategy's Expected Result/Impact: Compliance with service minutes owed and evaluations due.

    Staff Responsible for Monitoring: Executive Director For Special Education

Goal 5: 5. Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 2: Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

    Evaluation Data Sources: Local, State, Federal Requirements

Strategy 1 Details

Strategy 1: Continue to provide technology resources for students and staff based on adopted standards for computers and iPads. Provide technology to enable efficient and effective teaching, learning, and communication between all stakeholders as they utilize with the Learning Management System.
     Strategy's Expected Result/Impact: Increased resources in place for teachers and students to use
 Increased student achievement
 Increased teacher capacity to use a digital instructional technologies
     Staff Responsible for Monitoring: Elementary & Secondary District Instructional Technologists

Strategy 2 Details

Strategy 2: Provide an assessment platform that allows for continuity for assessment, data collection, and dual language.
     Strategy's Expected Result/Impact: Support all learners and efficiently manage and allocate district resources.
     Staff Responsible for Monitoring: Assistant Superintendents of Secondary and Elementary Schools; District Instructional Specialists; Elementary & Secondary District Instructional Technologists

State Compensatory

Title I Personnel

Name	Position	Program	FTE

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Services and School Safety		Savannah Jimenez	8/3/2023
Student Welfare: Discipline/Conflict/Violence Management			Savannah Jimenez	8/10/2023
Job Description for Peace Officers, Resource Officers & Security Personnel			Savannah Jimenez	8/10/2023

Policy Documents & Addendums

STUDENT WELFARE   FFI
FREEDOM FROM BULLYING   (LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

      For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

DATE ISSUED: 5/31/2023   Adopted: 1 of 3
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FFI(LOCAL)-A

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

   Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

    Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

    Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

    Transfers

The principal or designee shall refer to FDB for transfer provisions.

    Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

   Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

KILLEEN INDEPENDENT SCHOOL DISTRICT
BULLYING PREVENTION PROCEDURES

In line with the commitment to a safe and inclusive learning environment, Killeen ISD ensures the integration of research-based content into instructional practices to effectively prevent bullying behaviors.

1. Killeen ISD elementary campuses will deliver explicit direct instruction to help students identify and report bullying, including cyberbullying incidents every school year. This instruction will include the facilitation of age-appropriate classroom discussions encouraging peer intervention if/when bullying occurs and help students understand that bullying is rooted in a need for enhanced social and coping skills, rather than an inherent trait. Curriculum for instruction will be provided annually to campuses by Guidance Services.

2. Killeen ISD secondary campuses will provide targeted instruction on bullying behaviors every school year. This targeted instruction will include the facilitation of classroom or school-wide discussions to discourage bullying as a means of gaining social status and highlight the role of reporting in fostering a secure and respectful school community. Curriculum for instruction will be provided annually to campuses by Guidance Services.

3. All staff members will complete annual training from the Texas School Safety Center on legal bullying requirements and prevention.

4. To establish measurable indicators to cultivate a positive school culture and foster healthy relationships between students and staff, KISD will utilize yearly age-appropriate surveys with relevant bullying-related questions. Campus administrators, with support from the KISD School Safety Department and Guidance Services, are responsible for developing and implementing action plans based on survey outcomes to address bullying concerns.

5. Each campus will establish a campus-level committee comprised of parents and, for secondary campuses, secondary-level students. These committees are tasked with implementing preventive measures and wellness initiatives targeting bullying. Committees may be integrated into existing structures, such as the campus site-based decision-making committee or the campus conduct committee, meeting the set criteria.

6. To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee in accordance with Board Policy FFI (Local).

    a. To report an incident of bullying, a parent or student may complete the KISD Bullying or Threat Reporter form online (https://forms.killeenisd.org/Forms/BullyReporter). This form may be filled out anonymously.

    b. The KISD School Safety Department Bullying Investigation Timeline details the three-day district investigation window from initial notification of a bullying allegation. Absent extenuating circumstances, the bullying investigation should be completed within three district business days, however, the campus

administrator will inform parents if additional time shall be necessary to complete a thorough investigation.

7. Killeen ISD has research-based strategies, both prevention and intervention, for students engaging in bullying behaviors and those affected by such behaviors including, but not limited to, the following supports:

    a. Third-party Social and Emotional Learning Curriculum
    b. District-created Social and Emotional Learning Curriculum
    c. Social and Emotional Learning Specialists
    d. Restorative Practices
    e. Safe and Supportive Schools Program Behavioral Threat Assessment and Management
    f. Threat Assessment Specialist
    g. Texas Education Agency Recommended Character Traits

8. Killeen ISD utilizes the Bullying Checklist from the Texas School Safety Center to assess bullying incidents and determine appropriate responses.

9. Killeen ISD ensures that all responses to bullying, including cyberbullying, align with state and federal laws concerning students with disabilities.

    This administrative procedure outlines Killeen ISD's adherence to *Texas Education Code* §37.0832 and Board Policy FFI, for establishing effective bullying prevention policies and procedures. It encompasses integrated instruction, measuring school culture, forming local committees, developing reporting policies, and implementing research-based interventions.

DATE: August 2023   CONTACT: Assistant Superintendents for Learning Services

Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:

   a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or

   b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3.   Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1.   Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2.   Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3.   Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples	Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.
Reporting Procedures Student Report	Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.
Employee Report	Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.
Definition of District Officials	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
Title IX Coordinator	Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
ADA / Section 504 Coordinator	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
Superintendent	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.
	The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.
Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.
	The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.
Notification of Outcome	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action *Prohibited Conduct*	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
Corrective Action	Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of

areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Title IX Sexual Harassment

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;

- Consider the complainant's wishes with respect to supportive measures; and

- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;

2. An objective evaluation of all relevant evidence;

3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;

5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;

6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;

7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;

8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Killeen Independent School District
Job Description

Job Title: Police Officer
Reports To: Chief of Police
FLSA Status: Non-exempt

SUMMARY:
To provide a safe environment for students and patrons of the district by performing assigned duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

Enforces all laws of the State of Texas that come to the attention of the police that occur within the jurisdiction of the Board of Trustees.

Investigates all criminal offenses that occur within the jurisdiction of the Board of Trustees, or against the district, identifies the perpetrator(s) when possible; and, if appropriate, arrests such perpetrator(s), files appropriate charges, and causes to be placed in jail person(s) the officer has probable cause to believe have committed an offense against the State of Texas, the district, or its employees and/or students while on the property under the control and jurisdiction of the Board of Trustees

Performs all the duties of a licensed peace officer enumerated in the Texas Code of Criminal Procedures Art. 2.12 and 37.081 of the Texas Education Code.

Assists in providing traffic control on contiguous streets at athletic events, school closings or openings, or at any other time deemed necessary by the district to ensure the safety and welfare of students, employees, and school district patrons.

Enforces subchapter C, D, E, and F of chapter 37 of the Texas Education Code.

Exercises discretion in dealing with faculty, students, and the public.

Provides police services at school or district-sponsored activities that occur off school property as authorized by VATS Education Code 37.081 or as deemed appropriate by the district's administration and the Board of Trustees.

Provides other law enforcement functions as deemed necessary by the district's administration, and the Board of Trustees, or the Chief of Police.

Performs such other duties as assigned.

SUPERVISORY RESPONSIBILITIES
This job has no supervisory responsibilities.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. There may be alternatives to the below qualifications as the Board of Trustees may find appropriate. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:
High school diploma or general education degree (GED) and two years related experience in law enforcement.

OTHER QUALIFICATIONS:
Must be willing to work extended hours, weekends and holidays as required. Must possess proficient Computer Skills, including experience using PC and laptop computers with Windows 7 and 10, and Microsoft Office.

FIREARMS QUALIFICATIONS:
Must be able to operate and qualify with a pistol, shotgun and (if required) rifle. Qualification is in accordance with TCOLE standards.

LANGUAGE SKILLS:
Ability to read, write and interpret documents such as policies, rules, law books, and procedure manuals. Ability to write essential reports and correspondence. Ability to speak effectively before members of the board of trustees, administrators, teachers, students, parents, law enforcement agencies, and general public.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

REASONING ABILITY:
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to exercise discretion between ethnic and culture differences.

CERTIFICATES, LICENSES, REGISTRATIONS:
Valid Texas Peace Officer's License and a valid Texas Driver's license.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must possess the physical strength and skills to restrain combatants and to apply accepted defensive tactics.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to stand, walk, and sit. The employee is required to operate a vehicle for extended periods. The employee is occasionally required to use hands to finger, handle, or feel and reach with hands and arms. The employee must be able to do moderate lifting and carrying 15-44 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Must be able to successfully complete district approved police applicant physical agility test.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Revised Date: June 20, 2018

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Killeen Independent School District
Job Description

Job Title: School Safety Specialist
Department: School Safety
Reports To: Director for School Safety

SUMMARY To provide assistance to the Director for School Safety by performing Project Manager responsibilities and by identifying surveillance systems related needs of the district. To prepare project scopes, budgets, and design of capital improvement projects and to perform surveillance systems project management.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

Manages and implements safety initiatives for the school district.

Monitors server status, configures and updates server software as required for district wide security systems.

Coordinates and assists in the development of surveillance systems.

Develops project scope for surveillance systems.

Performs quantity and cost estimates for surveillance projects.

Performs installation project management for surveillance system.

Monitors and troubleshoots all existing district & campus technology hardware and software.

Trains campus & district administrators how to utilize camera software and provides assistance as needed.

Creates and prepares camera footage for campus administrators, KISD Police and outside Police Agencies.

Coordinates project schedules with other department staff, contractors and campus administrators.

Coordinates and supervises contractors who are employed daily by the district to do video surveillance issues.

Oversees the School Safety budget to include all cost for video surveillance systems.

Acquires surveillance systems materials, equipment and contracted services in accordance with district policies.

Performs installation project "close-out" commissioning.

Performs estimate verses actual cost accounting for all surveillance projects.

Submits work order to correct identified faulty system conditions and monitors completion.

Performs other duties as assigned.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include training, planning, assigning, directing work and addressing video surveillance complaints and resolving problems.

QUALIFICATIONS To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.   There may be alternatives to the below qualifications as the Board of Trustees may find appropriate and acceptable. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
High school diploma or general education degree (GED) and five years experience in related field.

LANGUAGE SKILLS
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from vendors, administrators, principals, and staff.

MATHEMATICAL SKILLS
Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and QUALIFICATIONS
Must be familiar with computers, such as word processing, e-mail, and internet.

PHYSICAL DEMANDS The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee is occasionally required to stand; walk; sit; use hands to finger, handle, or feel; and talk or hear. The employee must occasionally lift or carry (less than 15 pounds). Specific vision abilities required by this job include close vision, distance vision, and color vision.

WORK ENVIRONMENT The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

Date: September 15, 2015

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Killeen Independent School District

Job Description

Job Title:	Chief of Police	**Exemption Status/Test:** Exempt/Professional
Reports to:	Superintendent	**Date Revised:** June 28, 2023
Dept./School:	School Safety	**Pay Grade:** AM8

Primary Purpose:

Provides a safe environment for district students and personnel throughout each campus and extracurricular activities by performing assigned duties personally or through others.

Qualifications:

Education/Certification:
Bachelor's degree, preferred, Associate's degree or equivalent (60 semester hours) and five years related law enforcement experience, required.

Peace Officer's License with Masters Certification and Texas Driver's license.

Major Responsibilities and Duties:

Supervises and manages the schedules and diverse tasks of the Peace Officers.

Assists in preparation of the annual proposed budget.

Provides research and/or acquisition of operational needs for the department.

Coordinates daily operations to ensure effective law enforcement.

Provides support through policy development to accomplish assigned tasks easily and concise.

Provides adequate training and recommends equipment to accomplish given tasks efficiently and effectively.

Develops a skill development program in accordance with TCLEOSE/district requirements.

Exercises discretion in dealing with administration, faculty, staff and public.

Enforces all laws of the State of Texas, including municipal and county ordinances that come to the attention of the police and occur within the jurisdiction of the district's Board of Trustees.

Investigates all criminal offenses that occur within the jurisdiction of the district's Board of Trustees, or against the district, identifies the perpetrator(s) when possible; and, if appropriate, arrest(s) such perpetrator(s), files appropriate charges, and causes to be placed in jail persons the officer has reason to believe are guilty of an offense against the State of Texas, the district, or its employees and/or students

while on the property under the control and jurisdiction of the district's Board of Trustees (This duty/responsibility does not apply to employees of the district unless the offense occurs in the officer's presence).

Performs all the duties of a licensed Peace Officer enumerated in the Texas Code of Criminal procedures and the Texas Education Code.

Assists in providing traffic control on contiguous streets at athletic events, school closings or openings, or at any other time deemed necessary by the district to ensure the safety and welfare of students, employees, and school district patrons.

Enforces subchapter C, D, E, and F or chapter 37 of the Texas Education Code.

Provides police services at school or district-sponsored activities that occur off school property as authorized by VATS Education Code 37.081 or as deemed appropriate by the district administration and the Board of Trustees.

Coordinates program concerns with the Superintendent.

Coordinates daily responsibilities with the appropriate school principals and/or directors.

Investigates and makes recommendations on all complaints and accusations made against district officers.

Remains current with court rulings pertaining to police activity and ensures the compliance of district officers to minimize vicarious liabilities.

Develops and updates written policies that reduce and eliminate liability issues from arising.

Maintains rapport and good working relationship with local law enforcement agencies.

Performs such other duties as assigned.

Supervisory Responsibilities:

> Supervises, evaluates, and recommends the hiring and firing of police officers, and department auxiliary staff.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Ability to use peripheral devices, high level language programming concepts, data management software, and application development tools.

Posture/Physical Demands: Prolonged sitting; regular kneeling/squatting, bending/stooping, pushing/pulling, twisting. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to sit and talk or hear, to use hands to finger, handle, or feel,

and to stand and walk. The employee is required to regularly lift and carry (less than 15 pounds). Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Motion: Repetitive hand motion; frequent keyboarding and use of mouse; regular walking, grasping/squeezing, wrist flexion/extension, reaching; may climb ladders.

Lifting: Regular moderate lifting and carrying (up to 44 pounds); occasional heavy lifting and carrying (45 pounds and over).

Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Occasional district-wide travel to multiple campuses, as assigned. The noise level in the work environment is usually moderate.

Mental Demands: Work with frequent interruptions; emotional control under stress.

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

	Grade 3 Math			Grade 3 Math, Spanish			Grade 3 Reading			Grade 3 Reading, Spanish			Grade 4 Math			Grade 4 Math, Spanish			Grade 4 Reading			Grade 4 Reading, Spanish		
	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022
All Students	37.66%	4.25%	8.76%	13.64%	-3.60%	7.67%	44.96%	0.87%	9.05%	18.18%	2.62%	-2.79%	37.31%	5.90%	1.58%	0%	-5.71%	-1.19%	42.33%	-4.64%	17.40%	6.67%	-17.14%	8.74%
At Risk	19.44%	6.58%	4.91%	13.64%	-3.60%	7.67%	19.12%	0.56%	4.02%	18.18%	2.62%	-2.79%	18.55%	7.07%	-3.18%	0%	-5.71%	-1.31%	19.90%	-4.37%	12.27%	6.67%	-17.14%	8.53%
Economic Disadvantage	30.82%	5.86%	4.91%	0%	-27.27%	15.20%	39.75%	3.85%	8.89%	0%	-15.38%	-7.16%	30.39%	2.55%	2.93%	0%	-9.09%	-6.29%	33.25%	-8.38%	16.01%	0%	-21.43%	0.22%
American Indian/Alaskan Native	36.36%	7.79%	-7.79%	-			36.36%	-13.64%	31.82%	-			38.46%	2.10%	36.36%				38.46%	2.10%	25.25%	-		
Asian	59.04%	2.46%	11.80%	-			57.83%	1.25%	13.30%	-			60.81%	-1.86%	8.57%				60.81%	-7.19%	12.44%			
Black/African American	28.35%	7.35%	5.16%	-			37.82%	4.31%	5.71%	-			26.70%	5.68%	1.90%				30.75%	-8.55%	17.18%			
Hispanic	35.72%	0.40%	12.49%	13.64%	-1.74%	5.65%	44.76%	-2.91%	14.29%	18.18%	3.89%	-4.42%	35.36%	4.66%	0.55%	0%	-5.71%	-1.31%	43.12%	-2.16%	14.57%	6.67%	-17.72%	9.11%
Native Hawaiian/Pacific Islander	34.43%	-5.30%	20.16%	-			42.62%	-3.96%	20.49%	-			51.43%	17.10%	12.38%				54.29%	8.02%	26.76%	-		
Two or More Races	40.61%	2.72%	15.76%	-			45.62%	-1.73%	12.33%	-			41.61%	8.76%	-3.30%				48.24%	-1.58%	22.04%	-		
White	52.17%	5.75%	7.02%			33.33%	55.32%	1.82%	5.18%			33.33%	52.43%	7.95%	1.27%				54.59%	-3.90%	19.37%			
Female	35.15%	2.81%	9.88%	7.69%	-23.56%	23.31%	49.15%	2.50%	7.86%	15.38%	-9.62%	1.83%	34.24%	5.35%	1.97%	0%	-5.88%	0.47%	45.88%	-6.40%	20.76%	0%	-23.81%	8.25%
Male	40.11%	5.66%	7.66%	22.22%	22.22%	-11.54%	40.88%	-0.72%	10.24%	22.22%	17.46%	-8.40%	40.35%	6.48%	1.09%	0%	-5.56%	-3.96%	38.82%	-2.97%	14.20%	14.29%	-9.52%	9.52%
Currently Emergent Bilingual	34.84%	-1.84%	15.32%	13.64%	-3.60%	7.67%	39.40%	-2.87%	15.32%	18.18%	2.62%	-2.79%	34.07%	-0.45%	4.01%	0%	-5.71%	-1.31%	34.23%	-5.91%	16.24%	6.67%	-17.14%	8.53%
First Year of Monitoring				-						-												-		
Fourth Year of Monitoring															3.57%	-					20.24%	-		
Second Year of Monitoring	100%						100%								0.00%	-					100.00%			
Third Year of Monitoring			-11.11%							-		0.00%	55.56%	-44.44%	0.00%	-			77.78%	-22.22%	0.00%	-		
Section 504	33.51%	9.33%	8.29%	0%	0.00%	-10.00%	37.11%	2.07%	13.17%	0%	0.00%	-9.09%	29.29%	9.16%	0.85%			0.00%	33.71%	-2.31%	17.28%			-14.29%
Special Ed Indicator	18.10%	8.25%	4.37%	0%	0.00%	0.00%	15.47%	-0.28%	7.84%	0%	-9.09%	6.15%	14.51%	4.88%	0.21%	0%	0.00%	0.00%	13.58%	-2.83%	9.37%	0%	0.00%	-5.88%

	Grade 5 Math			Grade 5 Math, Spanish			Grade 5 Reading			Grade 5 Reading, Spanish			Grade 5 Science			Grade 5 Science, Spanish		
	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022
All Students	42.39%	3.44%	-2.56%	15.38%	-1.29%	4.91%	51.28%	0.20%	7.93%	30.77%	17.13%	-13.86%	24.08%	-0.56%	4.22%	8.33%	3.57%	1.73%
At Risk	24.19%	1.09%	0.76%	15.38%	-1.29%	4.91%	32.55%	-0.85%	9.51%	30.77%	17.13%	-13.86%	9.31%	-2.01%	4.37%	8.33%	3.57%	1.73%
Economic Disadvantage	36.64%	2.12%	-3.51%	0%	-33.33%	11.11%	45.75%	-1.66%	6.72%	0%	-37.50%	-7.50%	18.70%	-1.14%	2.31%	0%	-14.29%	8.41%
American Indian/Alaskan Native	40%	12.73%	-16.48%	0%	0.00%		50%	13.64%	-7.39%	0%	0.00%		20%	20.00%	-12.50%	0%	0.00%	
Asian	70.27%	6.89%	-12.57%	-			64%	-9.24%	-1.44%	-			41.33%	-0.10%	-1.61%	-		
Black/African American	33.82%	5.18%	-1.05%	-			44.56%	1.06%	11.12%	-			14.20%	-0.73%	3.93%	-		
Hispanic	40.86%	0.51%	-0.56%	16.67%	-0.98%	5.89%	48.43%	-3.69%	9.68%	33.33%	19.04%	-13.21%	22.52%	-2.92%	5.36%	9.09%	4.09%	1.97%
Native Hawaiian/Pacific Islander	47.69%	9.36%	-11.67%	-			50.77%	10.09%	1.10%	-			24.62%	5.98%	4.06%	-		
Two or More Races	41.54%	-3.84%	-1.74%	-			55.68%	-1.08%	6.28%	-			23.53%	-3.81%	3.07%	-		
White	56.39%	6.21%	-3.94%	-			64.63%	5.12%	4.43%	-			42.18%	2.79%	6.65%	-		
Female	40.54%	2.31%	-2.48%	0%	0.00%	0.00%	55.94%	-0.22%	6.60%	33.33%	33.33%	-17.65%	21.08%	0.22%	2.78%	0%	0.00%	0.00%
Male	44.16%	4.48%	-2.61%	22.22%	-5.05%	9.09%	46.83%	0.94%	8.90%	30%	5.00%	-9.78%	26.97%	-1.53%	5.83%	11.11%	2.02%	4.33%
Currently Emergent Bilingual	45.58%	2.34%	1.79%	15.38%	-2.27%	8.56%	44.18%	-3.38%	10.77%	30.77%	16.48%	-11.35%	17.32%	-5.06%	5.88%	8.33%	3.33%	1.88%
First Year of Monitoring				-						-						-		
Fourth Year of Monitoring	75%	0.00%	-13.24%				75%	-25.00%	17.65%				75%	0.00%	16.18%			
Second Year of Monitoring	0%			-			100%			-			0%			-		
Third Year of Monitoring	100%	0.00%	25.00%	-			100%	0.00%	0.00%	-			100%	75.00%	-50.00%	-		
Section 504	34.61%	4.25%	-2.89%	0%	0.00%	0.00%	40.38%	-1.36%	9.51%	0%	0.00%	-33.33%	18.57%	-0.23%	3.45%	0%	0.00%	0.00%
Special Ed Indicator	18.25%	4.99%	-4.56%	0%	0.00%	0.00%	19.78%	0.09%	3.69%	0%	0.00%	-16.67%	10.04%	2.00%	1.01%	0%	0.00%	0.00%

	Grade 6 Math			Grade 6 Reading			Grade 7 Math			Grade 7 Reading			Grade 8 Math			Grade 8 Reading			Grade 8 Science			Grade 8 Social Studies		
	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022
All Students	25.64%	-1.16%	-2.81%	40.03%	9.47%	5.76%	28.29%	8.60%	-1.61%	41.35%	-1.69%	4.03%	29.34%	5.73%	-6.75%	45.08%	-1.56%	9.55%	32.49%	0.55%	-4.91%	20.11%	-0.35%	-0.85%
At Risk	12.27%	1.04%	-2.60%	22.50%	8.80%	4.28%	13.24%	6.81%	-1.51%	23.20%	-1.22%	4.00%	18.21%	6.51%	-6.48%	26.02%	-4.56%	10.03%	15.52%	-0.27%	-4.07%	6.72%	-1.10%	-1.28%
Economic Disadvantage	22.04%	-0.48%	0.18%	37.38%	9.75%	9.42%	24.02%	9.96%	-1.94%	38.15%	2.56%	2.70%	26.58%	6.78%	-7.85%	37.71%	-5.06%	8.83%	25.48%	-2.17%	-4.78%	13.92%	-2.30%	0.08%
American Indian/Alaskan Native	0%	-13.33%	-3.34%	50%	30.00%	-13.33%	33.33%	25.64%	0.00%	30.77%	9.34%	1.43%	27.27%	2.27%	-16.67%	41.67%	10.90%	-7.69%	50%	19.23%	7.69%	25%	9.62%	-6.05%
Asian	61.54%	-12.88%	18.68%	71.88%	7.93%	9.11%	66.25%	16.93%	-11.46%	72.94%	7.12%	-2.51%	40.91%	-10.61%	0.46%	69.23%	-5.40%	16.45%	65.38%	-2.80%	5.02%	44.87%	3.96%	3.41%
Black/African American	16.83%	0.03%	-1.03%	32.20%	8.67%	6.99%	18.47%	7.61%	0.00%	33.87%	0.18%	3.39%	22.74%	5.60%	-4.45%	34.20%	-5.14%	9.12%	21.85%	0.17%	-4.56%	11.94%	-2.33%	1.06%
Hispanic	25.08%	0.19%	-4.70%	40.39%	12.40%	6.23%	25.63%	6.06%	-1.52%	37.94%	-3.88%	5.02%	29.76%	4.40%	-5.57%	44.51%	-2.52%	9.60%	30.54%	0.38%	-7.37%	18.19%	-0.25%	-1.05%
Native Hawaiian/Pacific Islander	23.33%	-6.36%	-4.31%	30%	3.85%	-5.22%	39.13%	19.13%	-1.82%	39.44%	-5.77%	2.84%	24%	-5.03%	-2.79%	49.21%	-0.12%	15.29%	31.25%	-7.42%	1.71%	24.62%	-0.38%	14.13%
Two or More Races	29.12%	-3.65%	-4.48%	39.16%	0.44%	5.39%	34.40%	11.60%	-5.22%	50%	-6.25%	3.55%	34.31%	12.09%	-18.88%	57.68%	4.02%	13.99%	41.67%	-2.77%	4.87%	25.48%	0.04%	-0.90%
White	38.45%	-0.97%	-2.10%	52.28%	11.70%	5.97%	42.70%	11.45%	-1.93%	53.86%	0.59%	5.04%	40.74%	7.48%	-7.27%	57.94%	4.04%	7.27%	48.50%	4.10%	-8.13%	33.67%	2.36%	-6.29%
Female	22.79%	-3.44%	-0.97%	45.19%	11.00%	7.62%	27.57%	7.86%	-1.03%	48%	-0.73%	5.29%	30.18%	6.26%	-6.94%	51.48%	-2.63%	10.65%	30.29%	0.31%	-6.48%	18.91%	0.68%	-1.20%
Male	28.51%	1.16%	-4.41%	34.78%	7.75%	3.81%	29.01%	9.34%	-2.16%	34.75%	-2.97%	2.79%	28.55%	5.22%	-6.56%	39.08%	-0.56%	8.56%	34.54%	0.77%	-3.46%	21.23%	-1.32%	-0.53%
Currently Emergent Bilingual	23.76%	0.86%	0.16%	33.33%	11.20%	10.02%	23.56%	10.75%	2.60%	31.56%	2.36%	13.88%	21.62%	1.62%	-1.30%	29.22%	0.42%	10.16%	20.40%	2.45%	-1.36%	10.35%	2.34%	1.14%
First Year of Monitoring	100%																							
Fourth Year of Monitoring	50%	-30.00%	10.23%	70%	0.00%	2.56%	81.25%	31.25%	-1.39%	90%	12.41%	6.34%	30.77%	-12.09%	-10.20%	88.33%	3.55%	22.88%	71.67%	8.63%	4.98%	48.33%	4.24%	18.28%
Second Year of Monitoring	-		50.00%	-		100.00%	100%	100.00%	-33.33%	100%	33.33%	0.00%	0%	0.00%	-50.00%	100%	100.00%		0%	0.00%	0.00%	100%	100.00%	0.00%
Third Year of Monitoring	50%	-10.00%	-15.00%	100%	20.00%	-20.00%	66.67%	33.34%	2.56%	71.43%	-3.57%	10.00%	75%	25.00%	-30.00%	80%	-2.61%	42.61%	80%	19.13%	0.87%	60%	33.91%	26.09%
Section 504	16.93%	-5.14%	1.00%	26.34%	1.00%	8.63%	22.33%	8.68%	0.56%	34.49%	1.51%	0.33%	24.76%	5.43%	-5.88%	31.58%	-5.08%	6.87%	25.17%	-2.69%	-5.56%	14.16%	-1.57%	1.40%
Special Ed Indicator	6.56%	0.07%	1.79%	10.35%	0.76%	5.66%	7.28%	2.16%	2.00%	11.78%	1.80%	2.84%	9.55%	4.57%	-1.55%	11.94%	0.12%	4.92%	7.93%	-0.50%	-0.25%	5.61%	-1.70%	3.42%

	English 1			English 2			Algebra 1			Biology			US History		
	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022	2023 Meets %	% Growth from 2022 to 2023	% Growth from 2021 to 2022
All Students	50.46%	5.98%	-8.16%	51.92%	-3.19%	-3.95%	36.58%	0.53%	8.45%	54.55%	4.18%	-0.43%	72.39%	0.68%	0.20%
At Risk	35.55%	6.81%	-5.38%	36.73%	-2.21%	-3.00%	19.74%	-0.52%	5.97%	39.04%	4.49%	1.54%	59.83%	1.74%	1.21%
Economic Disadvantage	46.63%	6.11%	-4.67%	49.09%	-0.40%	-2.54%	31.51%	-1.82%	10.14%	49.39%	3.11%	4.46%	67.70%	2.59%	-2.48%
American Indian/Alaskan Native	38.89%	-4.44%	-11.22%	50%	7.89%	-11.22%	13.33%	-22.67%	2.67%	50%	-9.26%	13.81%	66.67%	13.34%	-46.67%
Asian	73.86%	9.48%	-11.03%	73.33%	-6.38%	-1.47%	75.61%	4.68%	17.44%	74.71%	1.74%	-2.03%	88.89%	8.04%	-1.69%
Black/African American	39.87%	4.51%	-8.38%	43.39%	-4.48%	-2.79%	27.31%	1.73%	6.30%	43.13%	4.18%	-2.11%	66.96%	2.75%	0.30%
Hispanic	52.02%	5.67%	-6.46%	53.48%	-1.98%	-2.40%	37.83%	-0.60%	10.27%	54.07%	1.35%	3.95%	69.44%	-2.07%	-0.11%
Native Hawaiian/Pacific Islander	48.91%	0.67%	-8.01%	47.37%	-8.47%	-11.51%	41.86%	-0.53%	14.39%	53.49%	3.49%	-11.29%	77.03%	7.33%	-0.30%
Two or More Races	62.88%	10.07%	-6.35%	60.42%	-2.25%	-3.82%	43.38%	0.57%	7.75%	67.44%	11.68%	-3.60%	82.54%	3.33%	6.18%
White	62.74%	7.18%	-9.82%	63.46%	-1.15%	-5.96%	45.77%	0.38%	6.52%	71.74%	5.53%	-0.61%	82.30%	-0.80%	-0.32%
Female	58.57%	5.65%	-6.27%	60.03%	-3.38%	-2.49%	38.08%	1.51%	7.42%	55.38%	3.22%	-0.89%	73.32%	1.62%	0.15%
Male	43.32%	6.50%	-9.86%	44.25%	-2.91%	-5.36%	35.21%	-0.34%	9.32%	53.77%	5.12%	0.03%	71.43%	-0.30%	0.26%
Currently Emergent Bilingual	30%	9.13%	4.91%	28.30%	3.38%	2.94%	29.29%	3.10%	10.77%	38.83%	7.08%	8.96%	42.79%	3.72%	11.97%
Fourth Year of Monitoring	86%	6.21%	-6.75%	82.80%	-6.09%	-11.11%	70.65%	1.56%	25.54%	81.63%	4.79%	7.97%	89.08%	-10.92%	#VALUE!
Second Year of Monitoring	-		0.00%	100%	0.00%	14.29%	-		13.33%	-		33.33%	-		
Third Year of Monitoring	82.61%	7.61%	15.00%	77.78%	27.78%		68.42%	-13.40%	38.96%	78.26%	-7.45%	45.71%	83.33%	-16.67%	#VALUE!
Section 504	38.40%	3.35%	-2.23%	41.20%	-1.88%	-4.77%	27.33%	0.87%	4.24%	47.72%	2.84%	2.13%	69.51%	2.67%	-3.83%
Special Ed Indicator	15.17%	7.48%	-3.49%	13.81%	1.37%	3.76%	9.85%	1.45%	3.97%	23.01%	6.20%	2.57%	36.86%	8.03%	0.98%

2021-22 Texas Academic Performance Report (TAPR)

District Name: KILLEEN ISD

District Number: 014906

2022 Accountability Rating: C

2022 Special Education Determination Status:

    Needs Assistance

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
KILLEEN ISD (014906) - BELL COUNTY

	School Year	State	Region 12	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	75%	**73%**	64%	78%	80%	53%	78%	70%	77%	53%	82%	74%	72%	71%	74%
	2021	67%	67%	**66%**	60%	63%	75%	62%	85%	67%	74%	41%	67%	66%	66%	61%	57%
At Meets Grade Level or Above	2022	51%	48%	**46%**	36%	48%	55%	40%	61%	48%	49%	29%	43%	45%	46%	42%	42%
	2021	39%	36%	**36%**	30%	32%	48%	23%	43%	28%	39%	22%	44%	35%	37%	29%	27%
At Masters Grade Level	2022	30%	26%	**24%**	15%	25%	32%	20%	41%	30%	31%	9%	22%	24%	23%	21%	19%
	2021	19%	17%	**16%**	11%	14%	26%	8%	23%	16%	14%	6%	17%	15%	17%	11%	12%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	69%	**69%**	60%	71%	78%	38%	80%	69%	71%	48%	77%	69%	67%	66%	71%
	2021	62%	62%	**62%**	54%	61%	75%	69%	86%	63%	59%	40%	72%	62%	63%	57%	57%
At Meets Grade Level or Above	2022	43%	39%	**36%**	25%	37%	48%	25%	61%	42%	41%	25%	36%	36%	36%	32%	38%
	2021	31%	29%	**26%**	19%	23%	42%	31%	45%	23%	26%	19%	31%	26%	26%	21%	22%
At Masters Grade Level	2022	21%	18%	**15%**	8%	16%	22%	19%	36%	15%	18%	9%	13%	15%	15%	13%	18%
	2021	14%	13%	**10%**	5%	9%	19%	8%	23%	9%	11%	5%	15%	10%	11%	7%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	75%	**74%**	69%	73%	80%	80%	89%	70%	76%	50%	77%	74%	73%	71%	70%
	2021	63%	61%	**60%**	53%	59%	70%	78%	72%	55%	60%	37%	56%	60%	59%	54%	57%
At Meets Grade Level or Above	2022	54%	51%	**49%**	41%	46%	62%	60%	70%	49%	51%	29%	43%	49%	48%	44%	41%
	2021	36%	34%	**32%**	25%	32%	42%	11%	54%	26%	30%	22%	27%	32%	32%	25%	26%
At Masters Grade Level	2022	28%	25%	**23%**	17%	20%	36%	0%	50%	21%	24%	9%	17%	24%	22%	20%	20%
	2021	17%	16%	**13%**	10%	13%	19%	11%	21%	8%	14%	4%	12%	13%	13%	9%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	66%	**62%**	54%	62%	75%	70%	86%	65%	62%	38%	69%	63%	61%	58%	64%
	2021	59%	59%	**59%**	48%	57%	72%	63%	77%	71%	68%	41%	55%	60%	57%	52%	58%
At Meets Grade Level or Above	2022	43%	38%	**34%**	24%	32%	48%	60%	66%	37%	35%	23%	35%	34%	32%	30%	34%
	2021	36%	35%	**32%**	23%	31%	46%	0%	53%	29%	39%	26%	30%	32%	33%	25%	31%
At Masters Grade Level	2022	23%	20%	**16%**	10%	15%	27%	20%	47%	11%	15%	8%	14%	17%	16%	13%	16%
	2021	21%	20%	**17%**	9%	18%	26%	0%	33%	11%	22%	10%	23%	17%	18%	13%	18%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KILLEEN ISD (014906) - BELL COUNTY

	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	80%	**79%**	74%	80%	85%	80%	91%	79%	83%	57%	72%	80%	78%	77%	79%
	2021	73%	73%	**74%**	67%	72%	83%	64%	97%	72%	82%	50%	74%	75%	72%	69%	70%
At Meets Grade Level or Above	2022	58%	54%	**53%**	45%	53%	62%	40%	75%	43%	60%	31%	42%	53%	52%	48%	49%
	2021	46%	44%	**44%**	34%	43%	57%	50%	79%	43%	50%	29%	30%	45%	43%	38%	41%
At Masters Grade Level	2022	36%	32%	**31%**	24%	30%	40%	0%	51%	18%	34%	11%	25%	31%	29%	27%	28%
	2021	30%	28%	**26%**	19%	22%	37%	14%	56%	38%	30%	11%	25%	26%	26%	20%	22%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	76%	**74%**	65%	76%	81%	70%	93%	72%	79%	50%	75%	75%	71%	71%	77%
	2021	70%	73%	**73%**	64%	71%	82%	79%	96%	70%	82%	52%	75%	75%	69%	68%	70%
At Meets Grade Level or Above	2022	48%	45%	**41%**	31%	43%	53%	30%	63%	39%	47%	29%	37%	42%	40%	37%	45%
	2021	44%	45%	**43%**	32%	42%	56%	43%	79%	49%	49%	31%	38%	46%	38%	38%	44%
At Masters Grade Level	2022	25%	21%	**18%**	12%	18%	24%	10%	44%	21%	22%	10%	16%	18%	18%	15%	22%
	2021	25%	24%	**22%**	12%	23%	34%	29%	49%	28%	25%	14%	21%	24%	20%	18%	23%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	64%	**57%**	46%	57%	72%	70%	81%	57%	63%	38%	52%	58%	57%	53%	55%
	2021	62%	63%	**59%**	48%	56%	74%	50%	84%	55%	67%	40%	57%	61%	54%	51%	54%
At Meets Grade Level or Above	2022	38%	35%	**27%**	18%	27%	43%	0%	40%	21%	31%	23%	25%	27%	27%	23%	25%
	2021	31%	30%	**22%**	13%	21%	35%	14%	47%	15%	26%	21%	19%	23%	21%	18%	20%
At Masters Grade Level	2022	18%	15%	**10%**	6%	9%	17%	0%	16%	11%	13%	10%	9%	9%	12%	7%	7%
	2021	13%	12%	**7%**	3%	6%	12%	0%	19%	6%	7%	9%	4%	6%	7%	5%	6%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	69%	**63%**	55%	63%	74%	62%	87%	67%	71%	39%	68%	64%	62%	59%	58%
	2021	62%	62%	**56%**	49%	53%	63%	80%	79%	67%	64%	25%	50%	55%	57%	48%	47%
At Meets Grade Level or Above	2022	43%	40%	**33%**	27%	30%	42%	23%	66%	26%	40%	25%	31%	33%	33%	29%	27%
	2021	32%	30%	**26%**	18%	24%	36%	40%	55%	35%	35%	17%	13%	27%	26%	19%	22%
At Masters Grade Level	2022	23%	20%	**14%**	10%	13%	24%	8%	34%	10%	16%	9%	11%	15%	14%	12%	10%
	2021	15%	13%	**10%**	6%	9%	14%	0%	23%	15%	14%	6%	6%	10%	10%	6%	6%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	74%	**70%**	63%	68%	78%	69%	90%	84%	74%	45%	70%	71%	67%	65%	67%
	2021	68%	70%	**66%**	55%	66%	77%	60%	89%	67%	73%	35%	59%	67%	63%	58%	61%

	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	39%	**29%**	20%	28%	41%	15%	73%	30%	36%	22%	33%	31%	26%	25%	28%
	2021	36%	37%	**32%**	20%	32%	44%	20%	56%	36%	40%	17%	30%	33%	29%	23%	31%
At Masters Grade Level	2022	16%	15%	**10%**	5%	9%	17%	8%	31%	7%	11%	11%	12%	11%	9%	8%	11%
	2021	15%	15%	**11%**	4%	11%	16%	0%	34%	9%	11%	8%	15%	11%	9%	6%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	78%	**72%**	64%	70%	82%	56%	86%	74%	81%	37%	62%	72%	71%	64%	63%
	2021	69%	69%	**68%**	60%	67%	77%	71%	83%	65%	76%	37%	88%	68%	67%	59%	60%
At Meets Grade Level or Above	2022	56%	52%	**44%**	35%	43%	55%	22%	68%	49%	57%	17%	40%	43%	46%	36%	35%
	2021	45%	43%	**41%**	32%	39%	49%	29%	69%	42%	53%	22%	40%	40%	41%	32%	32%
At Masters Grade Level	2022	37%	33%	**27%**	19%	25%	35%	22%	56%	27%	38%	9%	25%	26%	28%	20%	18%
	2021	25%	24%	**23%**	16%	21%	30%	21%	41%	24%	32%	12%	26%	22%	23%	16%	18%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	60%	**52%**	41%	50%	69%	38%	81%	59%	65%	29%	48%	53%	50%	45%	42%
	2021	55%	57%	**54%**	41%	56%	68%	42%	84%	53%	69%	32%	77%	56%	53%	46%	50%
At Meets Grade Level or Above	2022	31%	30%	**21%**	13%	21%	33%	13%	52%	23%	23%	14%	19%	21%	23%	15%	17%
	2021	27%	26%	**24%**	13%	25%	35%	8%	65%	22%	29%	19%	21%	24%	23%	16%	23%
At Masters Grade Level	2022	13%	12%	**6%**	4%	6%	9%	13%	22%	8%	5%	6%	0%	6%	6%	4%	5%
	2021	12%	10%	**8%**	3%	8%	14%	0%	29%	6%	13%	8%	3%	9%	7%	6%	8%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	**77%**	71%	78%	82%	69%	93%	73%	85%	49%	81%	78%	75%	72%	74%
	2021	73%	73%	**69%**	62%	70%	77%	73%	81%	76%	70%	38%	76%	69%	68%	62%	60%
At Meets Grade Level or Above	2022	58%	55%	**49%**	41%	50%	55%	25%	75%	49%	56%	27%	46%	51%	45%	43%	44%
	2021	46%	45%	**39%**	32%	40%	49%	40%	59%	33%	42%	19%	34%	40%	38%	32%	30%
At Masters Grade Level	2022	37%	33%	**27%**	22%	27%	32%	19%	57%	24%	35%	13%	29%	28%	25%	23%	22%
	2021	21%	20%	**16%**	11%	17%	22%	20%	30%	16%	18%	7%	14%	17%	15%	11%	10%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	68%	**61%**	53%	61%	72%	67%	94%	57%	70%	36%	61%	62%	59%	54%	57%
	2021	62%	65%	**61%**	52%	63%	68%	71%	84%	67%	65%	36%	72%	62%	58%	54%	59%
At Meets Grade Level or Above	2022	40%	34%	**26%**	20%	29%	35%	27%	53%	31%	24%	20%	35%	27%	24%	21%	26%
	2021	36%	39%	**33%**	23%	34%	44%	29%	51%	33%	46%	20%	55%	34%	30%	27%	33%

	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	14%	10%	**7%**	4%	9%	8%	0%	29%	3%	8%	9%	5%	7%	6%	5%	8%
	2021	11%	10%	**7%**	5%	7%	11%	7%	16%	5%	10%	7%	10%	7%	7%	6%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	70%	**67%**	58%	66%	78%	69%	93%	70%	75%	42%	69%	69%	62%	60%	63%
	2021	68%	70%	**66%**	55%	70%	77%	60%	86%	66%	71%	36%	83%	68%	63%	58%	60%
At Meets Grade Level or Above	2022	45%	40%	**35%**	25%	33%	46%	31%	69%	39%	46%	23%	35%	37%	29%	28%	30%
	2021	43%	44%	**39%**	28%	40%	56%	27%	64%	36%	43%	22%	55%	41%	36%	31%	30%
At Masters Grade Level	2022	24%	19%	**16%**	9%	15%	26%	19%	37%	18%	18%	11%	16%	18%	11%	12%	15%
	2021	24%	22%	**18%**	11%	19%	30%	7%	39%	9%	23%	8%	21%	19%	16%	12%	14%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	57%	**53%**	44%	51%	65%	44%	81%	43%	68%	34%	63%	53%	52%	43%	41%
	2021	57%	58%	**55%**	44%	56%	68%	69%	73%	57%	61%	30%	81%	54%	56%	45%	43%
At Meets Grade Level or Above	2022	31%	27%	**23%**	17%	21%	33%	13%	42%	26%	28%	22%	24%	23%	22%	16%	17%
	2021	28%	27%	**23%**	15%	22%	40%	19%	38%	11%	29%	17%	35%	22%	26%	16%	14%
At Masters Grade Level	2022	18%	15%	**12%**	8%	10%	21%	13%	30%	18%	14%	11%	10%	13%	11%	7%	9%
	2021	14%	12%	**11%**	6%	9%	19%	0%	22%	9%	16%	8%	19%	10%	13%	7%	5%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	66%	**66%**	60%	67%	74%	61%	79%	67%	74%	32%	58%	67%	64%	60%	54%
	2021	67%	68%	**70%**	64%	71%	79%	60%	84%	72%	76%	38%	61%	70%	70%	62%	55%
At Meets Grade Level or Above	2022	47%	47%	**45%**	37%	46%	54%	48%	63%	43%	54%	17%	30%	46%	44%	38%	31%
	2021	50%	50%	**51%**	43%	50%	64%	50%	76%	57%	58%	22%	42%	52%	49%	41%	36%
At Masters Grade Level	2022	11%	8%	**6%**	3%	6%	10%	9%	19%	8%	8%	5%	6%	7%	5%	4%	4%
	2021	12%	10%	**10%**	7%	10%	16%	0%	25%	10%	12%	6%	8%	10%	11%	6%	7%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	73%	**72%**	65%	73%	80%	58%	87%	74%	79%	35%	63%	73%	70%	65%	58%
	2021	71%	73%	**76%**	70%	75%	82%	67%	93%	74%	82%	37%	68%	77%	71%	69%	61%
At Meets Grade Level or Above	2022	55%	56%	**54%**	47%	56%	62%	42%	78%	56%	62%	19%	37%	54%	54%	45%	37%
	2021	57%	58%	**59%**	52%	57%	70%	60%	84%	64%	67%	25%	36%	61%	55%	50%	41%

	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	9%	7%	**6%**	4%	6%	8%	0%	15%	2%	6%	5%	4%	6%	6%	3%	3%
	2021	11%	9%	**9%**	5%	8%	15%	13%	22%	12%	9%	6%	5%	9%	8%	6%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	74%	**70%**	63%	71%	76%	77%	86%	77%	75%	41%	69%	72%	65%	65%	66%
	2021	73%	73%	**63%**	57%	63%	72%	80%	86%	69%	69%	39%	71%	65%	61%	55%	55%
At Meets Grade Level or Above	2022	43%	40%	**34%**	25%	35%	42%	38%	67%	40%	43%	18%	38%	37%	29%	29%	31%
	2021	41%	39%	**28%**	20%	28%	38%	27%	53%	22%	36%	16%	35%	29%	26%	20%	21%
At Masters Grade Level	2022	27%	23%	**19%**	12%	19%	26%	23%	57%	25%	24%	7%	23%	21%	15%	14%	17%
	2021	23%	20%	**13%**	9%	15%	18%	7%	28%	10%	17%	7%	23%	14%	12%	10%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	83%	**82%**	78%	83%	88%	83%	88%	84%	87%	58%	82%	84%	78%	79%	75%
	2021	82%	82%	**81%**	77%	80%	90%	91%	90%	86%	85%	52%	87%	82%	81%	75%	70%
At Meets Grade Level or Above	2022	55%	53%	**50%**	39%	52%	64%	66%	73%	48%	56%	27%	48%	52%	45%	43%	38%
	2021	55%	54%	**51%**	42%	49%	67%	45%	76%	63%	60%	25%	50%	50%	53%	39%	39%
At Masters Grade Level	2022	21%	18%	**15%**	10%	15%	27%	21%	36%	12%	19%	7%	20%	16%	14%	11%	9%
	2021	22%	20%	**19%**	13%	17%	34%	18%	44%	21%	17%	7%	20%	19%	20%	13%	12%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	90%	**91%**	88%	90%	94%	86%	96%	88%	95%	66%	90%	91%	88%	87%	78%
	2021	88%	90%	**91%**	88%	91%	95%	100%	98%	89%	94%	68%	100%	92%	88%	87%	80%
At Meets Grade Level or Above	2022	68%	69%	**68%**	60%	69%	81%	64%	81%	65%	78%	36%	64%	69%	67%	61%	50%
	2021	69%	71%	**72%**	64%	72%	83%	100%	83%	72%	75%	41%	69%	73%	69%	64%	49%
At Masters Grade Level	2022	42%	39%	**38%**	29%	36%	55%	14%	67%	39%	45%	13%	41%	38%	39%	31%	24%
	2021	43%	42%	**43%**	30%	45%	60%	80%	59%	34%	47%	20%	41%	43%	43%	33%	25%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	93%	**94%**	90%	94%	95%	*	100%	100%	95%	*	-	94%	93%	93%	100%
	2021	95%	93%	**94%**	92%	96%	95%	*	97%	91%	96%	*	*	94%	96%	92%	80%
At Meets Grade Level or Above	2022	64%	61%	**59%**	43%	62%	67%	*	83%	33%	65%	*	-	60%	41%	54%	43%
	2021	69%	63%	**61%**	53%	64%	64%	*	72%	45%	66%	*	*	60%	64%	55%	20%

	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	13%	6%	**3%**	3%	1%	6%	*	9%	0%	0%	*	-	3%	0%	2%	0%
	2021	14%	6%	**3%**	0%	4%	5%	*	9%	0%	4%	*	*	3%	0%	3%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	73%	**70%**	62%	70%	78%	66%	87%	71%	76%	44%	70%	71%	67%	64%	64%
	2021	67%	68%	**66%**	58%	65%	75%	66%	86%	68%	72%	39%	68%	67%	64%	58%	58%
At Meets Grade Level or Above	2022	48%	45%	**40%**	32%	41%	51%	37%	66%	41%	46%	24%	37%	41%	38%	34%	34%
	2021	41%	40%	**37%**	29%	36%	48%	31%	61%	37%	42%	22%	33%	38%	35%	29%	29%
At Masters Grade Level	2022	23%	20%	**17%**	11%	16%	25%	13%	39%	16%	20%	9%	16%	17%	16%	13%	14%
	2021	18%	17%	**14%**	9%	14%	22%	10%	30%	14%	17%	8%	14%	14%	14%	10%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	74%	**72%**	65%	73%	80%	63%	86%	72%	78%	44%	71%	72%	71%	67%	66%
	2021	68%	68%	**67%**	61%	66%	76%	68%	85%	69%	73%	38%	67%	68%	66%	61%	58%
At Meets Grade Level or Above	2022	53%	50%	**47%**	39%	47%	56%	39%	70%	46%	54%	24%	39%	47%	46%	41%	38%
	2021	45%	43%	**41%**	34%	40%	52%	39%	66%	42%	47%	22%	33%	42%	40%	33%	32%
At Masters Grade Level	2022	25%	22%	**19%**	14%	18%	27%	10%	40%	17%	24%	9%	17%	19%	19%	16%	15%
	2021	18%	17%	**15%**	10%	14%	23%	13%	30%	17%	18%	7%	15%	15%	15%	11%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	**66%**	58%	67%	76%	64%	87%	70%	71%	42%	68%	68%	63%	62%	64%
	2021	66%	67%	**64%**	54%	63%	75%	69%	87%	66%	70%	40%	69%	65%	61%	57%	59%
At Meets Grade Level or Above	2022	42%	39%	**33%**	23%	33%	44%	31%	64%	35%	37%	22%	34%	34%	30%	28%	32%
	2021	37%	36%	**32%**	22%	31%	45%	25%	59%	31%	39%	21%	33%	33%	30%	25%	29%
At Masters Grade Level	2022	20%	17%	**13%**	8%	13%	20%	14%	38%	13%	15%	9%	13%	14%	12%	11%	15%
	2021	18%	16%	**13%**	7%	13%	20%	8%	30%	11%	15%	9%	16%	13%	12%	10%	12%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	73%	**70%**	62%	70%	80%	76%	87%	73%	76%	47%	68%	72%	66%	65%	65%
	2021	71%	72%	**69%**	61%	69%	81%	65%	87%	70%	74%	43%	71%	70%	66%	60%	61%
At Meets Grade Level or Above	2022	47%	43%	**38%**	29%	39%	51%	44%	61%	38%	45%	24%	36%	40%	35%	32%	31%
	2021	44%	43%	**38%**	28%	37%	52%	28%	61%	39%	43%	23%	37%	38%	37%	28%	29%

	School Year	State	Region 12	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	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21%	17%	**14%**	9%	13%	23%	16%	30%	14%	17%	9%	15%	15%	12%	10%	10%
	2021	20%	18%	**15%**	9%	14%	25%	8%	33%	13%	15%	8%	13%	15%	14%	10%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	73%	**72%**	66%	71%	79%	63%	90%	66%	80%	49%	73%	73%	68%	62%	58%
	2021	73%	73%	**73%**	66%	73%	82%	76%	86%	74%	77%	47%	91%	74%	71%	64%	59%
At Meets Grade Level or Above	2022	50%	47%	**45%**	38%	45%	56%	37%	65%	46%	50%	29%	38%	47%	41%	36%	33%
	2021	49%	48%	**48%**	40%	47%	62%	38%	61%	44%	51%	28%	53%	49%	45%	38%	29%
At Masters Grade Level	2022	30%	27%	**25%**	18%	23%	37%	13%	52%	29%	28%	12%	21%	26%	23%	18%	16%
	2021	29%	26%	**27%**	18%	27%	41%	19%	41%	23%	30%	13%	31%	27%	26%	18%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	32%	**29%**	18%	30%	40%	27%	55%	39%	33%	20%	22%	29%	30%	25%	30%
	2021	24%	22%	**20%**	14%	17%	34%	15%	31%	14%	22%	15%	24%	20%	21%	15%	15%
Reading and Mathematics Including EOC	2022	36%	32%	**29%**	18%	30%	40%	27%	55%	39%	33%	20%	22%	29%	30%	25%	30%
	2021	24%	22%	**20%**	14%	17%	34%	15%	31%	14%	22%	15%	24%	20%	21%	15%	15%
Reading Including EOC	2022	51%	48%	**46%**	36%	48%	55%	40%	61%	48%	49%	29%	43%	45%	46%	42%	42%
	2021	38%	36%	**36%**	30%	32%	48%	23%	43%	28%	39%	22%	44%	35%	37%	29%	27%
Math Including EOC	2022	43%	39%	**36%**	25%	37%	48%	25%	61%	42%	41%	25%	36%	36%	36%	32%	38%
	2021	31%	29%	**26%**	19%	23%	42%	31%	45%	23%	26%	19%	31%	26%	26%	21%	22%
4th Graders																	
Reading and Mathematics	2022	36%	32%	**28%**	20%	24%	43%	40%	60%	32%	28%	19%	24%	29%	27%	24%	24%
	2021	26%	24%	**22%**	16%	22%	32%	0%	42%	21%	23%	19%	20%	22%	23%	16%	19%
Reading and Mathematics Including EOC	2022	36%	32%	**28%**	20%	24%	43%	40%	60%	32%	28%	19%	24%	29%	27%	24%	24%
	2021	26%	24%	**22%**	16%	22%	32%	0%	42%	21%	23%	19%	20%	22%	23%	16%	19%
Reading Including EOC	2022	54%	51%	**49%**	41%	46%	62%	60%	70%	49%	51%	29%	43%	49%	48%	44%	41%
	2021	36%	34%	**32%**	25%	32%	42%	11%	54%	26%	30%	22%	27%	32%	31%	25%	26%
Math Including EOC	2022	43%	38%	**34%**	24%	32%	48%	60%	66%	37%	35%	23%	35%	34%	33%	30%	34%
	2021	36%	35%	**32%**	23%	31%	46%	0%	53%	29%	39%	26%	30%	32%	33%	25%	31%
5th Graders																	
Reading and Mathematics	2022	41%	37%	**34%**	26%	34%	44%	10%	57%	34%	40%	23%	25%	34%	34%	30%	34%
	2021	34%	33%	**31%**	21%	30%	44%	43%	69%	32%	36%	23%	25%	33%	29%	26%	29%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KILLEEN ISD (014906) - BELL COUNTY

	School Year	State	Region 12	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	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	37%	**34%**	26%	34%	44%	10%	57%	34%	40%	23%	25%	34%	34%	30%	34%
	2021	34%	33%	**31%**	21%	30%	44%	43%	69%	32%	36%	23%	25%	33%	29%	26%	29%
Reading Including EOC	2022	58%	54%	**53%**	45%	53%	62%	40%	75%	43%	60%	31%	42%	53%	52%	48%	49%
	2021	46%	44%	**44%**	34%	43%	57%	50%	79%	40%	50%	29%	30%	45%	43%	38%	41%
Math Including EOC	2022	48%	45%	**41%**	31%	43%	53%	30%	63%	39%	47%	29%	37%	42%	40%	37%	45%
	2021	44%	45%	**43%**	32%	42%	56%	43%	79%	49%	49%	31%	38%	46%	38%	38%	44%
6th Graders																	
Reading and Mathematics	2022	31%	28%	**21%**	14%	19%	31%	0%	54%	19%	27%	20%	21%	22%	19%	18%	18%
	2021	24%	23%	**20%**	12%	17%	29%	20%	46%	22%	28%	15%	9%	20%	19%	13%	17%
Reading and Mathematics Including EOC	2022	31%	28%	**21%**	14%	19%	31%	0%	54%	19%	27%	20%	21%	22%	19%	18%	18%
	2021	24%	23%	**20%**	12%	17%	29%	20%	46%	22%	28%	15%	9%	20%	19%	13%	17%
Reading Including EOC	2022	43%	40%	**33%**	27%	31%	42%	23%	66%	26%	41%	25%	31%	33%	33%	30%	27%
	2021	32%	30%	**26%**	18%	24%	36%	40%	55%	35%	35%	17%	13%	27%	26%	19%	22%
Math Including EOC	2022	40%	39%	**29%**	20%	28%	41%	15%	73%	30%	35%	23%	33%	31%	26%	25%	28%
	2021	36%	37%	**32%**	20%	32%	44%	20%	56%	36%	40%	17%	30%	33%	29%	23%	31%
7th Graders																	
Reading and Mathematics	2022	32%	29%	**21%**	14%	20%	32%	11%	55%	20%	25%	13%	20%	21%	22%	14%	17%
	2021	26%	25%	**22%**	13%	23%	31%	7%	53%	21%	25%	17%	16%	23%	19%	15%	21%
Reading and Mathematics Including EOC	2022	33%	29%	**21%**	14%	20%	32%	11%	55%	20%	26%	13%	20%	21%	22%	15%	17%
	2021	27%	25%	**22%**	13%	23%	31%	7%	54%	21%	25%	17%	16%	23%	19%	15%	21%
Reading Including EOC	2022	56%	52%	**44%**	35%	43%	55%	22%	68%	49%	57%	18%	40%	43%	46%	36%	35%
	2021	45%	43%	**41%**	32%	39%	49%	29%	69%	42%	53%	22%	40%	40%	41%	32%	32%
Math Including EOC	2022	37%	33%	**24%**	15%	24%	36%	11%	56%	26%	27%	15%	25%	24%	24%	17%	20%
	2021	32%	30%	**26%**	15%	27%	38%	14%	67%	25%	32%	19%	30%	28%	24%	18%	26%
8th Graders																	
Reading and Mathematics	2022	27%	26%	**19%**	14%	22%	26%	7%	39%	24%	17%	18%	12%	20%	18%	16%	17%
	2021	21%	23%	**19%**	13%	20%	27%	8%	39%	18%	27%	15%	21%	19%	20%	15%	18%
Reading and Mathematics Including EOC	2022	41%	36%	**29%**	21%	31%	38%	13%	65%	37%	31%	19%	29%	32%	23%	23%	27%
	2021	33%	32%	**26%**	18%	27%	38%	13%	46%	23%	34%	15%	28%	27%	25%	20%	21%
Reading Including EOC	2022	58%	55%	**49%**	41%	50%	55%	25%	75%	49%	56%	26%	46%	51%	45%	43%	44%
	2021	47%	45%	**39%**	32%	40%	49%	40%	59%	33%	42%	19%	34%	40%	38%	32%	30%

	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	42%	**35%**	25%	36%	46%	38%	74%	42%	36%	21%	43%	38%	28%	28%	34%
	2021	43%	43%	**38%**	26%	40%	52%	31%	54%	38%	51%	20%	53%	40%	34%	31%	35%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	31%	**26%**	18%	25%	37%	15%	55%	28%	29%	19%	21%	26%	25%	22%	24%
	2021	26%	25%	**23%**	15%	21%	34%	17%	48%	22%	27%	18%	19%	23%	22%	17%	20%
Reading and Mathematics Including EOC	2022	36%	32%	**27%**	19%	26%	38%	16%	58%	30%	31%	19%	24%	28%	26%	23%	25%
	2021	28%	27%	**24%**	16%	22%	35%	17%	49%	22%	28%	18%	20%	24%	23%	17%	20%
Reading Including EOC	2022	53%	50%	**46%**	38%	45%	55%	34%	69%	44%	52%	27%	41%	46%	45%	41%	40%
	2021	41%	39%	**36%**	28%	35%	47%	33%	60%	35%	42%	22%	31%	36%	36%	29%	30%
Math Including EOC	2022	43%	39%	**33%**	23%	33%	46%	30%	66%	36%	37%	23%	35%	34%	32%	28%	33%
	2021	37%	36%	**33%**	22%	32%	46%	26%	59%	33%	39%	22%	35%	34%	31%	26%	31%

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

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
					School Progress Domain - Academic Growth Score by Grade and Subject												
Grade 4 ELA/Reading	2022	77	75	**72**	69	72	75	71	86	80	73	61	75	72	72	72	78
	2019	61	56	**56**	52	58	55	44	74	64	58	47	63	56	56	53	63
Grade 4 Mathematics	2022	74	69	**66**	61	67	70	79	78	66	66	60	72	66	66	64	72
	2019	65	62	**63**	58	65	67	56	78	65	64	62	73	64	61	61	69
Grade 5 ELA/Reading	2022	87	86	**87**	85	88	88	75	92	71	91	82	88	87	88	86	88
	2019	81	80	**78**	77	77	80	100	81	81	78	75	77	77	79	77	81
Grade 5 Mathematics	2022	79	76	**75**	75	77	71	79	90	75	74	69	75	75	76	75	79
	2019	83	83	**84**	85	84	83	90	94	88	81	79	84	84	85	84	86
Grade 6 ELA/Reading	2022	61	57	**47**	41	47	57	35	64	47	49	49	50	47	49	45	46
	2019	42	40	**37**	34	38	40	52	44	47	36	36	33	37	37	36	38
Grade 6 Mathematics	2022	61	58	**51**	51	50	52	35	60	58	52	54	55	51	51	48	48
	2019	54	53	**55**	50	55	58	65	67	62	59	46	61	53	59	51	54
Grade 7 ELA/Reading	2022	88	86	**82**	79	83	84	*	89	77	85	69	73	82	83	78	81
	2019	77	77	**75**	72	76	75	79	80	75	77	71	63	76	72	72	77
Grade 7 Mathematics	2022	60	54	**45**	45	42	48	*	62	40	48	44	44	44	50	43	41
	2019	62	61	**60**	57	60	66	54	87	55	59	44	60	61	59	56	58
Grade 8 ELA/Reading	2022	83	81	**75**	74	76	76	71	84	64	76	68	76	77	71	74	78
	2019	77	76	**78**	75	80	79	75	82	77	81	72	74	78	79	76	80
Grade 8 Mathematics	2022	74	72	**69**	69	68	70	69	86	65	70	64	68	69	70	69	69
	2019	82	82	**87**	88	87	86	86	83	85	86	80	82	87	88	86	88
End of Course English II	2022	71	72	**68**	67	69	69	70	71	68	63	64	81	67	71	66	67
	2019	69	69	**68**	68	67	70	62	70	63	66	65	62	68	67	65	59
End of Course Algebra I	2022	67	63	**58**	52	60	63	59	83	68	60	36	54	60	52	53	55
	2019	75	69	**59**	53	59	64	58	82	68	63	36	52	61	55	54	51
All Grades Both Subjects	2022	74	71	**67**	64	67	69	62	78	65	68	61	67	66	67	65	67
	2019	69	67	**66**	64	67	68	66	76	69	67	59	66	66	66	64	67
All Grades ELA/Reading	2022	78	76	**72**	69	73	75	63	80	68	73	66	73	72	73	70	74
	2019	68	66	**65**	63	66	66	65	72	68	65	60	62	65	64	62	67
All Grades Mathematics	2022	69	65	**61**	59	61	63	61	75	62	62	56	62	61	62	59	61
	2019	70	68	**68**	65	68	70	67	81	69	68	58	71	68	67	65	68

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
KILLEEN ISD (014906) - BELL COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 12	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	73%	**70%**	67%	-	67%	-	-	-	59%	33%	59%	-	64%	70%	61%	91%
	2021	67%	68%	**66%**	52%	-	52%	-	-	-	51%	-	51%	-	66%	67%	52%	89%
At Meets Grade Level or Above	2022	48%	45%	**40%**	33%	-	33%	-	-	-	29%	0%	29%	-	31%	41%	30%	70%
	2021	41%	40%	**37%**	24%	-	24%	-	-	-	22%	-	22%	-	33%	38%	23%	63%
At Masters Grade Level	2022	23%	20%	**17%**	15%	-	15%	-	-	-	11%	0%	11%	-	10%	17%	12%	34%
	2021	18%	17%	**14%**	11%	-	11%	-	-	-	7%	-	7%	-	12%	15%	8%	28%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	74%	**72%**	70%	-	70%	-	-	-	61%	*	61%	-	64%	73%	62%	95%
	2021	68%	68%	**67%**	51%	-	51%	-	-	-	51%	-	51%	-	65%	69%	52%	92%
At Meets Grade Level or Above	2022	53%	50%	**47%**	36%	-	36%	-	-	-	32%	*	32%	-	35%	48%	33%	81%
	2021	45%	43%	**41%**	24%	-	24%	-	-	-	22%	-	22%	-	39%	43%	24%	75%
At Masters Grade Level	2022	25%	22%	**19%**	17%	-	17%	-	-	-	12%	*	12%	-	11%	20%	13%	32%
	2021	18%	17%	**15%**	12%	-	12%	-	-	-	7%	-	7%	-	13%	16%	8%	28%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	**66%**	71%	-	71%	-	-	-	59%	*	59%	-	63%	66%	62%	87%
	2021	66%	67%	**64%**	58%	-	58%	-	-	-	53%	-	53%	-	69%	64%	55%	84%
At Meets Grade Level or Above	2022	42%	39%	**33%**	35%	-	35%	-	-	-	28%	*	28%	-	25%	33%	29%	59%
	2021	37%	36%	**32%**	28%	-	28%	-	-	-	24%	-	24%	-	33%	33%	25%	53%
At Masters Grade Level	2022	20%	17%	**13%**	17%	-	17%	-	-	-	12%	*	12%	-	10%	13%	13%	32%
	2021	18%	16%	**13%**	14%	-	14%	-	-	-	8%	-	8%	-	15%	13%	10%	27%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	73%	**70%**	46%	-	46%	-	-	-	61%	*	61%	-	69%	70%	60%	94%
	2021	71%	72%	**69%**	44%	-	44%	-	-	-	55%	-	55%	-	73%	70%	54%	90%
At Meets Grade Level or Above	2022	47%	43%	**38%**	17%	-	17%	-	-	-	26%	*	26%	-	35%	39%	26%	68%
	2021	44%	43%	**38%**	16%	-	16%	-	-	-	20%	-	20%	-	40%	39%	21%	62%
At Masters Grade Level	2022	21%	17%	**14%**	4%	-	4%	-	-	-	7%	*	7%	-	6%	14%	7%	33%
	2021	20%	18%	**15%**	4%	-	4%	-	-	-	4%	-	4%	-	14%	15%	5%	32%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	73%	**72%**	-	-	-	-	-	-	50%	*	50%	-	63%	73%	51%	87%
	2021	73%	73%	**73%**	-	-	-	-	-	-	48%	-	48%	-	56%	75%	49%	88%
At Meets Grade Level or Above	2022	50%	47%	**45%**	-	-	-	-	-	-	23%	*	23%	-	29%	47%	24%	66%
	2021	49%	48%	**48%**	-	-	-	-	-	-	20%	-	20%	-	14%	50%	19%	58%
At Masters Grade Level	2022	30%	27%	**25%**	-	-	-	-	-	-	10%	*	10%	-	16%	26%	10%	39%
	2021	29%	26%	**27%**	-	-	-	-	-	-	8%	-	8%	-	6%	28%	8%	34%
School Progress Domain - Academic Growth Score																		

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 12	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2022	74%	71%	**67%**	78%	-	78%	-	-	-	66%	*	66%	-	60%	66%	67%	72%
	2019	69%	67%	**66%**	76%	-	76%	-	-		64%	-	64%		59%		65%	
All Grades ELA/Reading	2022	78%	76%	**72%**	81%	-	81%	-	-	-	74%	*	74%	-	65%	72%	74%	75%
	2019	68%	66%	**65%**	72%	-	72%	-	-		64%	-	64%		58%		65%	
All Grades Mathematics	2022	69%	65%	**61%**	77%	-	77%	-	-	-	58%	*	58%	-	55%	61%	61%	67%
	2019	70%	68%	**68%**	79%	-	79%	-	-		63%	-	63%		61%		66%	

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

\- Indicates there are no students in the group.

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

	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	99%	99%	98%	99%	98%	99%	99%	98%	98%	99%
Included in Accountability	93%	93%	**92%**	93%	92%	93%	91%	94%	92%	93%	91%	92%	97%	84%	96%	92%
Not Included in Accountability: Mobile	5%	5%	**6%**	6%	6%	6%	8%	4%	6%	6%	6%	6%	1%	14%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	1%	0%	0%	1%	0%	1%	1%	0%	3%
Not Tested	1%	1%	**1%**	1%	1%	1%	1%	1%	2%	1%	2%	1%	1%	2%	2%	1%
Absent	1%	1%	**1%**	1%	1%	1%	1%	0%	2%	1%	2%	1%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	99%	100%	99%	99%	98%	99%	99%	99%	99%	100%
Included in Accountability	92%	93%	**92%**	93%	90%	92%	90%	92%	92%	93%	90%	92%	97%	83%	96%	88%
Not Included in Accountability: Mobile	5%	5%	**6%**	6%	6%	6%	9%	4%	6%	6%	6%	6%	1%	14%	2%	4%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	3%	1%	1%	3%	1%	0%	2%	1%	1%	1%	1%	8%
Not Tested	1%	1%	**1%**	1%	1%	1%	1%	0%	1%	1%	2%	1%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	1%	1%	0%	1%	1%	2%	1%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	99%	99%	99%	98%	99%	99%	99%	99%	99%
Included in Accountability	93%	94%	**93%**	93%	93%	92%	90%	94%	93%	93%	92%	92%	98%	84%	97%	95%
Not Included in Accountability: Mobile	5%	5%	**6%**	6%	6%	6%	10%	5%	6%	6%	6%	7%	1%	15%	2%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	1%	1%	1%	2%	1%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	1%	1%	2%	1%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**98%**	98%	98%	98%	98%	99%	96%	99%	97%	98%	98%	97%	98%	99%
Included in Accountability	93%	93%	**93%**	93%	93%	93%	92%	95%	91%	93%	92%	91%	98%	85%	96%	95%
Not Included in Accountability: Mobile	4%	5%	**5%**	5%	5%	5%	7%	3%	5%	6%	6%	7%	1%	13%	2%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	1%	**2%**	2%	2%	2%	2%	1%	4%	1%	3%	2%	2%	3%	2%	1%

	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**2%**	2%	2%	2%	2%	1%	4%	1%	2%	2%	1%	3%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**98%**	99%	98%	98%	100%	99%	96%	98%	98%	98%	99%	97%	98%	99%
Included in Accountability	94%	94%	**94%**	94%	94%	95%	97%	95%	92%	94%	93%	96%	98%	85%	96%	95%
Not Included in Accountability: Mobile	4%	5%	**4%**	5%	5%	3%	3%	4%	4%	4%	5%	3%	1%	12%	2%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	**2%**	1%	2%	2%	0%	1%	4%	2%	2%	2%	1%	3%	2%	1%
Absent	1%	1%	**2%**	1%	2%	2%	0%	1%	4%	2%	2%	2%	1%	2%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	90%	**94%**	93%	93%	97%	*	96%	92%	91%	*	-	94%	91%	90%	88%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	**80%**	77%	80%	83%	77%	89%	74%	79%	79%	78%	80%	80%	78%	86%
Included in Accountability	83%	87%	**75%**	73%	75%	77%	71%	84%	67%	74%	73%	75%	79%	67%	74%	78%
Not Included in Accountability: Mobile	3%	4%	**5%**	4%	4%	6%	6%	3%	6%	4%	4%	2%	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	1%	2%	1%	0%	1%	1%	0%	1%	1%	4%
Not Tested	12%	8%	**20%**	23%	20%	17%	23%	11%	26%	21%	21%	22%	20%	20%	22%	14%
Absent	2%	1%	**1%**	2%	1%	1%	2%	1%	1%	1%	2%	1%	1%	2%	2%	1%
Other	10%	7%	**19%**	21%	18%	16%	21%	11%	25%	20%	20%	22%	19%	19%	20%	14%
Reading																
Assessment Participant	89%	92%	**80%**	78%	81%	84%	79%	90%	74%	79%	79%	80%	81%	80%	79%	87%
Included in Accountability	83%	86%	**74%**	73%	74%	78%	70%	83%	67%	74%	72%	75%	79%	67%	74%	75%
Not Included in Accountability: Mobile	3%	4%	**5%**	4%	4%	6%	6%	3%	6%	5%	4%	2%	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	3%	1%	**1%**	0%	3%	0%	2%	4%	1%	0%	2%	2%	1%	2%	1%	9%
Not Tested	11%	8%	**20%**	22%	19%	16%	21%	10%	26%	21%	21%	20%	19%	20%	21%	13%
Absent	2%	1%	**1%**	2%	1%	1%	1%	1%	2%	1%	2%	0%	1%	2%	2%	0%
Other	10%	7%	**18%**	21%	18%	15%	20%	9%	24%	19%	19%	20%	19%	18%	19%	12%
Mathematics																
Assessment Participant	88%	92%	**80%**	77%	81%	84%	79%	88%	74%	79%	80%	78%	80%	80%	79%	86%
Included in Accountability	84%	87%	**75%**	73%	76%	78%	74%	86%	67%	74%	75%	77%	79%	68%	75%	81%

	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	5%	**5%**	5%	5%	6%	5%	3%	7%	5%	4%	2%	1%	12%	4%	4%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%
Not Tested	12%	8%	**20%**	23%	19%	16%	21%	12%	26%	21%	20%	22%	20%	20%	21%	14%
Absent	2%	1%	**1%**	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Other	10%	7%	**19%**	21%	18%	15%	19%	11%	25%	20%	19%	21%	19%	19%	20%	13%
Science																
Assessment Participant	87%	92%	**79%**	77%	80%	82%	72%	90%	73%	79%	78%	77%	80%	78%	77%	83%
Included in Accountability	84%	87%	**75%**	73%	76%	76%	69%	86%	67%	76%	73%	76%	79%	68%	74%	79%
Not Included in Accountability: Mobile	3%	4%	**4%**	4%	4%	5%	3%	3%	6%	3%	4%	1%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
Not Tested	13%	8%	**21%**	23%	20%	18%	28%	10%	27%	21%	22%	23%	20%	22%	23%	17%
Absent	2%	1%	**2%**	2%	2%	1%	2%	1%	0%	1%	2%	1%	1%	2%	2%	1%
Other	10%	7%	**19%**	21%	19%	17%	26%	9%	27%	20%	20%	22%	19%	20%	20%	15%
Social Studies																
Assessment Participant	87%	91%	**77%**	76%	77%	80%	65%	89%	74%	79%	74%	76%	78%	75%	74%	80%
Included in Accountability	84%	86%	**73%**	73%	73%	75%	62%	84%	71%	75%	70%	71%	78%	65%	71%	76%
Not Included in Accountability: Mobile	3%	4%	**4%**	3%	4%	5%	3%	4%	3%	4%	4%	5%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%
Not Tested	13%	9%	**23%**	24%	23%	20%	35%	11%	26%	21%	26%	24%	22%	25%	26%	20%
Absent	3%	2%	**2%**	3%	2%	2%	3%	1%	1%	2%	3%	4%	2%	3%	3%	1%
Other	10%	7%	**20%**	21%	21%	19%	32%	10%	24%	20%	22%	21%	20%	22%	22%	19%
Accelerated Testers																
SAT/ACT Participant	85%	87%	**86%**	86%	83%	89%	*	91%	92%	85%	*	*	87%	80%	79%	67%

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

- Indicates there are no students in the group.

	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	94.1%	**91.8%**	91.0%	91.8%	92.8%	91.4%	95.9%	91.1%	92.4%	89.3%	90.1%	91.8%
2019-20	98.3%	98.3%	**98.1%**	97.9%	98.1%	98.1%	97.5%	99.1%	98.3%	98.2%	97.3%	97.8%	98.4%
Chronic Absenteeism													
2020-21	15.0%	17.8%	**25.9%**	29.2%	26.2%	21.7%	30.0%	11.3%	27.0%	23.7%	35.2%	32.4%	26.8%
2019-20	6.7%	6.7%	**8.2%**	8.6%	7.7%	8.5%	10.1%	4.3%	8.6%	8.6%	12.9%	9.5%	7.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.6%	**1.3%**	1.3%	1.5%	0.7%	2.1%	0.0%	0.6%	1.8%	1.7%	1.4%	1.2%
2019-20	0.5%	0.4%	**0.7%**	0.6%	0.6%	0.7%	2.1%	0.0%	3.2%	0.6%	1.2%	0.9%	1.2%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.3%	**2.8%**	2.9%	2.9%	2.4%	4.8%	0.6%	2.9%	2.5%	5.0%	3.6%	3.9%
2019-20	1.6%	1.6%	**1.7%**	1.8%	1.4%	1.8%	7.1%	1.5%	0.8%	1.5%	3.4%	2.0%	2.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.2%	**88.6%**	89.5%	88.6%	87.0%	86.7%	95.3%	88.0%	84.2%	80.4%	84.5%	80.8%
Received TxCHSE	0.3%	0.4%	**0.5%**	0.3%	0.2%	1.2%	0.0%	1.2%	0.0%	0.5%	0.9%	0.4%	0.0%
Continued HS	3.9%	3.9%	**4.2%**	3.9%	4.7%	3.5%	0.0%	1.2%	6.0%	7.1%	7.7%	5.2%	7.8%
Dropped Out	5.8%	5.6%	**6.7%**	6.2%	6.4%	8.3%	13.3%	2.4%	6.0%	8.2%	11.0%	9.9%	11.4%
Graduates and TxCHSE	90.3%	90.6%	**89.0%**	89.8%	88.9%	88.2%	86.7%	96.5%	88.0%	84.7%	81.3%	84.9%	80.8%
Graduates, TxCHSE, and Continuers	94.2%	94.4%	**93.3%**	93.8%	93.6%	91.7%	86.7%	97.6%	94.0%	91.8%	89.0%	90.1%	88.6%
Class of 2020													
Graduated	90.3%	92.0%	**91.5%**	91.0%	91.3%	92.2%	60.0%	96.3%	93.4%	91.5%	83.5%	89.6%	85.6%
Received TxCHSE	0.4%	0.4%	**0.4%**	0.5%	0.3%	0.6%	0.0%	1.2%	0.0%	0.0%	0.0%	0.6%	0.7%
Continued HS	3.9%	3.1%	**3.5%**	3.8%	4.0%	2.1%	20.0%	1.2%	3.3%	4.3%	10.3%	3.2%	6.8%
Dropped Out	5.4%	4.6%	**4.6%**	4.7%	4.5%	5.1%	20.0%	1.2%	3.3%	4.3%	6.1%	6.7%	6.8%
Graduates and TxCHSE	90.7%	92.3%	**91.9%**	91.5%	91.6%	92.8%	60.0%	97.5%	93.4%	91.5%	83.5%	90.1%	86.3%
Graduates, TxCHSE, and Continuers	94.6%	95.4%	**95.4%**	95.3%	95.5%	94.9%	80.0%	98.8%	96.7%	95.7%	93.9%	93.3%	93.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.3%	**93.1%**	92.5%	93.5%	93.4%	60.0%	96.3%	96.7%	93.8%	87.2%	90.8%	88.9%
Received TxCHSE	0.5%	0.5%	**0.7%**	0.9%	0.3%	1.0%	0.0%	1.2%	0.0%	0.0%	0.4%	0.7%	0.7%
Continued HS	1.1%	1.0%	**0.9%**	0.7%	1.1%	0.6%	20.0%	1.2%	1.7%	0.6%	3.9%	0.6%	1.4%
Dropped Out	6.2%	5.3%	**5.3%**	5.8%	5.2%	5.1%	20.0%	1.2%	1.7%	5.6%	8.5%	7.9%	9.0%
Graduates and TxCHSE	92.7%	93.8%	**93.8%**	93.4%	93.8%	94.3%	60.0%	97.5%	96.7%	93.8%	87.6%	91.5%	89.6%

	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	94.7%	**94.7%**	94.2%	94.8%	94.9%	80.0%	98.8%	98.3%	94.4%	91.5%	92.1%	91.0%
Class of 2019													
Graduated	92.0%	92.9%	**92.7%**	91.2%	94.0%	91.5%	100.0%	100.0%	96.6%	94.5%	82.1%	90.9%	95.8%
Received TxCHSE	0.5%	0.5%	**0.9%**	0.3%	0.8%	2.2%	0.0%	0.0%	0.0%	1.8%	0.7%	0.8%	0.0%
Continued HS	1.3%	1.2%	**1.0%**	1.0%	1.2%	1.2%	0.0%	0.0%	0.0%	0.6%	5.0%	0.6%	0.0%
Dropped Out	6.1%	5.3%	**5.3%**	7.5%	4.0%	5.1%	0.0%	0.0%	3.4%	3.1%	12.3%	7.6%	4.2%
Graduates and TxCHSE	92.6%	93.5%	**93.6%**	91.5%	94.8%	93.7%	100.0%	100.0%	96.6%	96.3%	82.7%	91.8%	95.8%
Graduates, TxCHSE, and Continuers	93.9%	94.7%	**94.7%**	92.5%	96.0%	94.9%	100.0%	100.0%	96.6%	96.9%	87.7%	92.4%	95.8%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.4%	**93.2%**	91.7%	94.5%	91.7%	100.0%	100.0%	96.6%	95.1%	83.6%	90.8%	96.5%
Received TxCHSE	0.6%	0.6%	**0.9%**	0.3%	0.8%	2.2%	0.0%	0.0%	0.0%	1.8%	0.7%	0.8%	0.0%
Continued HS	0.6%	0.5%	**0.4%**	0.4%	0.3%	0.6%	0.0%	0.0%	0.0%	0.0%	2.3%	0.4%	0.0%
Dropped Out	6.2%	5.4%	**5.6%**	7.6%	4.4%	5.5%	0.0%	0.0%	3.4%	3.1%	13.4%	8.1%	3.5%
Graduates and TxCHSE	93.2%	94.1%	**94.1%**	92.0%	95.3%	93.9%	100.0%	100.0%	96.6%	96.9%	84.2%	91.6%	96.5%
Graduates, TxCHSE, and Continuers	93.8%	94.6%	**94.4%**	92.4%	95.6%	94.5%	100.0%	100.0%	96.6%	96.9%	86.6%	91.9%	96.5%
Class of 2018													
Graduated	92.6%	93.4%	**93.6%**	93.6%	93.9%	93.3%	88.9%	97.3%	96.5%	91.0%	89.7%	90.8%	93.5%
Received TxCHSE	0.7%	0.6%	**0.8%**	1.2%	0.8%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.2%	0.0%
Continued HS	0.6%	0.5%	**0.1%**	0.1%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%
Dropped Out	6.1%	5.4%	**5.4%**	5.1%	5.2%	6.2%	11.1%	2.7%	3.5%	7.2%	9.2%	8.0%	6.5%
Graduates and TxCHSE	93.3%	94.1%	**94.5%**	94.8%	94.8%	93.3%	88.9%	97.3%	96.5%	92.8%	89.7%	92.0%	93.5%
Graduates, TxCHSE, and Continuers	93.9%	94.6%	**94.6%**	94.9%	94.8%	93.8%	88.9%	97.3%	96.5%	92.8%	90.8%	92.0%	93.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	90.2%	**86.9%**	87.7%	86.9%	85.5%	86.7%	95.3%	83.0%	83.7%	75.4%	82.6%	79.2%
Class of 2020	90.3%	92.0%	**90.6%**	89.8%	90.7%	91.5%	54.5%	95.1%	93.4%	90.9%	81.6%	88.1%	84.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	*	*	-	-	*	-	-	-	-	*	*	-
Class of 2020	83.0%	50.0%	*	*	-	-	-	-	-	-	-	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	5.5%	**9.4%**	10.1%	9.2%	8.8%	30.8%	9.9%	11.4%	5.2%	15.6%	10.1%	14.1%
Class of 2020	4.3%	4.6%	**6.0%**	6.4%	6.6%	4.7%	16.7%	2.6%	7.0%	5.3%	6.5%	5.7%	8.8%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	76.2%	**67.2%**	64.9%	67.5%	68.7%	38.5%	79.0%	63.6%	72.7%	31.6%	59.1%	53.8%
Class of 2020	83.5%	80.9%	**79.0%**	75.8%	79.0%	81.6%	50.0%	84.6%	82.5%	86.0%	43.3%	72.7%	62.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	81.7%	**76.6%**	74.9%	76.7%	77.4%	69.2%	88.9%	75.0%	77.9%	47.0%	69.1%	67.9%
Class of 2020	87.8%	85.5%	**84.9%**	82.2%	85.7%	86.2%	66.7%	87.2%	89.5%	91.3%	49.8%	78.4%	71.2%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	16.4%	*	*	-	-	-	-	-	-	-	-	-
2019-20	38.6%	18.9%	**0.0%**	0.0%	*	*	-	*	-	*	*	*	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	5.5%	**9.1%**	9.9%	8.8%	8.7%	33.3%	10.0%	10.9%	5.0%	15.2%	9.8%	11.9%
2019-20	4.4%	4.8%	**5.8%**	6.3%	6.5%	4.6%	14.3%	2.5%	5.1%	5.1%	5.7%	5.6%	9.8%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	75.0%	**66.3%**	64.0%	66.8%	68.1%	33.3%	78.8%	60.9%	70.2%	30.1%	57.6%	52.8%
2019-20	81.8%	79.0%	**76.2%**	73.7%	75.1%	78.2%	57.1%	83.8%	83.1%	84.7%	37.9%	69.8%	57.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	80.0%	**75.4%**	73.8%	75.5%	76.8%	66.7%	88.8%	71.7%	75.2%	45.3%	67.4%	64.8%
2019-20	85.8%	82.9%	**81.7%**	79.6%	81.3%	82.7%	71.4%	85.2%	88.1%	89.2%	43.0%	75.3%	67.7%

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	2,431	100.0%	358,842	100.0%
By Ethnicity:				
African American	953	39.2%	44,018	12.3%
Hispanic	731	30.1%	183,306	51.1%
White	448	18.4%	103,898	29.0%
American Indian	12	0.5%	1,195	0.3%
Asian	80	3.3%	18,030	5.0%
Pacific Islander	46	1.9%	553	0.2%
Two or More Races	161	6.6%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	1	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	598	24.6%	56,281	15.7%
Foundation H.S. Program (Endorsement)	222	9.1%	13,582	3.8%
Foundation H.S. Program (DLA)	1,610	66.2%	287,316	80.1%
Special Education Graduates	276	11.4%	31,028	8.6%
Economically Disadvantaged Graduates	1,184	48.7%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	159	6.5%	32,809	9.1%
At-Risk Graduates	1,435	59.0%	155,884	43.4%
CTE Completers	569	23.4%	99,076	27.6%

Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	64.1%	**52.5%**	44.7%	54.2%	60.3%	75.0%	78.8%	50.0%	55.3%	82.6%	46.0%	37.1%
2019-20	63.0%	61.2%	**49.3%**	42.5%	52.0%	55.6%	42.9%	65.4%	50.8%	48.1%	81.5%	43.2%	34.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	51.2%	**37.2%**	28.4%	37.6%	48.9%	25.0%	66.3%	32.6%	42.2%	3.6%	28.5%	11.3%
2019-20	53.4%	50.6%	**36.8%**	28.6%	38.4%	44.4%	14.3%	60.5%	42.4%	41.8%	4.9%	28.2%	11.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	60.3%	**48.4%**	40.5%	48.2%	60.3%	25.0%	72.5%	43.5%	54.7%	4.3%	39.7%	17.6%
2019-20	59.7%	60.2%	**49.1%**	42.0%	49.7%	55.8%	42.9%	61.7%	57.6%	57.6%	8.3%	40.3%	14.3%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	49.5%	**35.1%**	27.1%	35.2%	45.1%	25.0%	66.3%	30.4%	41.6%	4.0%	26.5%	9.4%
2019-20	47.9%	48.5%	**34.3%**	27.5%	35.0%	37.9%	28.6%	61.7%	45.8%	41.1%	4.2%	26.6%	11.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	44.1%	**32.7%**	24.2%	32.6%	43.8%	25.0%	62.5%	28.3%	39.8%	2.2%	24.5%	5.0%
2019-20	43.2%	44.0%	**32.3%**	25.5%	33.6%	36.7%	14.3%	56.8%	39.0%	39.2%	2.6%	24.5%	6.8%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	10.9%	**7.5%**	3.4%	7.9%	12.9%	8.3%	20.0%	2.2%	10.6%	0.4%	4.6%	6.9%
2019-20	21.1%	10.5%	**9.3%**	3.1%	11.0%	15.9%	14.3%	25.9%	6.8%	9.5%	0.4%	5.5%	3.8%
Associate Degree (Annual Graduates)													
2020-21	2.6%	3.7%	**7.3%**	6.8%	6.4%	7.4%	0.0%	21.3%	8.7%	7.5%	0.7%	5.1%	0.6%
2019-20	2.1%	3.3%	**7.0%**	5.5%	7.2%	5.8%	0.0%	19.8%	10.2%	11.4%	0.4%	5.6%	1.5%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	25.6%	**23.7%**	20.0%	24.1%	25.2%	16.7%	51.3%	23.9%	25.5%	2.9%	18.8%	3.8%
2019-20	24.6%	24.5%	**21.7%**	17.6%	23.1%	22.8%	14.3%	35.8%	27.1%	27.2%	3.4%	16.4%	4.5%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	1.2%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2019-20	4.0%	1.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	22.1%	**20.8%**	19.9%	22.8%	18.1%	50.0%	20.0%	23.9%	21.1%	81.9%	21.5%	26.4%
2019-20	18.7%	16.4%	**16.0%**	17.1%	17.2%	14.9%	28.6%	7.4%	13.6%	12.7%	81.5%	18.0%	25.6%
Approved Industry-Based Certification (Annual Graduates)													
2020-21	18.4%	15.0%	**12.1%**	9.1%	14.8%	11.6%	8.3%	18.8%	13.0%	15.5%	5.8%	10.0%	9.4%

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
KILLEEN ISD (014906) - BELL COUNTY

Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2019-20	13.2%	9.1%	**7.3%**	7.0%	8.0%	6.3%	0.0%	6.2%	10.2%	9.5%	2.6%	7.4%	6.8%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.5%	**0.0%**	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2019-20	0.7%	0.5%	**0.3%**	0.3%	0.3%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	4.0%	**5.6%**	7.1%	5.2%	3.6%	33.3%	0.0%	6.5%	3.7%	48.9%	8.0%	10.1%
2019-20	2.4%	3.8%	**4.7%**	5.4%	5.5%	3.8%	28.6%	1.2%	1.7%	1.3%	44.2%	6.4%	12.8%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.9%	**5.1%**	6.2%	4.8%	4.5%	33.3%	1.3%	4.3%	2.5%	45.3%	6.1%	12.6%
2019-20	3.7%	4.5%	**4.6%**	5.5%	4.3%	4.8%	14.3%	0.0%	1.7%	2.5%	43.0%	5.0%	9.8%

2021-22 CCMR-Related Indicators (TAPR)
KILLEEN ISD (014906) - BELL COUNTY

	Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	40.1%	**35.4%**	30.0%	35.6%	40.8%	25.0%	63.8%	30.4%	39.8%	2.9%	30.1%	7.5%
	2019-20	30.1%	43.2%	**38.8%**	33.6%	39.0%	43.1%	42.9%	46.9%	47.5%	47.5%	6.8%	31.9%	9.0%
Mathematics	2020-21	19.4%	28.0%	**28.7%**	23.9%	28.2%	33.0%	25.0%	56.3%	26.1%	34.2%	4.0%	22.2%	7.5%
	2019-20	21.2%	29.7%	**27.9%**	23.0%	27.9%	30.0%	28.6%	50.6%	39.0%	34.2%	4.2%	22.1%	10.5%
Both Subjects	2020-21	14.4%	24.1%	**25.0%**	19.7%	24.8%	29.7%	25.0%	52.5%	21.7%	31.1%	1.8%	19.5%	4.4%
	2019-20	16.4%	25.5%	**24.5%**	19.8%	25.0%	27.6%	14.3%	42.0%	32.2%	29.7%	2.6%	19.1%	6.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	12.2%	**1.2%**	1.5%	1.4%	1.1%	0.0%	0.0%	0.0%	0.6%	0.4%	1.7%	5.7%
	2019-20	7.3%	9.5%	**0.8%**	1.2%	0.7%	0.6%	0.0%	1.2%	1.7%	0.0%	1.1%	1.5%	3.0%
Mathematics	2020-21	10.3%	16.2%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	2019-20	9.7%	14.1%	**0.1%**	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%
Both Subjects	2020-21	4.9%	7.7%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	2019-20	4.2%	6.1%	**0.0%**	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	12.2%	**11.9%**	9.5%	11.1%	15.4%	9.1%	25.7%	12.1%	12.8%	0.3%	7.9%	3.8%
	2020	22.0%	12.7%	**12.1%**	8.9%	11.9%	16.4%	4.8%	31.3%	7.8%	12.0%	0.8%	7.7%	5.7%
English Language Arts	2021	12.1%	6.7%	**4.5%**	3.5%	4.6%	5.5%	4.5%	9.7%	5.6%	4.4%	0.0%	2.8%	0.6%
	2020	12.7%	6.5%	**6.0%**	4.5%	6.0%	7.8%	4.8%	11.7%	4.9%	6.5%	0.2%	3.7%	1.7%
Mathematics	2021	6.1%	2.9%	**2.8%**	2.0%	2.3%	4.3%	0.0%	8.3%	0.9%	3.8%	0.1%	1.8%	0.6%
	2020	6.4%	2.4%	**2.1%**	1.2%	1.1%	3.7%	0.0%	11.7%	2.9%	2.8%	0.0%	1.0%	0.0%
Science	2021	8.7%	4.4%	**4.2%**	2.9%	3.7%	6.0%	4.5%	10.4%	3.7%	5.4%	0.0%	2.6%	0.3%
	2020	9.4%	4.6%	**3.8%**	2.0%	3.0%	6.5%	0.0%	17.8%	0.0%	4.6%	0.2%	1.9%	1.0%
Social Studies	2021	11.6%	4.7%	**4.0%**	3.0%	3.9%	5.6%	9.1%	5.6%	5.6%	3.8%	0.1%	2.3%	1.4%
	2020	12.4%	5.7%	**4.7%**	3.0%	4.8%	7.7%	0.0%	9.8%	1.0%	4.3%	0.2%	2.6%	1.7%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	42.4%	**23.3%**	12.0%	23.3%	34.9%	*	29.7%	0.0%	31.9%	*	15.4%	23.1%
	2020	59.0%	52.1%	**37.7%**	16.9%	39.1%	53.1%	*	49.0%	37.5%	43.6%	40.0%	38.1%	52.9%
English Language Arts	2021	42.7%	39.4%	**15.4%**	6.0%	12.7%	25.0%	*	21.4%	0.0%	37.5%	-	8.1%	*
	2020	50.1%	45.3%	**26.5%**	13.6%	22.0%	45.5%	*	15.8%	20.0%	42.9%	*	26.7%	40.0%
Mathematics	2021	49.4%	39.9%	**18.4%**	10.5%	25.7%	24.4%	-	16.7%	*	7.1%	*	15.2%	*
	2020	56.5%	49.6%	**56.1%**	39.1%	58.8%	52.8%	-	73.7%	*	77.8%	-	52.0%	-
Science	2021	41.4%	45.1%	**22.4%**	14.3%	10.5%	43.9%	*	33.3%	*	15.0%	-	11.6%	*
	2020	47.6%	46.3%	**32.5%**	7.9%	33.3%	46.9%	-	37.9%	-	20.0%	*	31.9%	*

	Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	41.4%	**24.5%**	8.8%	21.7%	32.1%	*	62.5%	0.0%	57.1%	*	6.7%	0.0%
	2020	52.3%	50.4%	**33.3%**	17.2%	34.7%	47.4%	-	31.3%	*	21.4%	*	26.2%	20.0%
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	64.8%	**62.3%**	61.0%	57.6%	70.1%	50.0%	83.8%	58.7%	61.5%	34.4%	53.3%	43.4%
	2019-20	76.7%	58.7%	**43.9%**	44.8%	40.7%	42.3%	57.1%	61.7%	47.5%	46.8%	9.8%	34.0%	18.8%
At/Above Criterion for All Examinees	2020-21	32.9%	28.9%	**30.0%**	18.4%	31.4%	42.0%	33.3%	46.3%	29.6%	42.4%	2.1%	20.8%	1.4%
	2019-20	35.7%	33.9%	**41.6%**	26.8%	44.9%	54.8%	*	78.0%	42.9%	51.4%	7.7%	35.4%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	990	**977**	926	977	1039	927	1046	988	1034	761	938	810
	2019-20	1019	1026	**1038**	978	1046	1111	917	1149	1015	1066	880	1003	876
English Language Arts and Writing	2020-21	504	503	**495**	471	494	528	483	518	496	529	382	476	411
	2019-20	513	519	**527**	497	531	569	497	566	503	538	453	507	435
Mathematics	2020-21	498	487	**481**	455	483	511	443	528	491	505	378	462	399
	2019-20	506	506	**511**	481	515	543	420	583	512	528	428	496	441
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	19.1	**21.1**	18.0	21.9	24.2	-	26.4	*	22.3	-	19.0	-
	2019-20	20.2	19.4	**20.1**	18.0	20.4	23.1	18.5	24.7	17.3	19.7	15.6	18.9	14.0
English Language Arts	2020-21	19.6	18.7	**21.3**	17.7	22.7	25.1	-	26.6	*	22.1	-	19.0	-
	2019-20	19.9	19.0	**19.9**	17.6	19.9	23.4	18.0	24.5	17.3	20.1	14.9	18.4	13.2
Mathematics	2020-21	19.9	18.9	**19.8**	17.5	19.8	21.6	-	24.4	*	22.7	-	17.7	-
	2019-20	20.1	19.2	**19.6**	17.7	19.9	22.1	17.0	24.3	16.3	19.8	14.8	18.8	15.3
Science	2020-21	20.3	19.7	**21.2**	18.3	22.0	24.3	-	27.0	*	21.9	-	19.2	-
	2019-20	20.5	19.7	**20.5**	18.4	21.4	23.2	20.0	25.1	17.0	18.2	17.9	19.4	14.3

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
KILLEEN ISD (014906) - BELL COUNTY

	Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	34.5%	**28.2%**	24.9%	27.5%	31.8%	26.4%	50.7%	26.8%	31.3%	7.3%	21.5%	13.8%
	2019-20	46.3%	38.7%	**31.9%**	28.0%	32.1%	36.5%	24.0%	51.1%	30.1%	33.4%	7.7%	24.8%	14.3%
English Language Arts	2020-21	16.3%	12.5%	**13.1%**	11.4%	12.6%	13.9%	10.0%	31.1%	11.7%	15.0%	1.6%	9.0%	3.0%
	2019-20	18.2%	15.2%	**16.4%**	13.9%	16.3%	18.7%	12.8%	31.9%	14.2%	18.8%	1.8%	11.8%	2.6%
Mathematics	2020-21	19.3%	15.8%	**13.8%**	12.2%	12.8%	15.7%	10.2%	33.1%	14.0%	14.5%	1.4%	10.5%	4.9%
	2019-20	20.7%	17.7%	**16.2%**	13.8%	15.2%	18.8%	13.0%	31.4%	17.6%	19.5%	1.7%	10.8%	4.3%
Science	2020-21	20.6%	18.4%	**14.4%**	13.5%	13.7%	15.5%	10.6%	25.3%	9.8%	16.8%	3.0%	10.6%	5.1%
	2019-20	22.4%	20.5%	**15.2%**	13.7%	15.4%	16.9%	8.7%	27.2%	12.2%	14.1%	4.1%	10.7%	6.4%
Social Studies	2020-21	22.8%	16.7%	**14.3%**	11.5%	14.0%	17.5%	10.6%	31.9%	14.8%	16.2%	1.1%	9.5%	4.5%
	2019-20	24.6%	18.9%	**16.5%**	12.7%	16.5%	20.1%	14.6%	35.7%	13.4%	19.1%	1.4%	11.4%	2.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	45.3%	**38.7%**	38.0%	36.8%	39.3%	28.6%	54.3%	33.9%	43.0%	14.3%	29.7%	16.5%
	2018-19	52.6%	52.1%	**45.0%**	45.4%	44.6%	40.6%	52.9%	74.1%	32.3%	47.5%	21.3%	35.0%	28.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Student Information	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	43,839	100.0%	5,402,928	100.0%	43,882	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	154	0.4%	14,290	0.3%	180	0.4%	21,375	0.4%
Pre-Kindergarten	2,699	6.2%	222,767	4.1%	2,699	6.2%	223,733	4.1%
Pre-Kindergarten: 3-year Old	324	0.7%	33,969	0.6%	324	0.7%	34,259	0.6%
Pre-Kindergarten: 4-year Old	2,375	5.4%	188,798	3.5%	2,375	5.4%	189,474	3.5%
Kindergarten	3,412	7.8%	370,054	6.8%	3,412	7.8%	371,502	6.8%
Grade 1	3,708	8.5%	384,494	7.1%	3,708	8.4%	386,232	7.1%
Grade 2	3,349	7.6%	382,008	7.1%	3,352	7.6%	383,838	7.1%
Grade 3	3,399	7.8%	383,078	7.1%	3,401	7.8%	384,872	7.1%
Grade 4	3,224	7.4%	383,959	7.1%	3,228	7.4%	386,011	7.1%
Grade 5	3,186	7.3%	387,945	7.2%	3,187	7.3%	389,971	7.2%
Grade 6	3,025	6.9%	398,640	7.4%	3,026	6.9%	400,447	7.4%
Grade 7	3,150	7.2%	418,486	7.7%	3,150	7.2%	418,788	7.7%
Grade 8	3,262	7.4%	424,287	7.9%	3,262	7.4%	424,544	7.8%
Grade 9	3,772	8.6%	475,437	8.8%	3,773	8.6%	475,746	8.8%
Grade 10	2,849	6.5%	408,393	7.6%	2,849	6.5%	408,700	7.5%
Grade 11	2,435	5.6%	389,034	7.2%	2,436	5.6%	389,454	7.2%
Grade 12	2,215	5.1%	360,056	6.7%	2,219	5.1%	362,157	6.7%
Ethnic Distribution:								
African American	14,978	34.2%	690,999	12.8%	14,987	34.2%	694,302	12.8%
Hispanic	14,364	32.8%	2,850,147	52.8%	14,376	32.8%	2,860,754	52.7%
White	8,375	19.1%	1,420,166	26.3%	8,390	19.1%	1,427,241	26.3%
American Indian	198	0.5%	17,944	0.3%	199	0.5%	18,028	0.3%
Asian	1,012	2.3%	259,342	4.8%	1,013	2.3%	261,788	4.8%
Pacific Islander	899	2.1%	8,443	0.2%	899	2.0%	8,477	0.2%
Two or More Races	4,013	9.2%	155,887	2.9%	4,018	9.2%	156,780	2.9%
Sex:								
Female	21,594	49.3%	2,640,313	48.9%	21,605	49.2%	2,650,563	48.8%
Male	22,245	50.7%	2,762,615	51.1%	22,277	50.8%	2,776,807	51.2%
Economically Disadvantaged	27,132	61.9%	3,278,452	60.7%	27,146	61.9%	3,289,420	60.6%
Non-Educationally Disadvantaged	16,707	38.1%	2,124,476	39.3%	16,736	38.1%	2,137,950	39.4%
Section 504 Students	4,761	10.9%	400,729	7.4%	4,761	10.8%	401,648	7.4%
EB Students/EL	4,895	11.2%	1,171,661	21.7%	4,899	11.2%	1,175,333	21.7%
Students w/ Disciplinary Placements (2020-21)	481	1.0%	34,054	0.6%				

| Student Information | ----------- Membership ----------- | | | | ------------ Enrollment ------------ | | | |
| | ---- District ---- | | -------- State -------- | | ---- District ---- | | -------- State -------- | |
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	2,836	6.5%	270,260	5.0%	2,836	6.5%	270,966	5.0%
Foster Care	246	0.6%	15,338	0.3%	248	0.6%	15,409	0.3%
Homeless	262	0.6%	61,433	1.1%	262	0.6%	61,687	1.1%
Immigrant	276	0.6%	108,510	2.0%	276	0.6%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	26,824	61.2%	3,473,996	64.3%	26,861	61.2%	3,487,333	64.3%
Military Connected	12,181	27.8%	176,253	3.3%	12,183	27.8%	176,554	3.3%
At-Risk	25,630	58.5%	2,892,191	53.5%	25,644	58.4%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	4,563	10.4%	1,182,035	21.9%	4,565	10.4%	1,185,511	21.8%
Career and Technical Education	6,683	15.2%	1,396,189	25.8%				
Career and Technical Education (9-12 grades only)	6,441	57.1%	1,159,913	71.0%				
Gifted and Talented Education	1,362	3.1%	434,269	8.0%	1,362	3.1%	435,356	8.0%
Special Education	6,306	14.4%	624,256	11.6%	6,345	14.5%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	6,306		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	2,319	36.8%	268,673	43.0%				
Students with Physical Disabilities	1,330	21.1%	129,679	20.8%				
Students with Autism	915	14.5%	91,742	14.7%				
Students with Behavioral Disabilities	1,601	25.4%	125,096	20.0%				
Students with Non-Categorical Early Childhood	141	2.2%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	11,287	25.4%	705,063	13.6%				
By Ethnicity:								
African American	4,416	10.0%	131,970	2.5%				
Hispanic	3,374	7.6%	342,504	6.6%				
White	2,100	4.7%	184,235	3.5%				
American Indian	55	0.1%	2,852	0.1%				
Asian	130	0.3%	16,716	0.3%				
Pacific Islander	235	0.5%	1,690	0.0%				
Two or More Races	977	2.2%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	1,962	27.3%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	1,007	21.6%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	7,605	27.1%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	10,789	32.8%	772,746	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
KILLEEN ISD (014906) - BELL COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.6%	1.9%	2.1%	5.2%
Grade 1	6.0%	2.9%	10.5%	4.2%
Grade 2	4.1%	1.7%	5.2%	2.2%
Grade 3	4.3%	1.0%	2.9%	1.0%
Grade 4	2.0%	0.7%	2.5%	0.7%
Grade 5	1.7%	0.5%	1.4%	0.7%
Grade 6	1.1%	0.6%	1.7%	0.6%
Grade 7	1.4%	0.7%	1.0%	0.7%
Grade 8	1.0%	0.6%	1.3%	0.8%
Grade 9	22.2%	10.5%	34.4%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	65	0.3%	8,781	0.3%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	20.9	18.7
Grade 1	20.8	18.7
Grade 2	19.9	18.6
Grade 3	20.8	18.7
Grade 4	20.9	18.8
Grade 5	21.9	20.2
Grade 6	16.1	19.2
Secondary:		
English/Language Arts	12.3	16.3
Foreign Languages	22.7	18.4
Mathematics	15.3	17.5
Science	17.0	18.5
Social Studies	17.6	19.1

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	6,025.7	100.0%	749,473.4	100.0%
Professional Staff:	3,543.9	58.8%	480,632.3	64.1%
Teachers	2,625.5	43.6%	369,695.8	49.3%
Professional Support	692.5	11.5%	80,190.4	10.7%
Campus Administration (School Leadership)	187.5	3.1%	22,091.4	2.9%
Central Administration	38.3	0.6%	8,654.8	1.2%
Educational Aides:	837.4	13.9%	82,972.4	11.1%
Auxiliary Staff:	1,644.4	27.3%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	44.0	n/a	4,194.0	n/a
Part-time Librarians	2.0	n/a	607.0	n/a
Full-time Counselors	134.0	n/a	13,550.0	n/a
Part-time Counselors	13.0	n/a	1,176.0	n/a
Total Minority Staff:	3,239.1	53.8%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	584.3	22.3%	41,286.1	11.2%
Hispanic	470.6	17.9%	106,866.5	28.9%
White	1,382.3	52.6%	208,485.4	56.4%
American Indian	14.0	0.5%	1,235.6	0.3%
Asian	40.7	1.6%	6,956.0	1.9%
Pacific Islander	12.8	0.5%	553.2	0.1%
Two or More Races	120.8	4.6%	4,312.0	1.2%
Teachers by Sex:				
Males	579.8	22.1%	89,015.4	24.1%
Females	2,045.8	77.9%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	15.1	0.6%	5,187.9	1.4%
Bachelors	1,776.3	67.7%	268,560.2	72.6%
Masters	816.3	31.1%	93,139.5	25.2%
Doctorate	17.8	0.7%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	173.9	6.6%	29,215.8	7.9%
1-5 Years Experience	895.8	34.1%	98,764.8	26.7%
6-10 Years Experience	573.3	21.8%	76,197.2	20.6%
11-20 Years Experience	641.2	24.4%	105,811.4	28.6%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
21-30 Years Experience	270.3	10.3%	48,804.6	13.2%
Over 30 Years Experience	70.9	2.7%	10,902.0	2.9%
Number of Students per Teacher	16.7	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.3	6.3
Average Years Experience of Principals with District	4.8	5.4
Average Years Experience of Assistant Principals	6.4	5.5
Average Years Experience of Assistant Principals with District	6.1	4.8
Average Years Experience of Teachers:	10.1	11.1
Average Years Experience of Teachers with District:	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$50,779	$51,054
1-5 Years Experience	$51,581	$54,577
6-10 Years Experience	$56,265	$57,746
11-20 Years Experience	$61,975	$61,377
21-30 Years Experience	$67,393	$65,949
Over 30 Years Experience	$73,723	$71,111
Average Actual Salaries (regular duties only):		
Teachers	$57,315	$58,887
Professional Support	$64,832	$69,505
Campus Administration (School Leadership)	$79,266	$84,990
Central Administration	$105,802	$112,797
Instructional Staff Percent:	65.6%	64.9%
Turnover Rate for Teachers:	18.6%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	33.7	2,113.6

	------ District -----		------- State -------	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	*	*	3,305	$6,188
Exemplary	-	-	1,564	$12,202
Master	-	-	681	$21,922

	------ District -----		------- State -------	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	112.6	4.3%	22,926.8	6.2%
Career and Technical Education	93.2	3.5%	19,365.5	5.2%
Compensatory Education	81.7	3.1%	11,037.2	3.0%
Gifted and Talented Education	34.7	1.3%	6,465.0	1.7%
Regular Education	1,927.2	73.4%	261,685.1	70.8%
Special Education	255.9	9.7%	35,441.0	9.6%
Other	120.3	4.6%	12,775.1	3.5%

- \- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2020-21 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

2020–21 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](). Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local educational 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:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 SPP/APR Methodology: https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* 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.

Performance

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:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

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

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS 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 https://rptsvr1.tea.texas.gov/perfreport/account/2021/masking.html.

STAAR Performance (2020–21)

The STAAR Performance section 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 (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS 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 (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

Progress (Academic Growth and STAAR Progress Measure) (2018–19)

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.

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.

Bilingual Education/ESL (2020–21)

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

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables EB students/ELs to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.

- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or ESL program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.

- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS),

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the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as EB students/ELs whose parents have denied all bilingual and ESL program services.

- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB students/non-ELs).

- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.

- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2020–21)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. 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 A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) 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), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents

- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations

  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.

  - *Other Exclusions.* The following answer documents were excluded from performance calculations:

    - ❖ 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 EB students/ELs who have been in school in the U.S. for one year.

    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

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- *Absent:* answer documents with score code A

- *Other:* answer documents with score code O

- 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)*

Accelerated Testers: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

Attendance and Graduation

Attendance, Graduation, and Dropout Rates (2020–21)

Attendance Rate: The percentage of days that students were present. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2019–20 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2019–20 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\textbf{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year}}{\textbf{total number of K–12 students enrolled for at least 10 days during the 2019–20 school year}}$$

(Data source: 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)

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- 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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2019–20 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2019–20 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2019–20 school year}}$$

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, 2019–20* 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 *2021 Accountability Manual (Data source: 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 2016–17. They are followed through their expected graduation with the Class of 2020.

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For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

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 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. 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, 2020 for the 2020 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2020 cohort*}}$$

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2020 cohort*}}$$

(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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number of students in the 2020 cohort*

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

---

number of students in the 2020 cohort*

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020

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number of students in the 2020 cohort*

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020
plus
number of students from the cohort who received a TxCHSE by August 31, 2020
plus
number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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number of students in the 2020 cohort*

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

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number of students in the 2019 cohort*

(2) *Received TxCHSE:* For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

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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 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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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 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

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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 cohort who received a high school diploma by August 31, 2020
plus
number of students from the cohort who received a TxCHSE by August 31, 2020

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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, 2020
plus
number of students from the cohort who received a TxCHSE by August 31, 2020
plus
number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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number of students in the 2019 cohort*

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6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2018 cohort*}}$$

(2) *Received TxCHSE:* For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2018 cohort*}}$$

(3) *Continued High School:* The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2018 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2018 cohort*}}$$

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

$$\frac{\substack{\text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020}}}{\text{number of students in the 2018 cohort*}}$$

(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, 2020
plus
number of students from the cohort who received a TxCHSE by August 31, 2020
plus
number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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number of students in the 2018 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 reports show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

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number of students in the 2020 cohort **

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 2019–20. (Data source: 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 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

<div style="text-align:center">

number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP

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number of graduates in the Class of 2020 with reported graduation plans

(excludes graduates with FHSP degree plans)

</div>

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

<div style="text-align:center">

number of graduates in the Class of 2020 who complete a 4-year FHSP-E

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number of graduates in the Class of 2020 with reported FHSP graduation plans

</div>

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

<div style="text-align:center">

number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA

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number of graduates in the Class of 2020 with reported FHSP graduation plans

</div>

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) 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.

<div style="text-align:center">

number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

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number of graduates in the Class of 2020 with reported graduation plans

</div>

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

<div style="text-align:center">

number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP

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number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with FHSP degree plans)

</div>

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

<div style="text-align:center">

number of graduates in SY 2019-20 who earn an FHSP-E

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number of graduates in SY 2019-20 with reported FHSP graduation plans

</div>

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FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2019-20 who earn an FHSP-DLA}}{\text{number of graduates in SY 2019-20 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates 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.

$$\frac{\text{number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2019-20 with reported graduation plans}}$$

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, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the class of 2020. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

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

Graduation Profile (2020–21)

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 2019-20 are also shown:

- Minimum High School Program (MHSP)

- Recommended High School Program (RHSP)

- Distinguished Achievement Program (DAP)

- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: 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: PEIMS 40100 and STAAR)*

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$$\frac{\text{number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. *(Data source: 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: PEIMS 40100)*

$$\frac{\text{number of students in the 2019-20 school year considered as at risk}}{\text{total number of students}}$$

Postsecondary Readiness

College, Career, and Military* Readiness (CCMR) (2020–21)

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: 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: 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 Degree:** A graduate earning an associate degree prior to graduation from high school. *(Data source: 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: 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: PEIMS 40203)*

8) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student (*Data source: PEIMS 40203 and 40110*)

9) **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)*

10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

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 nine criteria 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, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

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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 <u>and</u> 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.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2019-20 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2019-20 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics}}{\text{number of 2019-20 annual graduates}}$$

Either Subject.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics}}{\text{number of 2019-20 annual graduates}}$$

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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: PEIMS 43415)*

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

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)*

$$\frac{\text{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2019-20 annual graduates}}$$

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

$$\frac{\text{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\text{number of 2019-20 annual graduates}}$$

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

Associate Degree and Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 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)*

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

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, or 9 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 *2021 Accountability Manual*. *(Data source: PEIMS 48011)*

$$\frac{\text{number of 2019-20 annual graduates who earned an approved industry-based certification}}{\text{number of 2019-20 annual graduates}}$$

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 *2021 Accountability Manual.* *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2019-20 annual graduates}}$$

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

$$\frac{\text{number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2019-20 annual graduates}}$$

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)*

$$\frac{\text{number of 2019-20 annual graduates who earned a level I or level II certificate}}{\text{number of 2019-20 annual graduates}}$$

CCMR-related Indicators (2020–21)

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

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

$$\frac{\text{number of 2019-20 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2019-20 annual graduates}}$$

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: PEIMS 43415)

English Language Arts.

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2019-20 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2019-20 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2019-20 annual graduates}}$$

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

$$\frac{\text{number of students in grades 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts

$$\frac{\text{number of students in grades 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(Data source: College Board, IB, and 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

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

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:

$$\frac{\text{number of 2019-20 graduates who took either the SAT or the ACT}}{\text{number of 2019-20 graduates reported}}$$

(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:

2020–21 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{number of 2019-20 graduating examinees who scored at or above the criterion}}{\text{number of 2019-20 graduating examinees taking either the SAT or the ACT}}$$

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.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

(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.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

(Data source: College Board and 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.

$$\frac{\text{sum of ACT composite scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

Other Postsecondary Indicators (2020–21)

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 A 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 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: PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

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Science

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2019-20}}$$

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2019-20}}$$

(Data source: PEIMS 43415)

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: PEIMS 40100, 40203, and 42400)

$$\frac{\text{number of in 2019-20 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of in 2019-20 annual graduates}}$$

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.

$$\frac{\text{number of graduates during the 2018-19 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2018-19 school year}}$$

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.

$$\frac{\text{number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}{\text{number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

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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 THECB at (512) 427-6153.

Profile

Student Information (2020–21)

Please note, the Enrollment section of this report was created in 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–20, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 30, 2020).

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: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: 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: PEIMS 40100, 30040, 30050, 30090)*

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

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

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

(Data source: PEIMS 40100)

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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. *(Data source: PEIMS 40110)*

Emergent Bilingual Students (EB)/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/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. 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:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2020–21, 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: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with dyslexia. *(Data source: 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: 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)];

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(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: PEIMS 40100)*

Immigrant: The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), 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: 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: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. *(Data source: 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: 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).

$$\frac{\text{number of students in the 2020–21 school year considered as at risk}}{\text{total number of students}}$$

(Data source: PEIMS 40110)

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

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) 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 (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 (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 (PEIMS disability code 10)

- 10—Autism (AU)

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

- 02—Other Health Impairment (OHI)

- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: 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).

<div align="center">

number of mobile students in 2019–20

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number of students who were in membership at any time during the

2019–20 school year

</div>

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 emergent bilingual 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: PEIMS 42400)*

2020–21 Texas Academic Performance Report (TAPR) Glossary

Attrition Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. 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 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2019} - \text{number of students who returned in fall 2020}}{\text{number of students enrolled in fall 2019}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2019–20, available from TEA. *(Data source: PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the 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 2019–20 the end of the school-start window was September 25, 2020.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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, the average is determined based 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: PEIMS 30090)

Staff Information (2020–21)

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: 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 PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: 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 B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

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Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the 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: 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, if an FTE count is 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 B for PEIMS Role IDs (Professional Support Staff). *(Data source: 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: 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: 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: 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, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: 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.

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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: 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: 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: 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, 21–30 years, and over 30 years. *(Data source: 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 B for lists of the 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.

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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 2019–20 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: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: 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 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: 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. *(Data source: PEIMS 30055)*

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Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, 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: PEIMS 30040, 30050, and 30090)*

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Appendix A
Advanced Academic Courses

- All courses shown were for the 2019–20 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 LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
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 & BUSNESS 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
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH 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
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

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 LEVL
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 LEVL
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
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

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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

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Appendix B
PEIMS Role Identifications
(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	LSSP/Psychologist
024	Social Worker
026	Speech Therapist/Speech-Lang Pathologist
030	Visiting Teacher/Truant Officer
032	Work-Based Learning Site Coordinator
041	Teacher Facilitator
042	Teacher Appraiser
054	Department Head
056	Athletic Trainer
058	Other Campus Professional Personnel
064	Specialist/Consultant

065...Field Service Agent
079...Other ESC Professional Personnel
080...Other Non-Campus Professional Personnel
100... Instructional Materials Coordinator
101... Legal Services
102 ....Communications Professional
103 ....Research/Evaluation Professional
104 ....Internal Auditor
105 ....Security
106 ....District/Campus Information Technology Professional
107 ....Food Service Professional
108 ....Transportation
109 ....Athletics
110 ....Custodial
111 ....Maintenance
112 ....Business Services Professional
113 ....Other District Exempt Professional Auxiliary
114 ....Other Campus Exempt Professional Auxiliary
115...Psychiatric Nurse
116...Licensed Clinical Social Worker
117...Licensed Professional Counselor
118...Licensed Marriage & Family Therapist

TEACHERS

087...Teacher
047...Substitute Teacher

EDUCATIONAL AIDES

033...Educational Aide
036...Certified 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.

Killeen ISD Title I, Part A LEA Program Plan Required Descriptions

Description 1
ESSA *§1112(b)(1)*
How the LEA will monitor students' progress in meeting the challenging State academic standards by 1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2. Identifying students who may be at risk for academic failure; 3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
1. Individual campuses engage in a comprehensive needs assessment and design a campus improvement plan that identifies strategies designed to address the root cause of the campus needs and improve student achievement. The comprehensive nature of the needs assessment ensures that the needs of all students are considered when designing a well-rounded education program. District level strategies will be found under Goal 1 of the District Improvement Plan. 2. Beginning, middle, and end of year benchmark assessments are used to identify students who may be at risk for academic failure. In addition, students are identified using common unit assessments, classroom formative assessments, and the 15 state identified at risk criteria. 3. All campuses schedule an intervention block during the school day and provide opportunities for after school tutoring. Additional staff may also be used to provide push-in and/or pull-out instructional services to students in need of assistance. District level strategies will be found under Goal 1 of the District Improvement Plan. 4. The district offers ongoing professional development on evidence-based strategies designed to build teacher and leader capacity, strengthen academic programs, and improve school conditions for learning. Many of these strategies will be found under Goal 2 of the District Improvement Plan.
Description 2
ESSA *§1112(b)(2)*
How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.
The Human Resource Department manages and monitors teacher certification, waiver programs, TIA notifications, etc. The district participates in the Teacher Incentive Allotment (TIA) as a means of encouraging our best teachers to work at our highest poverty campuses. We partner with local Institutes of Higher Education to facilitate Alternative Education paths for teacher certification. We utilize a new teacher induction program as well as a mentoring program to strengthen and support teachers. In addition, we offer on-going evidence-based professional development to meet identified teacher needs. Many of these strategies will be found under Goal 2 of the District Improvement Plan.
Description 3
ESSA *§1112(b)(3)*
How the LEA will carry out its **School Support and Improvement activities** responsibilities under Section 1111(d)(1) and (2)
Each school identified for support develops and implements an improvement plan that is based on a school level needs assessment and that includes evidence-based interventions. Campuses are supported by their Executive Director and other district leadership in the development and implementation of the plan. Campuses identified for Comprehensive Support and Improvement engage in the Effective Schools Framework. Campuses identified for Targeted support or Additional Targeted support may also participate in the Effective Schools Framework. Supplemental staff are provided to campuses based on the level of identified support needed.
Description 4
ESSA *§1112(b)(4)*
The poverty criteria that will be used to select school attendance areas under Section 1113
Eligible school attendance areas are determined by grade span. All campuses with a poverty percentage greater than 75% are served as Title I, Schoolwide regardless of grade span. Elementary and middle school campuses with a poverty percentage of 40% or higher are served as Title I, Schoolwide. High School campuses are currently not served as no high school has a poverty percentage greater than 75%.

Description 5
ESSA *§1112(b)(5)*
The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.
Title I served campuses operate Schoolwide programs. No campuses are currently served under Targeted Assistance. Title I, Schoolwide programs are campus-based programs that are articulated in the goals, objectives, and strategies of the individual campus improvement plans (CIPs). All CIPs are developed after conducting a comprehensive needs assessment with the meaningful involvement of stakeholders. As such, each CIP is unique and reflects the prioritized needs, strategies, and resources for each campus.

Description 6
ESSA *§1112(b)(6)*
The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act
KISD implements the McKinney-Vento Homeless Assistance Act through the Homeless Awareness and Response Program (HARP). Every campus has at least one HARP Campus contact who assists with the enrollment and identification of students experiencing homelessness. Services include: enrollment even if required documents are not available, free breakfast and lunch, school of origin transportation, school supplies, emergency food boxes, access to the community clothes closet, referrals for immunizations, opportunities to participate in seasonal outreach projects or receive additional resources and services as needed and/or available.

Description 7
ESSA *§1112(b)(7)*
The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116
KISD employs a full-time parenting specialist who organizes and facilitates parent and family engagement activities as outlined in the Parent and Family Engagement Policy. This includes district sponsored activities as well as activities resulting from community partnerships. She also assists campuses with meeting their own Title I parent and family engagement requirements and provides training and support to campus parent liaisons. Ongoing two-way communication is facilitated through newsletters, district briefs, social media, a communication app, and other communication methods. In addition, the district hosts quarterly meetings of a parent committee that consists of at least one representative from each campus. Parent questions and concerns drive the agenda of the meeting and related district leadership are on hand to answer questions and provide relevant information. Additional strategies related to parent and family engagement can be found under Goal 3 of the District Improvement Plan.

Description 8
ESSA *§1112(b)(8)*
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.
Title I campuses that employ a parent liaison offer an early literacy club for not yet in school aged children living in the Title I attendance zone. These classes teach and reinforce literacy and language development skills for the children and model strategies for the parents to implement at home. In addition, our elementary campuses host Pre-K and Kindergarten Round-Up over the summer as an opportunity for families to enroll the incoming students, view the campus, ask questions, and receive information specific to their needs.

Description 9
ESSA *§1112(b)(9)*
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A
No campuses are currently served under Targeted Assistance.

Description 10
ESSA *§1112(b)(10)*
How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]

Students transitioning from middle school to high school participate in either a structured visit to their feeder high school campus and/or a transition activity in which the feeder high school counselors and related staff come to the middle school and present relevant information and answer questions. These events may also be offered in the evenings to address the needs of parents and families as well. Students transitioning from high school to college, the military or the work force are provided multiple opportunities to attend academic planning fairs, FAFSA information nights, community resource fairs, etc. KISD has an Early College High School, partners with local institutes of higher education to offer dual credit courses and provides career and academic counseling to students.

Description 11
ESSA *§1112(b)(11)*

How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students
KISD provides ongoing opportunities for professional development in the areas of classroom management, positive relationship building, student engagement, and de-escalation strategies. The district has also instituted Restorative Practices as the district model and provides ongoing training for teachers, leaders, and relevant staff. Individual teachers are supported at the campus level through mentors, campus leadership, T-TESS goals, and individual growth plans.

Description 12
ESSA *§1112(b)(12)*

If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit
Not applicable at this time. No campuses within the high school grade span are currently served under Title I and thus no Title I funds are spent toward these activities.

Description 13
ESSA *§1112(b)(13)*

Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
Title I funds are not expended at the district level for these activities. When identified in a campus needs assessment and addressed through the campus improvement plan, campus allocations may be spent to address the needs of gifted and talented students.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. **Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.** COEs for new school year cannot be completed until training has occurred.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. Conduct ID&R. *Potentially Eligible Migrant Children:* Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. *Currently Eligible Migrant Children:* Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within 3 days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	**Staff:** Designated SEA Reviewers	Within 5 days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. <u>Eligibility review.</u> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	**Staff:** ESC, MEP staff **Children:** Previously-identified children selected by State MEP	January – June
F. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		

ACTIVIDADES REQUERIDAS PARA EL RECLUTAMIENTO EQUILIBRADO	INDIVIDUOS AFECTADOS	LA LINEA DE TIEMPO
I. ENTRENAMIENTO PARA RECLUTADORES Y REVISORES DESIGNADOS DEL SEA		
A. <u>**Atender entrenamientos de ID&R ofrecido por el ESC – Reclutadores.**</u> <u>**Atender entrenamientos de ID&R y NGS ofrecidos por el ESC – Revisores designados del SEA**</u> COEs para el nuevo año escolar no pueden ser completados hasta que el entrenamiento ha ocurrido.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 1 de Septiembre o antes de que los esfuerzos de reclutamiento comiencen para el nuevo año escolar. Antes del 1 de Octubre para el entrenamiento de NGS.
B. <u>**Otros requisitos**</u>		
II. IDENTIFICACION Y RECLUTAMIENTO		
A. <u>**Reunirse con todo personal de ID&R.**</u> Reunirse con los Revisores designados del SEA, Reclutadores y empleados para generar ideas y planear estrategias de reclutamiento para incluirlos en el Plan de ID&R.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
B. <u>**Finalizar todas las formas, documentos y registros.**</u> Disemine y ser entrenado en todas las formas y registros, etc., que serán utilizados por el personal del ID&R y MEP.	**El Personal:** Los administradores del MEP, reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
C. <u>**Hacer asignaciones para el reclutador.**</u> Asignar a los reclutadores, asegurándose de explicar las cuentas de los esfuerzos de reclutamiento durante todo el año, en relación con el reclutamiento en la escuela/ campus, la comunidad, cultivadores, jóvenes que no estén en la escuela, incluyendo los niños de edad preescolar y otras agencias estatales y federales que sirven a las familias migrantes.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
D. <u>**Dirigir ID&R.**</u> *Niños Migrantes Potencialmente Elegibles:* Comuníquese con las familias migrantes potencialmente elegibles utilizando los esfuerzos de reclutamiento de casa en casa, utilizando encuestas de familia, durante el registro escolar, etc. Dirigiendo la atención tanto en estudiantes inscritos como a no inscritos (edades 0 – 21). Completando COEs según sea necesario. *Niños migrantes actualmente elegibles:* Comuníquese con las familias migrantes actualmente elegibles para determinar si ha ocurrido nuevas fechas de elegibilidad. Completando nuevos COEs según sea necesario. **Nota:** Compartir copias de COEs con las entidades apropiadas según la lista en el COE.	**El Personal:** Reclutadores del MEP	Para el 31 de agosto – niños actualmente elegibles; continuar los esfuerzos de reclutamiento durante el año, los niños potencialmente elegibles hacer esfuerzos iniciales de comunicación para el 30 de septiembre.

E. <u>Completar COEs.</u> El reclutador completa el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Envié el COE y el SDF completos al revisor designado del SEA para que lo revisen.	**El Personal:** Reclutadores del MEP	Dentro de los 3 días de la firma de los padres
F. <u>Revisión del COE.</u> Revisor Designado del SEA revise el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Devuelva el COE y el formulario de documentación suplementaria del COE al reclutador si información adicional sea necesario. Somete la información al sitio de NGS después de que se completa la revisión de elegibilidad.	**El Personal:** Revisores designados del SEA	Dentro de los 5 días de la firma de los padres
G. <u>Verificación de residencia.</u> Verifique la residencia continua para todos los niños migrantes actualmente elegibles que no han hecho un nuevo (QAD) durante el periodo actual.	**El Personal:** Reclutadores del MEP	Entre el 1 de septiembre y el 1 de noviembre. Para los niños de 2 años de edad que pronto tendrán 3 años – en o después de cumplir 3 años de edad.
H. <u>Otros requisitos</u>		

III. MAPAS Y REDES INTRAREGIONALES		
A. Comuníquese con los cultivadores potenciales. Hacer asignaciones de reclutador para contactar a los cultivadores dentro de los límites del distrito con respecto a las prácticas de contratación, cultivos y estaciones de cultivo.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Contactar a los cultivadores dentro de los límites del distrito pare el 1 de noviembre.
B. Desarrollar calendarios y mapas. Desarrollar perfiles/calendarios que reflejen los cultivos principales, estaciones, prácticas de contratación de los cultivadores, etc. Desarrolle mapas para reclutadores que resalten todas las áreas/vecindarios donde residen las familias migrantes.	**El Personal:** Los administradores del MEP y reclutadores.	Para el 1 de diciembre y actualización continua durante todo el ano.
C. Otros requisitos		
IV. COORDINACION INTERINSTITUCIONAL		
A. Trabajar juntos con agencias que atienden a familias migrantes. Coordinar/trabajar juntos con organizaciones locales/regionales que proporcionen servicios a los trabajadores migrantes y sus familias, reuniéndose con el personal y compartiendo información de las entidades que estén en la parte posterior del COE	**El Personal:** Los administradores del MEP y reclutadores.	Realizar esfuerzos iniciales para el 30 de septiembre y esfuerzos continua durante todo el ano.
B. Otros requisitos		
V. CONTROL DE CALIDAD		
A. PROCEDIMIENTOS DE CONTROL DE CALIDAD ESCRITOS. Desarrollar procedimientos escritos que describen el control de calidad de ID&R dentro el LEA/ESC.	**El Personal:** Los administradores del MEP y reclutadores, Revisores designados del SEA y otros empleados del MEP.	Para el 31 de agosto
B. Revisión de elegibilidad. Reenviar COES con más de un comentario a ESC para revisión. Siga el protocolo para COES que justifique una revisión adicional por el ESC y/o el MEP del estado como se describe en el manual de ID&R.	**El Personal:** Revisores designados del SEA, Administradores del MEP y el personal del ESC MEP cuando sea apropiado.	Continuo a lo largo del ano
C. Monitorear y abordar las necesidades de entrenamiento continuo de ID&R. Trabajar junto con el ESC regional para proveer apoyo de entrenamiento para los reclutadores del MEP, revisores designados del SEA y otros miembros del personal del MEP mientras se ve necesidades específicas durante el año.	**El Personal:** Todo el personal del MEP	Según sea necesario durante todo el ano
D. Mantenga registros actualizados en el archivo. Mantenga actualizados los registros activos e inactivos. Archivar los COEs en orden alfabético por el apellido de la madre actual [sección del encabezamiento del COE, número (5)] y retenga los registros durante siete (7) años a partir de la fecha en que finalice la elegibilidad.	**El Personal:** Todo el personal del MEP	Continuo a lo largo del ano
E. Coordinar con ESC para la validación anual de elegibilidad. Validar la elegibilidad a través del proceso de re-entrevista según las instrucciones establecidas por TEA.	**El Personal:** El personal de ESC, MEP **Niños:** Ninos antes identificados seleccionados por el Estado MEP	Enero – Junio
F. Otros requisitos		
VI. EVALUACION		

A. **Evaluar los esfuerzos de ID&R para la planificación subsecuente.** Juntar y analizar los datos e información de varios interesados del MEP para incorporar los cambios apropiados en el plan ID&R subsecuente para continuar mejorando.	**El Personal:** Todo el personal del MEP **Otros**: Junta de PAC, etc.	Antes del 30 de junio
B. **Otros requisitos.**		

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

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

PFS Criteria Summary

RECENT QUALIFYING MOVE
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);

+

FAILING OR MOST AT RISK OF FAILING	
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.	
Grade Level	**Grade Level**
3-12 and UG	7-12, OS, UG
Must have received a state assessment score/designation of: – Failed – Absent – Exempt – Not Enrolled – Not Tested – At-Risk of Failing	Must have been designated as a drop out student on NGS: – The Drop Out indicator and date are linked to each history line.
Grade Level	
K-3	
Must have at least one of the following designations: – LEP/EL – Over age – Retained	

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: Killeen	Priority for Service (PFS) Action Plan	Filled Out By: Tonya Ramos and Polo Vielma
Region: 12		Date: 07/10/2023

School Year: 2023 - 2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s):	Objective(s):
To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.	Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.

Required Strategies

Monitor the progress of MEP students who are on PFS.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August	MEP Coordinator, PFS Instructor	PFS Action Plan

Required Strategies

Communicate the progress and determine needs of PFS migrant students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs

Provide services to PFS migrant students.

Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	September –May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials

Yolanda Rollins
ESC Signature

Tony Ramos
PFS Signature

_1/10/23_
Date Received

_1/10/23_
Date Completed

_____ _____
LEA Signature   **Date Completed**

_____ _____
PFS Signature   **Date Completed**

Priority for Service (PFS) Action Plan
for Migrant Students - Spanish

Como parte de la ley de cada estudiante tiene éxito (Essa), el plan de acción de prioridad para el servicio (PFS) es una actividad de programa requerida para el programa de Educación Migrante. Al prestar servicios con fondos recibidos en virtud de esta parte, cada receptor de dichos fondos dará prioridad a los niños migratorios que han hecho mudanza que califique dentro del período de 1 año anterior y que estén fallando en calificaciones, o en mayor riesgo de fallar, en cumplir con las exigentes normas académicas estatales; o han abandonado la escuela. [1304 [20 U.S.C. 6394](d)].

El informe de prioridad para el servicio de NGS debe ser usado para determinar a quién servir primero y principalmente con los fondos del MEP. Los estudiantes son identificados como SLP si cumplen con los siguientes criterios:

PFS Resumen de Criterios		
MUDANZA RECIENTE QUE CALIFIQUE		
Estudiante que ha hecho mudanza calificado durante el período de reporte anterior o actual (dentro del período de 1 año anterior);		
✚		
FALLANDO O EN MAYOR RIESGO DE FALLAR		
Estudiante que está fallando, o en riesgo de fallar, para cumplir con los desafiantes estándares académicos estatales; o han abandonado la escuela.		
Grado	**Grado**	**Grado**
K-3	3-12 y UG	7-12, OS, UG
Debe tener al menos una de las siguientes designaciones: - LEP/EL - Mayor edad - Retenido	Debe haber recibido una puntuación/designación de evaluación estatal de: - Falta - Ausente - Exento - No matriculado - No probado - En riesgo de fallar	Debe haber sido designado como estudiante de abandono en NGS: - El indicador de abandono y la fecha están vinculados a cada línea de historial.

El siguiente documento es proporcionado por TEA para los distritos para ayudar a documentar los esfuerzos que se están realizando en nombre de los estudiantes de prioridad para el Servicio (PFS). Contiene todos los componentes requeridos como se describe en la parte 4 de la aplicación ESSA en las disposiciones y garantías, pero también permite que los distritos añadan actividades adicionales. El plan de cada distrito debe articular claramente los criterios para definir el éxito estudiantil, incluyendo los plazos para alcanzar las metas y objetivos establecidos.

Nota: *El Coordinador del título I, parte C o el personal del MEP incluirá el plan de acción de PFS en el plan de mejoramiento Distrital como una sección separada apropiadamente etiquetada o identificada (por ejemplo, "sección de plan de acción de PFS migratoria"), en lugar de integrar los elementos del plan de acción con otras secciones de DIP que se centran en otros grupos de población estudiantil (por ejemplo, bilingüe, ESL, económicamente desfavorecidos).*

Meta(s):	Objetivo(s):
Asegurar que los niños migrantes identificados como prioridad que estén en un distrito escolar que forma parte de la Región 12 SSA, reciban intervenciones para tener éxito en la escuela.	**El MEP de región 12 identificará a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP y desarrollaran un plan para servir a esos estudiantes en los distritos de la región 12 SSA.**

Estrategias Requeridas	Línea de tiempo	Persona(s) Responsable	Documentación
Monitorear el progreso de los estudiantes de MEP que son PFS.			

Required Strategies	Línea de tiempo	Persona(s) Responsable	Documentación
▪ Mensualmente, ejecute los informes de (PFS) en NGS para identificar a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP.	Septiembre – Mayo	Especialista de datos de NGS	Copias de correos electrónicos con informes de PFS adjuntos y enviados a superintendentes
▪ Antes del primer día de clases, desarrolle un plan de acción de PFS para servir a los estudiantes de PFS. El plan debe articular claramente los criterios para definir el éxito del estudiante, incluyendo plazos para alcanzar metas y objetivos declarados.	Agosto	Coordinador de MEP Instructor de PFS	Plan de acción de PFS

Required Strategies	Línea de tiempo	Persona(s) Responsable	Documentación
Comunique el progreso y determine necesidades de estudiantes migratorios PFS.			
▪ Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los directores del campus y personal del campus la información apropiada sobre los criterios para los servicios de prioridad y reportes de PFS en NGS actualizadas	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP Empleados, Directores, maestros, consejeros	Superintendente/agenda de reuniones de Directores, Descripción del MEP sesión y registro, agenda, folletos
▪ Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los padres de estudiantes de PFS la información de PFS y los criterios para recibir servicios.	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC
▪ Durante el calendario académico, el Coordinador de migrantes del título I del distrito, parte C o el personal del MEP hará visitas individualizadas a domicilio y/o comunidad para informar a los padres sobre el progreso académico de sus hijos.	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC
Provide services to PFS migrant students.			

▪ La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP usarán los reportes de PFS para dar prioridad a estos estudiantes en las actividades del programa de Educación Migrante.	Septiembre - mayo Mensual	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Informes de progreso, resultados de evaluación del estado, datos de referencia, observaciones del maestro, plan de acción individualizado del estudiante
▪ La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP se asegurará de que los estudiantes de PFS reciban acceso prioritario a los servicios educacionales, así como información sobre trabajadores sociales y servicios comunitarios/agencias.	Septiembre - mayo Mensual	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Plan de acción individualizado del estudiante
▪ La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP determinarán qué programas federales, estatales o locales sirven a los estudiantes de PFS.	Septiembre – Mayo	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Plan de acción individualizado de estudiante migrante -Nota otros programas federales: Title III, A State: State Comp Ed., OSY Local: Asesoramiento, tutorial

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Firma del LEA   **Fecha de finalización**   **Firma de ESC**   **Fecha Recibido**

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Firma de PFS   **Fecha de finalización**   **Firma de PFS**   **Fecha de finalización**