



Katy ISD Annual Performance Report 2020-2021

**Department of
Research, Assessment, and Accountability**

January 2022

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2020 – 2021 TAPR

2020-21 Texas Academic Performance Report (TAPR)

District Name: KATY ISD

District Number: 101914

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	68%	85%	74%	78%	92%	88%	93%	100%	90%	60%	83%	87%	79%	73%	82%
	2019	76%	76%	89%	82%	83%	91%	95%	96%	63%	94%	64%	91%	89%	86%	79%	85%
At Meets Grade Level or Above	2021	39%	39%	58%	45%	47%	68%	63%	75%	83%	63%	30%	53%	61%	51%	40%	53%
	2019	45%	46%	61%	47%	50%	65%	63%	81%	50%	65%	34%	58%	62%	54%	42%	54%
At Masters Grade Level	2021	19%	20%	33%	21%	24%	42%	13%	48%	17%	35%	14%	23%	35%	29%	18%	29%
	2019	27%	28%	41%	30%	31%	44%	37%	63%	38%	46%	17%	35%	43%	34%	25%	36%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	62%	80%	65%	72%	88%	88%	94%	100%	85%	55%	86%	82%	74%	66%	79%
	2019	79%	79%	88%	76%	83%	92%	95%	96%	63%	90%	63%	95%	90%	84%	79%	88%
At Meets Grade Level or Above	2021	31%	31%	49%	29%	35%	61%	38%	74%	33%	52%	27%	48%	52%	42%	29%	46%
	2019	49%	49%	62%	45%	49%	67%	68%	87%	25%	63%	34%	67%	64%	55%	43%	59%
At Masters Grade Level	2021	14%	15%	27%	13%	17%	32%	25%	50%	17%	26%	11%	26%	29%	22%	13%	25%
	2019	25%	25%	37%	23%	23%	39%	42%	66%	25%	40%	13%	35%	39%	29%	19%	34%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	63%	81%	68%	74%	87%	58%	94%	*	81%	51%	88%	83%	78%	68%	79%
	2019	75%	75%	88%	77%	84%	92%	88%	95%	*	89%	61%	89%	90%	84%	78%	86%
At Meets Grade Level or Above	2021	36%	37%	56%	40%	42%	65%	17%	78%	*	55%	27%	58%	59%	50%	37%	51%
	2019	44%	45%	62%	45%	52%	69%	41%	81%	*	63%	32%	63%	65%	55%	44%	57%
At Masters Grade Level	2021	17%	18%	32%	19%	21%	37%	0%	53%	*	31%	10%	30%	34%	28%	16%	29%
	2019	22%	23%	36%	21%	26%	40%	16%	58%	*	39%	12%	32%	38%	31%	19%	31%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	60%	79%	61%	69%	87%	75%	96%	*	78%	50%	88%	82%	73%	62%	77%
	2019	75%	76%	87%	72%	82%	92%	84%	98%	*	89%	58%	88%	89%	82%	75%	86%
At Meets Grade Level or Above	2021	36%	37%	59%	37%	44%	69%	50%	85%	*	60%	34%	61%	63%	50%	37%	56%
	2019	48%	49%	64%	42%	52%	72%	59%	90%	*	65%	37%	72%	68%	57%	44%	63%
At Masters Grade Level	2021	21%	22%	41%	19%	26%	49%	25%	71%	*	40%	16%	42%	45%	34%	20%	39%
	2019	28%	30%	44%	24%	30%	50%	38%	77%	*	46%	20%	49%	47%	38%	23%	43%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	54%	73%	59%	62%	80%	69%	93%	*	74%	37%	80%	76%	69%	56%	71%
	2019	67%	67%	82%	70%	75%	87%	66%	95%	*	81%	50%	77%	84%	76%	68%	79%
At Meets Grade Level or Above	2021	27%	28%	46%	32%	31%	52%	31%	72%	*	46%	19%	45%	48%	41%	26%	42%
	2019	35%	35%	53%	38%	42%	58%	31%	79%	*	54%	27%	46%	57%	46%	34%	50%
At Masters Grade Level	2021	8%	9%	18%	9%	8%	19%	15%	38%	*	17%	4%	17%	19%	15%	6%	16%
	2019	11%	11%	21%	12%	12%	21%	13%	43%	*	26%	5%	14%	22%	18%	8%	19%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	73%	88%	79%	84%	92%	82%	97%	50%	91%	63%	93%	90%	85%	79%	87%
	2019	86%	86%	94%	89%	91%	97%	88%	99%	100%	96%	68%	95%	95%	93%	88%	93%
At Meets Grade Level or Above	2021	46%	47%	66%	54%	56%	72%	59%	85%	17%	71%	34%	74%	69%	60%	49%	61%
	2019	54%	54%	72%	59%	61%	77%	63%	89%	67%	76%	36%	71%	73%	67%	55%	67%
At Masters Grade Level	2021	30%	31%	49%	37%	37%	55%	41%	73%	17%	55%	17%	53%	53%	42%	30%	43%
	2019	29%	30%	45%	32%	34%	51%	19%	67%	44%	47%	12%	39%	47%	41%	27%	41%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	70%	86%	71%	81%	92%	88%	98%	100%	87%	63%	93%	89%	80%	75%	85%
	2019	90%	89%	96%	90%	94%	97%	81%	99%	100%	96%	75%	99%	96%	94%	92%	96%
At Meets Grade Level or Above	2021	44%	45%	66%	45%	54%	74%	65%	91%	67%	71%	36%	77%	70%	57%	46%	63%
	2019	58%	59%	73%	56%	63%	79%	69%	94%	67%	75%	39%	73%	75%	69%	57%	72%
At Masters Grade Level	2021	25%	26%	45%	26%	30%	51%	47%	74%	17%	53%	14%	52%	48%	36%	23%	41%
	2019	36%	38%	53%	36%	38%	58%	44%	83%	67%	55%	19%	43%	56%	46%	34%	52%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	62%	81%	67%	73%	89%	88%	95%	50%	86%	54%	89%	85%	74%	66%	76%
	2019	75%	75%	88%	76%	84%	93%	75%	97%	100%	89%	59%	90%	90%	85%	79%	88%
At Meets Grade Level or Above	2021	31%	32%	52%	35%	38%	60%	71%	78%	17%	64%	26%	60%	56%	44%	31%	46%
	2019	49%	50%	68%	50%	58%	74%	56%	88%	78%	72%	37%	61%	71%	62%	52%	65%
At Masters Grade Level	2021	13%	14%	26%	12%	14%	31%	41%	49%	0%	36%	8%	25%	29%	18%	10%	22%
	2019	24%	25%	39%	24%	27%	44%	13%	64%	22%	42%	15%	32%	42%	32%	23%	36%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	64%	83%	74%	75%	89%	88%	94%	*	86%	48%	88%	85%	76%	69%	77%
	2019	68%	69%	84%	77%	76%	89%	86%	95%	82%	83%	47%	83%	86%	79%	70%	78%

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At Meets Grade Level or Above	2021	32%	34%	55%	42%	43%	62%	46%	76%	*	61%	22%	59%	59%	46%	36%	47%
	2019	37%	38%	56%	44%	43%	63%	33%	80%	73%	62%	25%	52%	60%	48%	35%	48%
At Masters Grade Level	2021	15%	16%	30%	19%	20%	34%	23%	51%	*	35%	7%	32%	32%	24%	14%	24%
	2019	18%	19%	31%	20%	21%	35%	19%	55%	27%	32%	8%	28%	34%	24%	15%	27%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	68%	87%	76%	82%	94%	92%	97%	80%	91%	62%	93%	90%	82%	76%	84%
	2019	81%	81%	92%	86%	88%	96%	95%	99%	100%	92%	68%	94%	94%	89%	85%	91%
At Meets Grade Level or Above	2021	36%	37%	64%	42%	51%	75%	56%	88%	80%	69%	31%	72%	67%	54%	41%	57%
	2019	47%	48%	67%	50%	54%	76%	76%	92%	73%	69%	33%	70%	71%	58%	46%	63%
At Masters Grade Level	2021	15%	17%	36%	16%	22%	45%	20%	69%	20%	40%	10%	42%	40%	28%	15%	32%
	2019	21%	22%	39%	22%	25%	44%	33%	76%	45%	45%	13%	40%	43%	31%	18%	36%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	71%	88%	80%	82%	93%	77%	96%	83%	91%	55%	92%	90%	83%	78%	86%
	2019	76%	77%	90%	83%	85%	94%	87%	97%	90%	93%	59%	94%	92%	86%	81%	86%
At Meets Grade Level or Above	2021	45%	47%	71%	60%	59%	77%	62%	90%	67%	72%	31%	75%	74%	62%	54%	64%
	2019	49%	51%	71%	57%	61%	77%	60%	89%	80%	75%	35%	75%	74%	63%	53%	64%
At Masters Grade Level	2021	25%	27%	47%	35%	34%	53%	31%	72%	33%	49%	12%	46%	50%	38%	30%	41%
	2019	29%	31%	50%	33%	37%	57%	33%	74%	50%	53%	13%	51%	53%	41%	31%	43%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	57%	68%	51%	63%	80%	43%	87%	*	73%	49%	69%	71%	63%	57%	66%
	2019	75%	77%	84%	76%	81%	89%	100%	95%	*	85%	61%	88%	86%	80%	77%	82%
At Meets Grade Level or Above	2021	27%	29%	33%	18%	25%	45%	0%	61%	*	34%	23%	21%	35%	29%	21%	29%
	2019	43%	46%	47%	33%	39%	59%	29%	65%	*	50%	32%	53%	50%	40%	34%	39%
At Masters Grade Level	2021	12%	13%	10%	6%	6%	14%	0%	23%	*	5%	5%	12%	10%	9%	5%	7%
	2019	17%	18%	11%	5%	9%	16%	0%	22%	*	13%	7%	7%	13%	9%	6%	10%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	63%	84%	74%	76%	90%	67%	97%	80%	88%	45%	86%	87%	76%	72%	80%
	2019	70%	72%	88%	81%	82%	92%	87%	97%	90%	91%	51%	89%	89%	84%	78%	84%
At Meets Grade Level or Above	2021	33%	34%	59%	44%	45%	66%	42%	86%	20%	57%	20%	57%	62%	49%	40%	51%
	2019	42%	43%	66%	51%	54%	74%	60%	88%	70%	68%	28%	64%	69%	59%	46%	58%

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At Masters Grade Level	2021	10%	10%	23%	15%	15%	24%	8%	46%	0%	25%	4%	17%	26%	17%	11%	20%
	2019	18%	19%	37%	25%	25%	41%	53%	66%	30%	38%	7%	40%	41%	29%	18%	29%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	74%	88%	80%	83%	92%	79%	97%	100%	89%	57%	91%	90%	81%	79%	80%
	2019	86%	86%	94%	88%	92%	96%	100%	98%	89%	96%	59%	99%	95%	91%	89%	90%
At Meets Grade Level or Above	2021	46%	48%	67%	55%	57%	74%	71%	88%	82%	68%	31%	64%	71%	55%	52%	50%
	2019	55%	56%	74%	59%	65%	81%	79%	90%	44%	78%	31%	74%	78%	64%	56%	57%
At Masters Grade Level	2021	21%	22%	38%	25%	26%	43%	29%	63%	55%	40%	10%	34%	41%	27%	22%	20%
	2019	28%	30%	47%	33%	35%	52%	36%	71%	11%	53%	10%	42%	50%	37%	27%	28%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	62%	88%	78%	82%	93%	94%	98%	100%	88%	56%	91%	90%	82%	78%	85%
	2019	88%	88%	96%	90%	94%	98%	100%	99%	93%	99%	67%	96%	96%	95%	92%	95%
At Meets Grade Level or Above	2021	36%	37%	70%	47%	58%	79%	47%	93%	89%	72%	32%	74%	73%	60%	51%	67%
	2019	57%	58%	81%	65%	73%	86%	84%	96%	87%	80%	39%	83%	83%	74%	66%	78%
At Masters Grade Level	2021	11%	11%	32%	15%	18%	36%	12%	66%	11%	31%	9%	38%	35%	24%	15%	30%
	2019	17%	18%	40%	19%	26%	43%	42%	72%	20%	40%	10%	33%	43%	32%	20%	37%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	68%	89%	81%	82%	94%	93%	98%	91%	90%	59%	92%	91%	81%	78%	79%
	2019	81%	81%	93%	84%	89%	96%	100%	98%	100%	96%	64%	98%	95%	87%	85%	86%
At Meets Grade Level or Above	2021	43%	45%	71%	56%	59%	81%	57%	93%	64%	75%	36%	75%	77%	57%	53%	55%
	2019	51%	52%	74%	57%	64%	82%	79%	91%	44%	73%	33%	77%	78%	62%	55%	58%
At Masters Grade Level	2021	24%	25%	49%	28%	35%	59%	21%	79%	55%	57%	17%	50%	54%	35%	29%	32%
	2019	25%	27%	47%	26%	33%	55%	43%	74%	22%	49%	12%	48%	51%	35%	25%	29%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	58%	82%	75%	73%	90%	69%	95%	91%	86%	52%	85%	85%	74%	69%	70%
	2019	69%	70%	86%	77%	79%	91%	86%	97%	89%	90%	50%	87%	89%	79%	74%	73%
At Meets Grade Level or Above	2021	28%	29%	57%	44%	43%	66%	38%	82%	55%	62%	28%	65%	62%	44%	36%	39%
	2019	37%	38%	61%	49%	47%	68%	43%	85%	11%	64%	27%	60%	64%	52%	41%	42%

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At Masters Grade Level	2021	14%	15%	36%	21%	22%	43%	23%	64%	36%	45%	13%	38%	39%	26%	18%	20%
	2019	21%	23%	41%	29%	29%	45%	36%	70%	11%	45%	13%	40%	45%	33%	22%	26%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	67%	87%	79%	82%	91%	71%	96%	82%	86%	55%	82%	89%	79%	77%	70%
	2019	68%	67%	84%	75%	77%	91%	81%	96%	89%	92%	42%	88%	88%	76%	73%	69%
At Meets Grade Level or Above	2021	50%	51%	76%	66%	66%	83%	64%	93%	73%	80%	40%	70%	80%	64%	59%	50%
	2019	50%	50%	73%	61%	62%	83%	69%	91%	78%	82%	29%	66%	79%	60%	55%	49%
At Masters Grade Level	2021	12%	14%	34%	22%	21%	40%	14%	65%	18%	39%	5%	24%	38%	24%	16%	12%
	2019	11%	11%	28%	14%	17%	33%	6%	59%	22%	33%	4%	15%	33%	17%	11%	11%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	71%	86%	77%	80%	92%	86%	96%	*	88%	48%	88%	89%	77%	76%	64%
	2019	68%	69%	84%	73%	78%	89%	87%	95%	100%	90%	44%	84%	87%	75%	72%	61%
At Meets Grade Level or Above	2021	57%	58%	77%	66%	67%	85%	79%	94%	*	77%	36%	72%	82%	63%	61%	46%
	2019	49%	50%	70%	56%	59%	80%	74%	89%	73%	80%	28%	65%	76%	55%	51%	34%
At Masters Grade Level	2021	11%	12%	27%	15%	16%	30%	7%	56%	*	24%	6%	14%	30%	17%	12%	6%
	2019	8%	9%	20%	9%	12%	23%	17%	45%	0%	21%	6%	11%	23%	11%	8%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	74%	89%	79%	85%	94%	92%	98%	82%	88%	66%	89%	91%	84%	81%	84%
	2019	85%	84%	93%	89%	92%	94%	89%	99%	100%	94%	62%	95%	94%	91%	90%	91%
At Meets Grade Level or Above	2021	41%	44%	66%	47%	55%	75%	38%	91%	64%	66%	33%	66%	70%	57%	48%	54%
	2019	61%	61%	80%	70%	73%	83%	61%	97%	100%	78%	37%	77%	83%	72%	67%	74%
At Masters Grade Level	2021	23%	26%	47%	29%	35%	53%	15%	80%	64%	46%	14%	51%	51%	38%	27%	37%
	2019	37%	38%	61%	47%	49%	66%	39%	89%	50%	60%	18%	62%	64%	52%	42%	53%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	82%	94%	90%	91%	96%	86%	99%	80%	95%	76%	97%	96%	89%	88%	85%
	2019	88%	88%	96%	92%	93%	97%	100%	99%	100%	99%	75%	96%	97%	93%	92%	91%
At Meets Grade Level or Above	2021	55%	57%	81%	69%	71%	89%	71%	95%	60%	84%	49%	80%	85%	70%	65%	57%
	2019	62%	63%	83%	71%	75%	90%	88%	94%	89%	85%	42%	84%	87%	72%	68%	64%

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At Masters Grade Level	2021	22%	26%	51%	34%	37%	61%	36%	78%	50%	60%	16%	50%	55%	40%	30%	26%
	2019	25%	28%	50%	32%	35%	59%	25%	78%	56%	56%	11%	41%	55%	37%	28%	27%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	89%	96%	94%	94%	98%	92%	97%	100%	96%	81%	92%	97%	92%	92%	86%
	2019	93%	93%	97%	96%	96%	98%	100%	99%	100%	98%	80%	95%	98%	96%	95%	91%
At Meets Grade Level or Above	2021	69%	70%	86%	81%	81%	92%	75%	93%	90%	88%	59%	82%	88%	78%	77%	66%
	2019	73%	75%	89%	83%	84%	94%	93%	96%	100%	92%	56%	86%	91%	82%	80%	67%
At Masters Grade Level	2021	43%	45%	68%	57%	58%	79%	33%	83%	70%	75%	31%	67%	72%	56%	52%	41%
	2019	45%	49%	70%	57%	60%	80%	67%	84%	64%	77%	26%	71%	73%	60%	53%	40%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	96%	99%	98%	98%	100%	*	100%	*	100%	100%	100%	99%	95%	98%	95%
At Meets Grade Level or Above	2021	69%	75%	91%	79%	81%	95%	*	98%	*	92%	83%	100%	92%	71%	78%	84%
At Masters Grade Level	2021	14%	18%	35%	15%	17%	29%	*	66%	*	26%	42%	55%	36%	11%	15%	42%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	68%	86%	75%	79%	91%	82%	96%	87%	87%	56%	88%	88%	79%	74%	79%
	2019	78%	78%	90%	82%	85%	93%	88%	97%	92%	92%	60%	91%	91%	85%	81%	85%
At Meets Grade Level or Above	2021	41%	43%	65%	49%	53%	73%	54%	86%	63%	67%	31%	64%	68%	54%	46%	53%
	2019	50%	51%	69%	55%	59%	76%	61%	89%	66%	72%	34%	67%	72%	61%	52%	59%
At Masters Grade Level	2021	18%	20%	37%	23%	25%	43%	23%	63%	35%	40%	11%	36%	40%	29%	20%	28%
	2019	24%	25%	41%	26%	29%	46%	30%	68%	31%	44%	12%	37%	44%	33%	23%	33%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	69%	86%	77%	80%	91%	80%	95%	85%	88%	55%	88%	88%	80%	75%	79%
	2019	75%	75%	88%	80%	83%	92%	88%	96%	89%	92%	56%	90%	90%	83%	78%	82%
At Meets Grade Level or Above	2021	45%	46%	66%	54%	55%	74%	57%	85%	65%	68%	31%	65%	70%	57%	49%	53%
	2019	48%	49%	67%	54%	57%	74%	58%	86%	65%	72%	31%	65%	71%	58%	49%	55%
At Masters Grade Level	2021	18%	20%	36%	24%	25%	42%	21%	60%	31%	39%	11%	33%	39%	29%	19%	28%
	2019	21%	22%	37%	23%	26%	42%	22%	62%	27%	41%	10%	32%	40%	29%	20%	30%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	66%	85%	71%	78%	91%	86%	97%	91%	86%	57%	89%	87%	78%	72%	81%
	2019	82%	82%	91%	83%	88%	94%	91%	98%	91%	93%	65%	94%	93%	88%	85%	90%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	39%	62%	41%	49%	72%	48%	87%	66%	64%	31%	65%	66%	52%	41%	55%
	2019	52%	53%	69%	53%	59%	76%	67%	92%	70%	70%	36%	72%	72%	62%	52%	65%
At Masters Grade Level	2021	18%	19%	36%	19%	23%	42%	22%	67%	32%	36%	12%	40%	39%	29%	18%	32%
	2019	26%	28%	43%	27%	30%	47%	37%	76%	36%	45%	15%	41%	46%	36%	24%	39%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	59%	79%	67%	69%	85%	68%	95%	89%	81%	41%	82%	82%	72%	64%	75%
	2019	68%	69%	85%	75%	78%	89%	72%	96%	93%	86%	50%	82%	87%	80%	73%	81%
At Meets Grade Level or Above	2021	30%	31%	52%	38%	38%	59%	36%	79%	44%	51%	19%	51%	56%	45%	33%	47%
	2019	38%	39%	60%	44%	48%	66%	40%	83%	64%	61%	27%	53%	63%	52%	40%	53%
At Masters Grade Level	2021	9%	9%	21%	12%	12%	22%	12%	42%	11%	21%	4%	17%	23%	16%	9%	18%
	2019	14%	15%	29%	18%	18%	31%	26%	54%	21%	32%	6%	24%	31%	23%	13%	24%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	71%	88%	80%	83%	93%	89%	97%	78%	90%	62%	92%	91%	81%	78%	79%
	2019	81%	82%	92%	85%	89%	95%	91%	98%	100%	95%	66%	95%	94%	88%	85%	88%
At Meets Grade Level or Above	2021	44%	45%	69%	54%	57%	77%	67%	89%	52%	74%	36%	70%	73%	57%	50%	51%
	2019	54%	55%	75%	60%	66%	82%	74%	91%	70%	77%	38%	73%	79%	66%	58%	63%
At Masters Grade Level	2021	20%	22%	42%	25%	29%	50%	33%	68%	41%	50%	13%	40%	47%	31%	23%	26%
	2019	25%	27%	45%	28%	32%	53%	26%	72%	33%	49%	13%	40%	50%	35%	25%	32%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	74%	89%	85%	84%	94%	80%	96%	95%	91%	65%	87%	91%	82%	80%	76%
	2019	81%	81%	92%	87%	87%	95%	93%	98%	95%	94%	63%	89%	93%	87%	84%	79%
At Meets Grade Level or Above	2021	49%	51%	72%	62%	62%	79%	56%	87%	71%	75%	41%	70%	75%	60%	56%	50%
	2019	55%	57%	75%	66%	66%	81%	69%	90%	60%	78%	40%	66%	78%	65%	60%	50%
At Masters Grade Level	2021	29%	31%	52%	39%	40%	61%	28%	73%	52%	60%	21%	48%	56%	40%	35%	28%
	2019	33%	36%	56%	43%	44%	62%	52%	76%	40%	60%	19%	48%	59%	45%	37%	31%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region04	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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	63	69	62	66	69	65	78	*	72	61	67	69	67	63	70
	2018	63	64	68	64	63	69	69	82	79	71	68	71	69	68	62	68
Grade 4 Mathematics	2019	65	66	74	61	67	77	84	89	*	75	66	79	75	70	65	73
	2018	65	67	71	66	65	72	72	84	79	72	62	64	71	71	66	72
Grade 5 ELA/Reading	2019	81	81	83	81	81	84	77	88	75	80	74	82	83	84	80	83
	2018	80	80	82	83	80	81	80	86	100	77	79	80	81	84	80	82
Grade 5 Mathematics	2019	83	82	87	85	85	86	84	95	100	89	83	89	88	86	84	88
	2018	81	79	83	81	83	80	75	90	100	84	81	82	82	84	83	84
Grade 6 ELA/Reading	2019	42	44	52	46	46	53	42	69	39	54	39	48	53	50	43	52
	2018	47	49	57	49	50	60	54	73	50	58	43	56	57	57	49	54
Grade 6 Mathematics	2019	54	55	68	62	59	72	68	89	61	72	56	66	69	66	55	65
	2018	56	57	67	65	59	68	68	84	60	65	59	63	66	68	58	64
Grade 7 ELA/Reading	2019	77	78	87	81	85	87	75	94	94	86	77	86	87	86	83	87
	2018	76	77	84	80	83	84	93	93	*	84	75	85	85	82	80	85
Grade 7 Mathematics	2019	62	63	69	63	69	71	71	79	*	67	57	71	69	69	67	71
	2018	67	67	68	64	68	69	55	77	*	69	63	70	67	70	66	70
Grade 8 ELA/Reading	2019	77	78	80	76	78	79	65	87	67	84	66	74	79	81	75	78
	2018	79	79	80	79	80	78	90	86	100	79	71	81	80	81	78	79
Grade 8 Mathematics	2019	82	84	84	81	85	83	88	88	82	86	75	84	84	86	85	86
	2018	81	81	76	74	77	73	78	79	*	77	75	78	75	77	77	78
End of Course English II	2019	69	70	72	69	71	71	69	78	50	74	63	73	72	72	70	70
	2018	67	67	70	66	69	70	67	80	81	69	57	66	70	71	68	69
End of Course Algebra I	2019	75	75	87	82	84	87	65	97	100	84	55	85	88	83	81	85
	2018	72	72	86	79	82	88	61	97	79	88	53	86	88	81	81	81
All Grades Both Subjects	2019	69	70	76	71	73	77	71	87	72	77	64	75	77	75	71	76
	2018	69	70	75	71	72	74	72	85	82	75	66	74	75	75	71	74
All Grades ELA/Reading	2019	68	69	74	69	71	74	65	82	65	75	63	70	74	73	69	74
	2018	69	69	74	71	71	73	76	83	85	73	66	74	74	74	70	73
All Grades Mathematics	2019	70	71	79	73	75	80	79	92	79	80	66	79	80	77	73	78
	2018	70	70	76	72	73	76	69	87	80	76	66	74	76	76	72	75

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 04	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	2021	67%	68%	86%	71%	-	-	89%	70%	-	69%	77%	65%	63%	79%	87%	69%	95%
	2019	78%	78%	90%	81%	-	-	96%	80%	-	72%	81%	67%	-	80%	-	74%	-
At Meets Grade Level or Above	2021	41%	43%	65%	38%	-	-	66%	37%	-	38%	47%	33%	37%	51%	68%	38%	77%
	2019	50%	51%	69%	46%	-	-	72%	45%	-	39%	49%	33%	-	51%	-	41%	-
At Masters Grade Level	2021	18%	20%	37%	18%	-	-	41%	17%	-	17%	26%	12%	13%	26%	40%	17%	46%
	2019	24%	25%	41%	21%	-	-	34%	21%	-	18%	27%	13%	-	30%	-	19%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	69%	86%	76%	-	-	92%	75%	-	67%	79%	61%	58%	82%	88%	69%	96%
	2019	75%	75%	88%	81%	-	-	99%	80%	-	67%	83%	58%	-	79%	-	70%	-
At Meets Grade Level or Above	2021	45%	46%	66%	45%	-	-	75%	44%	-	37%	48%	30%	38%	53%	70%	38%	80%
	2019	48%	49%	67%	48%	-	-	75%	47%	-	33%	47%	25%	-	51%	-	37%	-
At Masters Grade Level	2021	18%	20%	36%	25%	-	-	53%	23%	-	16%	27%	10%	10%	24%	39%	17%	44%
	2019	21%	22%	37%	24%	-	-	39%	23%	-	15%	28%	8%	-	31%	-	18%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	66%	85%	73%	-	-	86%	72%	-	73%	79%	69%	67%	81%	86%	73%	93%
	2019	82%	82%	91%	86%	-	-	96%	85%	-	83%	86%	80%	-	85%	-	83%	-
At Meets Grade Level or Above	2021	37%	39%	62%	40%	-	-	58%	39%	-	43%	53%	36%	32%	54%	65%	42%	76%
	2019	52%	53%	69%	49%	-	-	75%	48%	-	51%	57%	46%	-	59%	-	51%	-
At Masters Grade Level	2021	18%	19%	36%	20%	-	-	41%	19%	-	21%	32%	15%	15%	30%	37%	21%	50%
	2019	26%	28%	43%	25%	-	-	38%	24%	-	26%	33%	21%	-	39%	-	26%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	59%	79%	58%	-	-	81%	57%	-	59%	64%	55%	-	67%	81%	59%	95%
	2019	68%	69%	85%	70%	-	-	89%	69%	-	60%	63%	58%	-	73%	-	63%	-
At Meets Grade Level or Above	2021	30%	31%	52%	22%	-	-	44%	22%	-	27%	34%	21%	-	31%	55%	25%	72%
	2019	38%	39%	60%	35%	-	-	67%	34%	-	26%	28%	25%	-	35%	-	29%	-
At Masters Grade Level	2021	9%	9%	21%	4%	-	-	13%	3%	-	7%	11%	4%	-	16%	22%	6%	32%
	2019	14%	15%	29%	8%	-	-	22%	7%	-	5%	5%	6%	-	15%	-	7%	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	71%	88%	63%	-	-	95%	61%	-	70%	69%	70%	69%	79%	90%	68%	95%
	2019	81%	82%	92%	77%	-	-	94%	76%	-	75%	70%	77%	-	82%	-	76%	-
At Meets Grade Level or Above	2021	44%	45%	69%	26%	-	-	80%	23%	-	37%	35%	38%	44%	48%	72%	35%	80%
	2019	54%	55%	75%	43%	-	-	56%	43%	-	38%	37%	38%	-	48%	-	39%	-
At Masters Grade Level	2021	20%	22%	42%	8%	-	-	30%	7%	-	15%	15%	14%	13%	22%	46%	14%	52%
	2019	25%	27%	45%	14%	-	-	11%	14%	-	12%	14%	12%	-	18%	-	13%	-
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 04	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
At Approaches Grade Level or Above	2021	73%	74%	89%	-	-	-	-	-	-	66%	30%	66%	57%	76%	92%	66%	92%
	2019	81%	81%	92%	-	-	-	-	-	-	62%	50%	63%		59%		62%	
At Meets Grade Level or Above	2021	49%	51%	72%	-	-	-	-	-	-	38%	20%	38%	31%	57%	76%	38%	72%
	2019	55%	57%	75%	-	-	-	-	-	-	30%	17%	31%		45%		31%	
At Masters Grade Level	2021	29%	31%	52%	-	-	-	-	-	-	17%	0%	18%	12%	41%	57%	18%	50%
	2019	33%	36%	56%	-	-	-	-	-	-	16%	0%	16%		21%		16%	

- * 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.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	88%	92%	88%	93%	93%	90%	91%	93%	90%	90%	92%	92%	92%	91%	94%
Included in Accountability	83%	84%	88%	82%	88%	91%	89%	88%	81%	85%	87%	90%	91%	81%	86%	87%
Not Included in Accountability: Mobile	3%	3%	3%	6%	3%	2%	1%	2%	12%	5%	2%	1%	1%	8%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	1%	1%	1%	0%	1%	0%	0%	2%	2%	4%
Not Tested	12%	12%	8%	12%	7%	7%	10%	9%	7%	10%	10%	8%	8%	8%	9%	6%
Absent	2%	2%	2%	2%	1%	2%	2%	1%	2%	2%	2%	1%	2%	2%	2%	1%
Other	10%	10%	6%	10%	5%	5%	8%	8%	6%	8%	8%	7%	6%	7%	7%	5%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	99%	99%	99%	100%	100%	99%	99%	99%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	95%	92%	93%	97%	94%	96%	94%	95%	95%	97%	98%	86%	92%	90%
Not Included in Accountability: Mobile	4%	4%	3%	7%	4%	2%	5%	2%	2%	3%	3%	2%	1%	9%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	3%	1%	1%	2%	3%	1%	1%	0%	0%	4%	2%	5%
Not Tested	1%	1%	0%	1%	1%	1%	0%	0%	1%	1%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	0%	0%	1%	0%	0%	0%	1%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KATY ISD (101914) - HARRIS COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	99.1%	98.9%	99.0%	99.2%	99.2%	99.7%	99.1%	99.1%	98.6%	98.7%	99.2%
2018-19	95.4%	95.5%	96.6%	96.5%	96.3%	96.5%	96.7%	97.8%	95.7%	96.6%	95.5%	95.9%	97.0%
Chronic Absenteeism													
2019-20	6.7%	6.4%	3.1%	4.7%	3.8%	2.9%	4.0%	1.0%	4.8%	3.4%	5.8%	4.9%	2.5%
2018-19	11.4%	11.1%	5.2%	7.3%	6.2%	5.0%	5.6%	1.7%	5.2%	5.1%	9.6%	8.5%	4.2%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.7%	0.1%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.2%	0.1%
2018-19	0.4%	0.6%	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	0.5%	0.8%	0.7%	0.4%	0.0%	0.0%	0.0%	0.1%	1.2%	0.8%	1.1%
2018-19	1.9%	2.0%	0.6%	0.8%	0.8%	0.4%	0.0%	0.1%	0.0%	0.5%	1.3%	1.0%	1.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	89.9%	95.3%	93.5%	93.8%	95.9%	94.4%	98.9%	100.0%	95.5%	86.4%	93.3%	82.6%
Received TxCHSE	0.4%	0.3%	0.4%	0.1%	0.4%	0.7%	0.0%	0.0%	0.0%	0.0%	0.7%	0.4%	0.0%
Continued HS	3.9%	3.6%	2.9%	4.7%	4.0%	1.9%	0.0%	1.0%	0.0%	4.5%	9.7%	3.4%	13.5%
Dropped Out	5.4%	6.1%	1.4%	1.7%	1.8%	1.5%	5.6%	0.1%	0.0%	0.0%	3.2%	2.9%	3.8%
Graduates and TxCHSE	90.7%	90.3%	95.7%	93.7%	94.2%	96.6%	94.4%	98.9%	100.0%	95.5%	87.1%	93.7%	82.6%
Graduates, TxCHSE, and Continuers	94.6%	93.9%	98.6%	98.3%	98.2%	98.5%	94.4%	99.9%	100.0%	100.0%	96.8%	97.1%	96.2%
Class of 2019													
Graduated	90.0%	89.0%	95.4%	92.4%	93.5%	97.1%	87.0%	98.7%	100.0%	94.4%	87.0%	92.3%	82.6%
Received TxCHSE	0.5%	0.4%	0.5%	0.3%	0.5%	0.6%	4.3%	0.1%	0.0%	1.4%	1.3%	0.7%	0.4%
Continued HS	3.7%	3.7%	2.3%	3.5%	3.6%	1.3%	8.7%	0.4%	0.0%	2.1%	6.1%	3.2%	11.0%
Dropped Out	5.9%	6.9%	1.8%	3.8%	2.4%	1.0%	0.0%	0.8%	0.0%	2.1%	5.6%	3.8%	6.0%
Graduates and TxCHSE	90.4%	89.5%	95.9%	92.7%	94.1%	97.7%	91.3%	98.8%	100.0%	95.8%	88.3%	93.0%	82.9%
Graduates, TxCHSE, and Continuers	94.1%	93.1%	98.2%	96.2%	97.6%	99.0%	100.0%	99.2%	100.0%	97.9%	94.4%	96.2%	94.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.4%	96.8%	94.6%	95.7%	97.7%	95.5%	99.1%	100.0%	96.5%	90.1%	94.9%	91.1%
Received TxCHSE	0.5%	0.5%	0.6%	0.5%	0.6%	0.6%	4.5%	0.1%	0.0%	1.4%	1.3%	0.8%	0.4%
Continued HS	1.3%	1.2%	0.6%	1.0%	1.0%	0.5%	0.0%	0.0%	0.0%	0.0%	1.8%	0.4%	1.8%
Dropped Out	6.1%	6.9%	2.0%	4.0%	2.8%	1.2%	0.0%	0.8%	0.0%	2.1%	6.8%	3.8%	6.7%
Graduates and TxCHSE	92.6%	91.9%	97.4%	95.1%	96.2%	98.4%	100.0%	99.2%	100.0%	97.9%	91.4%	95.7%	91.5%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	98.0%	96.0%	97.2%	98.8%	100.0%	99.2%	100.0%	97.9%	93.2%	96.2%	93.3%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KATY ISD (101914) - HARRIS COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	91.3%	96.7%	95.1%	95.1%	97.5%	100.0%	99.6%	100.0%	97.6%	90.9%	94.6%	89.5%
Received TxCHSE	0.6%	0.6%	0.6%	0.5%	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	1.7%	0.7%	0.0%
Continued HS	1.1%	1.1%	0.4%	0.5%	0.7%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.3%	0.5%
Dropped Out	6.1%	7.0%	2.3%	3.9%	3.5%	1.5%	0.0%	0.3%	0.0%	2.4%	7.4%	4.4%	10.0%
Graduates and TxCHSE	92.8%	91.9%	97.3%	95.6%	95.8%	98.4%	100.0%	99.6%	100.0%	97.6%	92.6%	95.3%	89.5%
Graduates, TxCHSE, and Continuers	93.9%	93.0%	97.7%	96.1%	96.5%	98.5%	100.0%	99.7%	100.0%	97.6%	92.6%	95.6%	90.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	91.8%	96.9%	95.5%	95.5%	97.6%	100.0%	99.7%	100.0%	97.6%	91.4%	94.8%	90.0%
Received TxCHSE	0.7%	0.7%	0.7%	0.5%	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	1.7%	0.8%	0.0%
Continued HS	0.6%	0.6%	0.1%	0.0%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Dropped Out	6.1%	6.9%	2.3%	4.0%	3.6%	1.4%	0.0%	0.3%	0.0%	2.4%	6.9%	4.4%	10.0%
Graduates and TxCHSE	93.3%	92.5%	97.6%	96.0%	96.2%	98.5%	100.0%	99.7%	100.0%	97.6%	93.1%	95.5%	90.0%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	97.7%	96.0%	96.4%	98.6%	100.0%	99.7%	100.0%	97.6%	93.1%	95.6%	90.0%
Class of 2017													
Graduated	92.4%	91.5%	96.6%	95.3%	95.3%	97.4%	88.0%	99.5%	100.0%	97.7%	91.4%	93.0%	88.5%
Received TxCHSE	0.7%	0.8%	0.7%	1.3%	0.6%	0.7%	8.0%	0.0%	0.0%	0.8%	0.3%	1.4%	0.0%
Continued HS	0.6%	0.6%	0.1%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.1%	0.0%
Dropped Out	6.3%	7.1%	2.6%	3.3%	3.9%	1.8%	4.0%	0.5%	0.0%	1.5%	7.9%	5.5%	11.5%
Graduates and TxCHSE	93.2%	92.3%	97.3%	96.5%	95.9%	98.1%	96.0%	99.5%	100.0%	98.5%	91.7%	94.5%	88.5%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	97.4%	96.7%	96.1%	98.2%	96.0%	99.5%	100.0%	98.5%	92.1%	94.5%	88.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	89.9%	94.4%	92.8%	92.8%	95.1%	94.4%	98.2%	100.0%	94.3%	79.6%	92.3%	81.5%
Class of 2019	90.0%	89.0%	94.2%	90.7%	92.4%	96.0%	87.0%	97.5%	100.0%	94.4%	75.1%	90.8%	82.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	64.3%	*	*	*	-	-	*	-	-	*	*	-
Class of 2019	73.3%	76.5%	*	*	*	-	-	-	-	-	-	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	3.7%	4.8%	6.3%	6.2%	4.2%	0.0%	1.0%	15.4%	8.1%	16.6%	7.7%	11.0%
Class of 2019	4.2%	5.0%	11.1%	14.7%	15.9%	8.3%	0.0%	3.5%	20.0%	10.4%	21.6%	16.7%	35.8%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	83.0%	85.3%	79.6%	80.7%	87.6%	94.1%	95.7%	84.6%	83.8%	34.3%	76.6%	60.1%
Class of 2019	83.5%	81.1%	76.6%	65.0%	67.3%	82.6%	90.0%	92.8%	46.7%	78.4%	22.3%	61.9%	35.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KATY ISD (101914) - HARRIS COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	86.7%	90.0%	85.7%	86.8%	91.9%	94.1%	96.6%	100.0%	91.9%	50.3%	84.2%	71.2%
Class of 2019	87.6%	86.1%	87.6%	79.6%	83.1%	90.9%	90.0%	96.4%	66.7%	88.8%	43.9%	78.5%	70.9%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	21.3%	0.0%	*	*	0.0%	-	*	-	-	0.0%	0.0%	-
2018-19	32.7%	27.5%	5.9%	0.0%	8.3%	9.1%	-	*	-	*	0.0%	0.0%	*
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.7%	4.7%	6.0%	5.9%	4.3%	0.0%	1.0%	15.4%	7.7%	15.1%	7.3%	10.0%
2018-19	4.4%	5.0%	11.1%	14.5%	16.2%	8.2%	0.0%	3.5%	21.4%	10.3%	19.6%	17.0%	34.3%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	81.2%	83.7%	78.2%	78.6%	86.4%	88.9%	94.9%	84.6%	81.3%	30.7%	74.4%	59.8%
2018-19	82.1%	79.6%	75.3%	63.6%	65.8%	81.5%	90.0%	92.1%	50.0%	77.2%	20.8%	60.3%	35.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	84.5%	88.2%	83.7%	84.4%	90.5%	88.9%	95.7%	100.0%	89.0%	44.6%	81.5%	69.8%
2018-19	85.9%	84.1%	85.9%	77.2%	81.5%	89.3%	90.0%	95.2%	71.4%	86.9%	38.7%	76.8%	68.5%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
KATY ISD (101914) - HARRIS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	5,738	100.0%	360,220	100.0%
By Ethnicity:				
African American	700	12.2%	44,729	12.4%
Hispanic	2,071	36.1%	184,060	51.1%
White	1,953	34.0%	105,215	29.2%
American Indian	18	0.3%	1,226	0.3%
Asian	828	14.4%	17,126	4.8%
Pacific Islander	13	0.2%	557	0.2%
Two or More Races	155	2.7%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	14	0.2%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	664	11.6%	49,535	13.8%
Foundation H.S. Program (Endorsement)	270	4.7%	15,689	4.4%
Foundation H.S. Program (DLA)	4,790	83.5%	292,532	81.2%
Special Education Graduates	395	6.9%	29,018	8.1%
Economically Disadvantaged Graduates	1,827	31.8%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	311	5.4%	29,639	8.2%
At-Risk Graduates	1,464	25.5%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Academic Year	State	Region 04	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)													
2019-20	63.0%	61.1%	71.8%	55.7%	64.2%	77.3%	44.4%	91.4%	61.5%	76.1%	82.8%	56.7%	44.7%
2018-19	72.9%	72.0%	76.4%	62.2%	69.2%	81.2%	75.0%	93.9%	64.3%	71.0%	82.1%	61.9%	48.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	52.1%	63.1%	43.0%	53.7%	69.5%	44.4%	88.0%	61.5%	67.7%	12.2%	44.3%	32.2%
2018-19	53.0%	53.2%	67.5%	47.3%	58.5%	73.3%	70.0%	91.7%	35.7%	65.2%	13.0%	48.7%	37.6%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	57.8%	69.3%	58.7%	57.2%	77.2%	55.6%	89.7%	61.5%	73.5%	20.5%	52.3%	21.9%
2018-19	60.7%	60.9%	76.4%	66.5%	68.3%	80.9%	80.0%	92.7%	64.3%	78.3%	24.7%	62.4%	35.6%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	47.9%	57.9%	39.4%	43.2%	67.0%	38.9%	87.6%	61.5%	65.2%	13.4%	35.9%	21.9%
2018-19	48.6%	51.4%	64.8%	46.6%	52.3%	71.7%	70.0%	92.3%	28.6%	65.9%	12.7%	43.8%	30.8%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	42.3%	55.6%	36.7%	40.5%	65.1%	38.9%	85.6%	61.5%	62.6%	10.4%	32.6%	13.8%
2018-19	44.2%	45.3%	62.9%	44.3%	50.3%	70.4%	65.0%	89.8%	28.6%	63.8%	10.8%	41.0%	22.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	24.7%	41.4%	18.4%	37.7%	39.2%	27.8%	75.5%	46.2%	41.9%	4.6%	28.7%	26.0%
2018-19	21.1%	24.3%	40.6%	18.4%	35.4%	39.8%	40.0%	73.6%	28.6%	35.5%	5.4%	26.8%	23.6%
Associate Degree (Annual Graduates)													
2019-20	2.1%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	20.7%	10.5%	7.4%	8.7%	15.0%	11.1%	7.4%	23.1%	7.7%	2.3%	7.0%	0.6%
2018-19	23.1%	20.2%	10.6%	8.4%	8.6%	14.1%	15.0%	7.3%	14.3%	15.2%	1.1%	6.9%	2.0%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	0.8%	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)													
2019-20	18.7%	17.3%	20.1%	20.3%	19.9%	21.4%	0.0%	17.3%	30.8%	23.9%	82.3%	20.5%	17.7%
2018-19	40.4%	37.1%	22.8%	24.5%	23.5%	23.9%	22.5%	16.9%	32.1%	21.7%	81.7%	23.9%	13.0%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	12.8%	15.4%	13.4%	14.3%	17.2%	0.0%	15.1%	30.8%	16.8%	12.7%	13.3%	9.0%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	9.9%	8.2%	6.6%	7.9%	8.9%	15.0%	8.3%	7.1%	8.0%	4.1%	6.3%	1.2%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.0%	3.2%	5.0%	3.6%	2.9%	0.0%	1.4%	0.0%	5.2%	47.1%	4.9%	5.1%
2018-19	2.3%	2.4%	3.3%	6.6%	3.9%	2.8%	5.0%	0.9%	0.0%	2.9%	49.9%	5.5%	6.8%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.1%	3.1%	3.4%	3.3%	3.3%	0.0%	1.3%	0.0%	4.5%	44.6%	3.7%	5.1%
2018-19	2.7%	2.3%	2.4%	3.0%	1.8%	3.5%	0.0%	1.1%	7.1%	1.4%	36.9%	2.5%	0.4%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
KATY ISD (101914) - HARRIS COUNTY

	Academic Year	State	Region 04	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	2019-20	30.1%	21.0%	13.8%	13.3%	12.7%	18.6%	16.7%	5.2%	23.1%	13.5%	6.6%	11.8%	3.2%
	2018-19	33.4%	25.3%	15.8%	19.7%	19.3%	14.3%	20.0%	6.9%	42.9%	18.1%	10.6%	19.3%	10.0%
Mathematics	2019-20	21.2%	15.5%	11.2%	10.9%	10.5%	14.2%	5.6%	6.0%	15.4%	11.6%	3.8%	9.9%	8.4%
	2018-19	24.7%	20.6%	13.6%	15.9%	17.5%	11.4%	10.0%	8.2%	7.1%	12.3%	5.1%	17.0%	13.6%
Both Subjects	2019-20	16.4%	10.4%	7.3%	6.6%	6.4%	10.3%	5.6%	3.4%	15.4%	7.1%	2.0%	5.4%	1.9%
	2018-19	18.8%	13.3%	7.9%	8.7%	10.3%	6.8%	5.0%	4.3%	7.1%	5.8%	3.0%	9.4%	5.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	5.6%	4.2%	7.1%	6.3%	2.7%	0.0%	0.6%	0.0%	1.9%	5.1%	7.7%	4.8%
	2018-19	5.1%	4.2%	3.0%	3.3%	5.3%	1.7%	0.0%	0.5%	0.0%	0.7%	1.6%	6.0%	10.0%
Mathematics	2019-20	9.7%	9.2%	1.1%	1.3%	1.2%	1.3%	0.0%	0.1%	0.0%	1.3%	2.3%	1.8%	1.0%
	2018-19	7.3%	8.5%	0.4%	0.3%	0.4%	0.5%	0.0%	0.3%	0.0%	0.0%	0.0%	0.6%	0.0%
Both Subjects	2019-20	4.2%	3.1%	0.6%	0.9%	0.5%	0.8%	0.0%	0.1%	0.0%	0.6%	0.5%	0.9%	0.0%
	2018-19	2.6%	1.7%	0.2%	0.0%	0.2%	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%	0.3%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	24.6%	34.8%	18.4%	25.9%	34.6%	15.4%	71.8%	31.8%	31.5%	3.5%	21.8%	12.4%
	2019	25.2%	27.4%	36.6%	20.4%	28.1%	36.1%	23.1%	72.9%	32.0%	36.8%	2.9%	23.2%	12.4%
English Language Arts	2020	12.7%	14.1%	21.4%	12.0%	13.5%	19.7%	10.3%	53.3%	13.6%	18.0%	0.8%	13.2%	0.4%
	2019	14.5%	15.1%	22.9%	12.5%	14.7%	21.3%	10.3%	55.5%	24.0%	26.0%	0.8%	13.0%	0.5%
Mathematics	2020	6.4%	7.3%	13.0%	4.8%	6.5%	11.9%	2.6%	38.8%	9.1%	13.2%	1.6%	5.7%	2.3%
	2019	7.4%	8.1%	13.2%	5.1%	6.6%	12.5%	10.3%	38.7%	12.0%	13.5%	0.9%	5.6%	2.8%
Science	2020	9.4%	10.7%	17.4%	8.4%	9.8%	17.2%	5.1%	44.1%	13.6%	17.7%	1.2%	9.7%	1.6%
	2019	10.4%	11.4%	15.5%	6.6%	9.7%	14.3%	5.1%	40.0%	12.0%	19.3%	1.0%	9.3%	2.3%
Social Studies	2020	12.4%	14.6%	24.2%	13.0%	16.2%	22.7%	10.3%	56.8%	18.2%	24.3%	2.1%	15.1%	1.8%
	2019	13.9%	15.8%	26.3%	15.2%	18.7%	24.2%	7.7%	60.1%	16.0%	29.1%	1.3%	16.6%	2.1%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	61.3%	85.3%	74.8%	80.5%	84.2%	83.3%	93.1%	71.4%	86.0%	66.7%	79.0%	88.0%
	2019	51.0%	53.9%	83.1%	66.5%	76.7%	85.1%	88.9%	90.0%	87.5%	88.1%	77.8%	68.8%	88.2%
English Language Arts	2020	50.1%	51.1%	74.2%	57.1%	67.9%	75.3%	* 80.0%		* 78.9%	62.5%	63.0%	*	
	2019	41.2%	43.1%	75.2%	60.6%	64.5%	79.8%	* 80.0%	83.3%	81.8%	85.7%	54.5%	*	
Mathematics	2020	56.5%	58.8%	78.2%	62.7%	68.6%	78.6%	* 84.0%		* 66.7%	62.5%	64.7%	47.1%	
	2019	52.2%	54.9%	83.4%	68.7%	71.7%	84.3%	* 88.5%		* 92.5%	87.5%	63.8%	82.4%	
Science	2020	47.6%	50.0%	73.3%	55.9%	63.2%	73.0%	* 82.0%		* 76.8%	83.3%	55.6%	41.7%	
	2019	40.6%	43.7%	72.7%	50.6%	56.4%	76.4%	* 82.0%		* 75.4%	88.9%	47.4%	64.3%	

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
KATY ISD (101914) - HARRIS COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	55.0%	79.0%	69.8%	68.5%	79.6%	* 87.6%		* 80.5%	66.7%	63.7%	53.8%	
	2019	46.3%	52.0%	77.7%	63.0%	67.9%	81.6%	* 84.1%		* 82.6%	58.3%	58.7%	46.2%	
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	81.7%	72.9%	70.7%	59.8%	78.0%	61.1%	94.3%	61.5%	80.6%	21.8%	56.4%	39.7%
	2018-19	75.0%	82.1%	75.5%	74.5%	63.4%	79.7%	80.0%	95.4%	64.3%	77.5%	26.8%	59.8%	39.9%
At/Above Criterion for All Examinees	2019-20	35.7%	37.4%	69.5%	43.4%	57.7%	76.7%	63.6%	90.3%	87.5%	73.6%	32.6%	47.7%	26.8%
	2018-19	36.1%	37.4%	69.1%	43.0%	55.2%	77.7%	75.0%	89.4%	33.3%	70.1%	23.2%	45.2%	33.7%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1024	1175	1056	1103	1191	1106	1325	1183	1198	998	1068	976
	2018-19	1027	1028	1184	1062	1108	1206	1159	1335	1033	1183	984	1068	1011
English Language Arts and Writing	2019-20	513	514	585	535	552	597	564	645	579	598	498	535	465
	2018-19	517	515	588	536	555	602	570	647	526	588	497	536	474
Mathematics	2019-20	506	510	589	521	551	594	543	680	604	599	501	533	512
	2018-19	510	513	595	526	552	604	589	688	508	594	487	532	537
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	21.0	25.3	21.1	23.4	25.4	* 29.5		* 26.8	18.9	21.5	18.0	
	2018-19	20.6	21.1	25.2	20.9	23.4	25.3	25.8	29.2	* 27.3	18.5	21.7	17.2	
English Language Arts	2019-20	19.9	20.7	25.3	21.2	23.2	25.4	* 29.5		* 26.9	18.2	21.1	16.2	
	2018-19	20.3	20.8	25.2	20.8	23.3	25.4	25.0	29.1	* 27.2	17.8	21.4	14.9	
Mathematics	2019-20	20.1	20.9	24.9	20.4	23.2	24.8	* 29.6		* 26.0	18.4	21.4	19.5	
	2018-19	20.4	21.0	24.9	20.4	22.9	24.9	25.5	29.5	* 27.0	18.2	21.2	20.3	
Science	2019-20	20.5	21.3	25.2	21.0	23.5	25.3	* 28.8		* 26.9	20.4	21.9	19.1	
	2018-19	20.8	21.2	25.2	21.1	23.6	25.2	26.9	28.7	* 27.1	19.9	22.1	18.4	

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
KATY ISD (101914) - HARRIS COUNTY

	Academic Year	State	Region 04	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	2019-20	46.3%	46.9%	48.4%	34.9%	43.5%	47.5%	47.1%	73.9%	60.0%	47.0%	11.7%	39.5%	28.0%
	2018-19	44.6%	44.2%	47.9%	35.0%	44.2%	46.1%	34.6%	73.0%	40.0%	46.5%	10.0%	38.7%	26.0%
English Language Arts	2019-20	18.2%	20.0%	16.2%	10.8%	12.6%	15.5%	10.8%	31.3%	20.0%	13.9%	1.3%	12.5%	10.1%
	2018-19	17.8%	18.5%	16.9%	11.3%	12.5%	16.7%	12.3%	32.2%	17.8%	18.2%	0.7%	10.7%	9.3%
Mathematics	2019-20	20.7%	20.8%	22.4%	14.7%	16.5%	23.1%	9.5%	41.3%	33.3%	21.9%	3.5%	15.0%	4.1%
	2018-19	20.4%	19.8%	22.1%	13.1%	15.5%	22.4%	15.9%	44.9%	19.0%	21.9%	3.0%	13.1%	4.8%
Science	2019-20	22.4%	20.7%	24.2%	18.4%	20.0%	25.6%	22.6%	35.8%	34.2%	22.8%	5.7%	18.7%	5.9%
	2018-19	21.7%	20.0%	23.5%	16.8%	19.6%	24.5%	21.1%	35.5%	20.5%	24.3%	5.3%	17.4%	5.9%
Social Studies	2019-20	24.6%	24.8%	29.3%	20.1%	22.2%	28.6%	27.0%	58.1%	21.1%	31.0%	2.2%	20.9%	4.4%
	2018-19	23.6%	22.7%	29.2%	20.0%	23.0%	28.6%	20.8%	56.2%	20.0%	31.6%	2.0%	20.1%	2.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	55.9%	24.5%	25.9%	25.1%	25.1%	22.2%	19.6%	46.2%	27.7%	22.3%	25.1%	9.6%
	2018-19	59.0%	53.8%	22.8%	25.8%	24.2%	23.0%	10.0%	16.5%	28.6%	21.7%	28.5%	23.1%	8.4%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	53.6%	60.1%	55.7%	55.8%	59.4%	55.0%	74.5%	50.0%	70.3%	34.6%	51.7%	30.8%
	2017-18	53.4%	54.7%	60.2%	55.7%	54.3%	62.2%	60.0%	72.3%	62.5%	64.8%	30.4%	53.0%	37.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	42.7%	35.6%	36.4%	32.9%	33.2%	*	55.9%	*	32.0%	22.2%	32.2%	*
	2017-18	60.7%	63.3%	77.3%	58.8%	69.6%	81.9%	66.7%	93.2%	80.0%	75.7%	24.5%	64.0%	40.5%

Texas Education Agency
2020-21 Student Information (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	83,999	100.0%	5,359,040	100.0%	84,176	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	533	0.6%	13,855	0.3%	669	0.8%	20,991	0.4%
Pre-Kindergarten	1,869	2.2%	196,560	3.7%	1,869	2.2%	197,093	3.7%
Kindergarten	5,450	6.5%	360,865	6.7%	5,460	6.5%	361,349	6.7%
Grade 1	5,726	6.8%	380,973	7.1%	5,736	6.8%	381,403	7.1%
Grade 2	5,886	7.0%	379,725	7.1%	5,891	7.0%	380,122	7.1%
Grade 3	6,130	7.3%	380,802	7.1%	6,133	7.3%	381,135	7.1%
Grade 4	6,130	7.3%	385,090	7.2%	6,133	7.3%	385,364	7.2%
Grade 5	6,443	7.7%	395,436	7.4%	6,446	7.7%	395,649	7.4%
Grade 6	6,730	8.0%	414,197	7.7%	6,732	8.0%	414,357	7.7%
Grade 7	6,671	7.9%	421,222	7.9%	6,671	7.9%	421,347	7.8%
Grade 8	6,629	7.9%	422,386	7.9%	6,630	7.9%	422,505	7.9%
Grade 9	6,654	7.9%	436,396	8.1%	6,654	7.9%	436,523	8.1%
Grade 10	6,666	7.9%	420,502	7.8%	6,666	7.9%	420,705	7.8%
Grade 11	6,447	7.7%	388,143	7.2%	6,448	7.7%	388,443	7.2%
Grade 12	6,035	7.2%	362,888	6.8%	6,038	7.2%	364,600	6.8%
Ethnic Distribution:								
African American	10,471	12.5%	680,285	12.7%	10,485	12.5%	681,401	12.7%
Hispanic	30,144	35.9%	2,835,771	52.9%	30,190	35.9%	2,840,982	52.9%
White	26,492	31.5%	1,418,789	26.5%	26,590	31.6%	1,424,251	26.5%
American Indian	208	0.2%	18,712	0.3%	209	0.2%	18,755	0.3%
Asian	13,519	16.1%	253,856	4.7%	13,527	16.1%	254,163	4.7%
Pacific Islander	102	0.1%	8,259	0.2%	102	0.1%	8,271	0.2%
Two or More Races	3,063	3.6%	143,368	2.7%	3,073	3.7%	143,763	2.7%
Sex:								
Female	40,833	48.6%	2,620,239	48.9%	40,906	48.6%	2,624,722	48.9%
Male	43,166	51.4%	2,738,801	51.1%	43,270	51.4%	2,746,864	51.1%
Other Student Information:								
Economically Disadvantaged	28,916	34.4%	3,229,178	60.3%	28,942	34.4%	3,233,417	60.2%
Non-Educationally Disadvantaged	55,083	65.6%	2,129,862	39.7%	55,234	65.6%	2,138,169	39.8%
Section 504 Students	4,192	5.0%	387,490	7.2%	4,192	5.0%	387,622	7.2%
EB Students/EL	15,889	18.9%	1,108,207	20.7%	15,895	18.9%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	564	0.6%	66,833	1.2%				
Students w/ Dyslexia	4,344	5.2%	241,070	4.5%	4,345	5.2%	241,197	4.5%
Foster Care	100	0.1%	17,033	0.3%	101	0.1%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	501	0.6%	57,709	1.1%	501	0.6%	57,811	1.1%
Immigrant	4,640	5.5%	108,025	2.0%	4,648	5.5%	108,092	2.0%
Migrant	0	0.0%	16,657	0.3%	0	0.0%	16,733	0.3%
Title I	14,343	17.1%	3,457,855	64.5%	14,389	17.1%	3,464,887	64.5%
Military Connected	565	0.7%	144,596	2.7%	566	0.7%	144,683	2.7%
At-Risk	31,136	37.1%	2,634,284	49.2%	31,146	37.0%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	15,642	18.6%	1,123,936	21.0%	15,647	18.6%	1,124,413	20.9%
Gifted and Talented Education	7,067	8.4%	443,781	8.3%	7,068	8.4%	443,849	8.3%
Special Education	10,634	12.7%	595,885	11.1%	10,800	12.8%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	10,634		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	3,635	34.2%	253,352	42.5%				
Students with Physical Disabilities	1,879	17.7%	127,106	21.3%				
Students with Autism	2,788	26.2%	83,737	14.1%				
Students with Behavioral Disabilities	2,076	19.5%	122,624	20.6%				
Students with Non-Categorical Early Childhood	256	2.4%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	7,849	9.9%	726,083	13.8%				
By Ethnicity:								
African American	1,740	2.2%	148,832	2.8%				
Hispanic	3,270	4.1%	372,491	7.1%				
White	1,771	2.2%	160,748	3.1%				
American Indian	21	0.0%	2,944	0.1%				
Asian	743	0.9%	18,370	0.4%				
Pacific Islander	7	0.0%	1,484	0.0%				
Two or More Races	297	0.4%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	1,132	11.2%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	1,789	13.0%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	4,057	14.7%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	9,922	15.3%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.8%	1.4%	4.1%	4.8%
Grade 1	0.4%	1.9%	1.8%	3.2%
Grade 2	0.4%	1.0%	0.7%	1.4%
Grade 3	0.3%	0.5%	0.4%	0.6%
Grade 4	0.1%	0.3%	0.3%	0.4%
Grade 5	0.1%	0.2%	0.1%	0.3%
Grade 6	0.1%	0.2%	0.0%	0.3%
Grade 7	0.1%	0.3%	0.1%	0.3%
Grade 8	0.0%	0.2%	0.3%	0.4%
Grade 9	2.1%	4.7%	6.2%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	15	0.0%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	17.5	17.7
Grade 1	17.6	18.0
Grade 2	18.4	18.0
Grade 3	18.4	18.2
Grade 4	18.4	18.3
Grade 5	21.8	19.8
Grade 6	18.7	19.4
Secondary:		
English/Language Arts	17.9	15.7
Foreign Languages	20.3	17.8
Mathematics	19.6	16.9
Science	21.9	17.9
Social Studies	21.8	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	11,546.4	100.0%	745,316.3	100.0%
Professional Staff:				
Teachers	7,417.2	64.2%	479,219.1	64.3%
Professional Support	5,881.8	50.9%	369,395.4	49.6%
Campus Administration (School Leadership)	1,202.5	10.4%	78,787.8	10.6%
Central Administration	271.0	2.3%	22,378.5	3.0%
Educational Aides:	62.0	0.5%	8,657.4	1.2%
Auxiliary Staff:	1,278.9	11.1%	79,348.7	10.6%
	2,850.3	24.7%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	72.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	159.0	n/a	13,211.0	n/a
Part-time Counselors	1.0	n/a	1,126.0	n/a
Total Minority Staff:	4,803.3	41.6%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	493.8	8.4%	41,186.3	11.1%
Hispanic	952.0	16.2%	104,985.0	28.4%
White	4,140.8	70.4%	210,367.3	56.9%
American Indian	25.9	0.4%	1,261.0	0.3%
Asian	201.9	3.4%	6,656.1	1.8%
Pacific Islander	3.5	0.1%	618.8	0.2%
Two or More Races	63.9	1.1%	4,320.9	1.2%
Teachers by Sex:				
Males	1,140.3	19.4%	88,006.1	23.8%
Females	4,741.5	80.6%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	7.2	0.1%	4,422.7	1.2%
Bachelors	4,293.5	73.0%	269,818.0	73.0%
Masters	1,531.4	26.0%	92,432.5	25.0%
Doctorate	49.7	0.8%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	398.0	6.8%	24,880.4	6.7%
1-5 Years Experience	1,585.3	27.0%	102,753.7	27.8%
6-10 Years Experience	1,289.0	21.9%	74,854.8	20.3%
11-20 Years Experience	1,763.6	30.0%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
KATY ISD (101914) - HARRIS COUNTY

	---- District ----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	703.6	12.0%	47,975.4	13.0%
Over 30 Years Experience	142.4	2.4%	11,278.0	3.1%
Number of Students per Teacher				
	14.3	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	8.5	6.4
Average Years Experience of Principals with District	7.6	5.5
Average Years Experience of Assistant Principals	7.1	5.5
Average Years Experience of Assistant Principals with District	6.2	4.8
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	11.1	11.2
Average Years Experience of Teachers with District:	6.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$57,282	\$50,849
1-5 Years Experience	\$57,025	\$53,288
6-10 Years Experience	\$59,736	\$56,282
11-20 Years Experience	\$62,364	\$59,900
21-30 Years Experience	\$67,635	\$64,637
Over 30 Years Experience	\$75,679	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$60,958	\$57,641
Professional Support	\$73,211	\$68,030
Campus Administration (School Leadership)	\$91,573	\$83,424
Central Administration	\$125,414	\$109,662
Instructional Staff Percent:		
Instructional Staff Percent:	68.6%	64.6%
Turnover Rate for Teachers:		
Turnover Rate for Teachers:	11.4%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	2.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:		
Contracted Instructional Staff:	23.2	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
KATY ISD (101914) - HARRIS COUNTY

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	401.6	6.8%	22,870.6	6.2%
Career and Technical Education	247.4	4.2%	18,987.7	5.1%
Compensatory Education	184.0	3.1%	10,226.9	2.8%
Gifted and Talented Education	119.1	2.0%	6,558.4	1.8%
Regular Education	4,229.6	71.9%	262,447.1	71.0%
Special Education	572.2	9.7%	34,862.5	9.4%
Other	127.8	2.2%	13,442.2	3.6%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** 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 2019-20 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2020 – 2021 Financial Information

2019 - 2020 Actual Financial Data
Totals for KATY ISD (101914)
Total Enrolled Membership: 83,241

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$427,421,305	54.73%	\$5,135	\$427,421,305	50.04%	\$5,135	\$25,533,913,274	43.11%	\$4,660
State Operating Funds	\$327,869,252	41.99%	\$3,939	\$339,408,313	39.74%	\$4,077	\$24,198,968,656	40.86%	\$4,417
Federal Funds	\$10,295,942	1.32%	\$124	\$49,207,560	5.76%	\$591	\$7,015,215,596	11.84%	\$1,280
Other Local	\$15,330,076	1.96%	\$184	\$38,114,916	4.46%	\$458	\$2,483,070,133	4.19%	\$453
Total Operating Revenue	\$780,916,575	100.00%	\$9,381	\$854,152,094	100.00%	\$10,261	\$59,231,167,659	100.00%	\$10,811
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$160,212,115	95.49%	\$1,925	\$7,988,017,723	85.75%	\$1,458
State Assistance for Debt Service	\$0	0.00%	\$0	\$1,747,447	1.04%	\$21	\$417,799,545	4.49%	\$76
Other Receipts (excluding debt service financing)	\$1,308,459	100.00%	\$16	\$5,822,635	3.47%	\$70	\$909,418,245	9.76%	\$166
Total Other Revenue	\$1,308,459	100.00%	\$16	\$167,782,197	100.00%	\$2,016	\$9,315,235,513	100.00%	\$1,700
Subtotal: Operating and Other Revenue	\$782,225,034	100.00%	\$9,397	\$1,021,934,291	100.00%	\$12,277	\$68,546,403,172	100.00%	\$12,511
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Subtotal: Operating, Other and Recaptured Revenue	\$782,225,034	100.00%	\$9,397	\$1,021,934,291	100.00%	\$12,277	\$71,156,992,275	100.00%	\$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$343,008,584	88.87%	\$4,121	\$6,707,981,130	72.89%	\$1,224
Estimated State TRS Contributions	\$42,946,749	100.00%	\$516	\$42,946,749	11.13%	\$516	\$2,495,227,887	27.11%	\$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$42,946,749	100.00%	\$516	\$385,955,333	100.00%	\$4,637	\$9,203,209,017	100.00%	\$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$825,171,783	100.00%	\$9,913	\$1,407,889,624	100.00%	\$16,913	\$77,749,612,189	100.00%	\$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$678,576,098	88.69%	\$8,152	\$713,106,605	85.15%	\$8,567	\$45,632,220,765	80.04%	\$8,329

2019 - 2020 Actual Financial Data
Totals for KATY ISD (101914)
Total Enrolled Membership: 83,241

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$38,078,814	4.98%	\$457	\$39,665,173	4.74%	\$477	\$5,127,350,907	8.99%	\$936
Supplies & Materials (Object 63xx)	\$39,499,121	5.16%	\$475	\$71,280,255	8.51%	\$856	\$4,914,857,654	8.62%	\$897
Other Operating Expenditures (Object 64xx)	\$8,962,190	1.17%	\$108	\$13,463,113	1.61%	\$162	\$1,339,390,963	2.35%	\$244
Total Operating Expenditures by Object	\$765,116,223	100.00%	\$9,192	\$837,515,146	100.00%	\$10,061	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$318,416,853	66.41%	\$3,825	\$9,524,076,242	47.61%	\$1,738
Capital Outlay(Object 66xx)	\$4,564,049	100.00%	\$55	\$161,027,281	33.59%	\$1,934	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Object	\$4,564,049	100.00%	\$55	\$479,444,134	100.00%	\$5,760	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	\$769,680,272	100.00%	\$9,246	\$1,316,959,280	100.00%	\$15,821	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$500,411,856	65.40%	\$6,012	\$527,044,635	62.93%	\$6,332	\$32,482,839,029	56.97%	\$5,929
Instructional Resources & Media Services (Function 12)	\$8,617,165	1.13%	\$104	\$9,317,917	1.11%	\$112	\$620,523,428	1.09%	\$113
Curriculum & Staff Development (Function 13)	\$9,988,000	1.31%	\$120	\$13,669,778	1.63%	\$164	\$1,283,086,493	2.25%	\$234
Instructional Leadership (Function 21)	\$6,491,361	0.85%	\$78	\$7,055,306	0.84%	\$85	\$945,108,506	1.66%	\$173
School Leadership (Function 23)	\$44,308,304	5.79%	\$532	\$44,875,558	5.36%	\$539	\$3,397,560,197	5.96%	\$620
Guidance Counseling Services (Function 31)	\$36,323,356	4.75%	\$436	\$40,146,469	4.79%	\$482	\$2,204,295,228	3.87%	\$402
Social Work Services (Function 32)	\$64,229	0.01%	\$1	\$64,229	0.01%	\$1	\$173,240,994	0.30%	\$32
Health Services (Function 33)	\$8,576,560	1.12%	\$103	\$8,766,725	1.05%	\$105	\$608,875,388	1.07%	\$111
Transportation (Function 34)	\$18,574,791	2.43%	\$223	\$18,676,777	2.23%	\$224	\$1,625,400,170	2.85%	\$297
Food Services (Function 35)	\$0	0.00%	\$0	\$29,759,834	3.55%	\$358	\$2,839,750,491	4.98%	\$518
Extracurricular (Function 36)	\$15,274,262	2.00%	\$183	\$20,874,665	2.49%	\$251	\$1,574,298,616	2.76%	\$287
General Administration (Function 41,92)	\$12,846,641	1.68%	\$154	\$13,019,665	1.55%	\$156	\$1,833,390,327	3.22%	\$335
Facilities Maintenance & Operations (Function 51)	\$78,975,879	10.32%	\$949	\$79,023,582	9.44%	\$949	\$5,475,939,693	9.60%	\$999
Security & Monitoring Services (Function 52)	\$9,681,325	1.27%	\$116	\$9,778,465	1.17%	\$117	\$621,397,805	1.09%	\$113
Data Processing Services (Function 53)	\$14,763,539	1.93%	\$177	\$14,763,539	1.76%	\$177	\$1,049,981,008	1.84%	\$192
Community Services (Function 61)	\$218,955	0.03%	\$3	\$678,002	0.08%	\$8	\$278,132,916	0.49%	\$51
Total Operating Expenditures by Function	\$765,116,223	100.00%	\$9,192	\$837,515,146	100.00%	\$10,061	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Function									

2019 - 2020 Actual Financial Data
Totals for KATY ISD (101914)
Total Enrolled Membership: 83,241

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$318,416,853	66.41%	\$3,825	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$4,564,049	100.00%	\$55	\$161,027,281	33.59%	\$1,934	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Function	\$4,564,049	100.00%	\$55	\$479,444,134	100.00%	\$5,760	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	\$769,680,272	100.00%	\$9,246	\$1,316,959,280	100.00%	\$15,821	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$406,979,167	53.19%	\$4,889	\$419,596,692	50.10%	\$5,041	\$24,808,865,963	43.51%	\$4,528
Gifted and Talented (PIC 21)	\$3,897,689	0.51%	\$47	\$3,918,445	0.47%	\$47	\$407,970,018	0.72%	\$74
Career and Technical (PIC 22)	\$19,627,908	2.57%	\$236	\$20,079,828	2.40%	\$241	\$1,848,729,587	3.24%	\$337
Students with Disabilities (PICs 23,33)	\$123,203,226	16.10%	\$1,480	\$137,815,923	16.46%	\$1,656	\$7,124,984,870	12.50%	\$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	\$24,740,981	3.23%	\$297	\$30,577,181	3.65%	\$367	\$4,961,252,070	8.70%	\$906
Bilingual (PICs 25,35)	\$9,893,737	1.29%	\$119	\$12,208,514	1.46%	\$147	\$666,494,835	1.17%	\$122
High School Allotment (PIC 31)	\$2,771,628	0.36%	\$33	\$2,771,628	0.33%	\$33	\$198,008,871	0.35%	\$36
PreKindergarten (PIC 32)	\$5,634,824	0.74%	\$68	\$5,634,824	0.67%	\$68	\$556,180,368	0.98%	\$102
Early Education Allotment (PIC 36)	\$10,271,880	1.34%	\$123	\$10,271,880	1.23%	\$123	\$817,733,874	1.66%	\$149
Dyslexia or Related Disorder Services (PIC 37)	\$5,246,040	0.69%	\$63	\$5,248,704	0.63%	\$63	\$247,840,811	0.50%	\$45
College, Career, and Military Readiness (CCMR) (PIC 38)	\$4,841,784	0.63%	\$58	\$4,841,784	0.58%	\$58	\$225,233,881	0.46%	\$41
Athletics/Related Activities (PIC 91)	\$10,099,348	1.32%	\$121	\$10,721,910	1.28%	\$129	\$1,079,705,932	1.89%	\$197
Un-Allocated (PIC 99)	\$137,908,011	18.02%	\$1,657	\$173,827,833	20.76%	\$2,088	\$14,070,819,209	24.68%	\$2,568
Total Operating Expenditures by Program Intent Code (PIC)	\$765,116,223	100.00%	\$9,192	\$837,515,146	100.00%	\$10,061	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$318,416,853	66.41%	\$3,825	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$4,564,049	100.00%	\$55	\$161,027,281	33.59%	\$1,934	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$4,564,049	100.00%	\$55	\$479,444,134	100.00%	\$5,760	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$769,680,272	100.00%	\$9,246	\$1,316,959,280	100.00%	\$15,821	\$77,019,760,233	100.00%	\$14,058

**2019 - 2020 Actual Financial Data
Totals for KATY ISD (101914)
Total Enrolled Membership: 83,241**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Disbursements									
Total Disbursements									
Operating Expenditures	\$765,116,223	97.21%	\$9,192	\$837,515,146	62.71%	\$10,061	\$57,013,820,289	70.09%	\$10,406
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	3.21%	\$476
Total Other Uses	\$8,318,230	1.06%	\$100	\$9,533,109	0.71%	\$115	\$1,065,828,545	1.31%	\$195
Intergovernmental Charge	\$9,080,982	1.15%	\$109	\$9,080,982	0.68%	\$109	\$647,236,702	0.80%	\$118
Debt Service (Object 6500)	\$0	0.00%	\$0	\$318,416,853	23.84%	\$3,825	\$9,524,076,242	11.71%	\$1,738
Capital Projects (Object 6600)	\$4,564,049	0.58%	\$55	\$161,027,281	12.06%	\$1,934	\$10,481,863,702	12.89%	\$1,913
Total Disbursements	\$787,079,484	100.00%	\$9,455	\$1,335,573,371	100.00%	\$16,045	\$81,343,414,583	100.00%	\$14,847
Tax Rates									
2019 - 2020 (current tax year) Tax Rates									
Maintenance & Operations				1.0531			1.0164		
Interest & Sinking				0.3900			0.2221		
Total Tax Rate				1.4431			1.2384		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$2,261,731		\$27	\$2,708,552		\$33	\$616,400,402		\$120
Restricted Fund Balance	\$0		\$0	\$195,011,151		\$2,343	\$19,313,845,455		\$3,756
Committed Fund Balance	\$21,000,000		\$252	\$28,331,468		\$340	\$3,524,709,206		\$685
Assigned Fund Balance	\$50,761,742		\$610	\$50,761,742		\$610	\$3,414,948,929		\$664
Unassigned Fund Balance	\$221,419,646		\$2,660	\$221,419,646		\$2,660	\$15,296,929,974		\$2,975
Total Fund Balance**	\$295,443,119		\$3,549	\$498,232,559		\$5,985	\$42,166,833,966		\$8,200
Fund Balance Reconciliation									
2018-2019 Total Fund Balance (Previous Year)	\$258,117,840		\$3,238	\$448,241,825		\$5,623	\$39,112,172,860		\$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	\$44,335,050		\$533	\$-266,243,405		\$-3,198	\$-8,388,390,544		\$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	\$-7,009,771		\$-84	\$313,658,322		\$3,768	\$11,239,274,781		\$2,186

**2019 - 2020 Actual Financial Data
Totals for KATY ISD (101914)
Total Enrolled Membership: 83,241**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
2019-2020 Uncommon Items	\$0		\$0	\$2,575,817		\$31	\$203,776,869		\$40
2019-2020 Total Fund Balance	\$295,443,119		\$3,549	\$498,232,559		\$5,985	\$42,166,833,966		\$8,200

District's Accreditation Status

DATE:	March 4, 2021
SUBJECT:	2020-2021 Assignment of Accreditation Statuses
CATEGORY:	Accreditation
NEXT STEPS:	Share with appropriate staff

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the Texas Administrative Code link available at <http://ritter.tea.state.tx.us/rules/tac/index.html>, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the Accreditation Status homepage of the Texas Education Agency (TEA or agency) website at <http://tea.texas.gov/accredstatus/>.

On [March 13, 2020](#), Governor Abbott issued a proclamation certifying that COVID-19 posed an imminent threat of disaster in the state and declaring a state of disaster for all counties in Texas. Subsequently, on [March 16, 2020](#), the Governor waived the State of Texas Assessment of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year and ordered all schools temporarily closed on [March 19, 2020](#). As a result, TEA labeled all districts and campuses *Not Rated: Declared State of Disaster* for the 2019-2020 school year. Because student performance is a key indicator in the state accreditation system, the TEA will suspend the assignment of accreditation statuses until the 2021-2022 school year under the authority of amended 19 TAC §97.1055. The amended rule, which became effective on February 24, 2020, may be viewed at <http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1055>. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2020-2021 school year are consecutive. 19 TAC §97.1055(a)(9) (effective February 24, 2021). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(11) (effective February 24, 2021).

Districts, including charter schools, that would have been assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked for the 2020-2021 school year due to the ratings assigned to the district in the state's financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at accred@tea.texas.gov.

Sincerely,



Jeff Cottrill
Deputy Commissioner of Governance & Accountability

Campus Performance Objectives



Purpose

The purpose of this report is to communicate the status of Campus Performance Objectives for the Annual Report.

Summary

In September of 2021, the KISD Board of Trustees reviewed and approved the Campus Performance Objectives for each individual campus in the district. Since that time, campuses have implemented strategies to achieve these performance objectives and conduct quarterly reviews to monitor progress.

Special Education Determination Status

2020-21 Texas Academic Performance Report (TAPR)

District Name: KATY ISD

District Number: 101914

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

Violent or Criminal Incidents

KISD Violent or Criminal Incidents Report

TSDS PEIMS Code	Level IV offenses –Acts of misconduct for which mandatory removal to a Disciplinary Alternative Education Program (DAEP) is required by law	District # of Incidents	Campus # of Incidents	% of Violent or Criminal Incidents
2	Engages in Conduct Punishable as a Felony - TEC §37.006(a)(2)(a) - Includes all felony activities that are not otherwise more specifically defined or included as a behavior that requires a mandatory expulsion action.	10	OAC (*) CRHS (*) SLHS (*) JHS (*)	0.012%
4	Marihuana or Controlled Substance or Dangerous Drug - TEC §37.006(a)(2)(C) and §37.007(b)(2)(A) sells, gives, or delivers to another person or possesses or uses or is under the influence of marihuana or a controlled substance, as defined by Health and Safety Code Chapter 481, , or a dangerous drug, as defined by Health and Safety Code Chapter 483	188	KHS (12) THS (18) OAC (31) MCHS (34) CRHS (*) MRHS (20) SLHS (*) OTHS (*) PHS (22) JHS (*) KJH (*) WMJH (*) MCJH (*) MPJH (*) MDJH (*) BJH (*) MRJH (*) WCJH (*) SJH (*) MCE (*)	0.224%
5	Alcohol - sells, gives, or delivers to another person an alcoholic beverage, as defined by Alcoholic Beverage Code Section 1.04 commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage. TEC §§37.006(a)(2)(D) and 37.007(b)	13	KHS (*) PHS (*) JHS (*) MCH (*) MRJH (*) CJH (*) WCJH (*) TJH (*) SJH (*)	0.015%
6	Abuse of a Volatile Chemical - engages in conduct that contains the elements of an offense relating to an abusable volatile chemical (glue, aerosol paint, etc.) under Sections 485.031 through 485.034, Health and Safety Code, or relating to volatile chemicals under Chapter 484, Health and Safety Code. TEC §37.006(a)(2)(E)	0	NA	0.000%
7	Public Lewdness/Indecent Exposure - engages in conduct that contains the elements of the offense of public lewdness under Penal Code Section 21.07 or indecent exposure under Section 21.08, Penal Code. TEC §37.006(a)(2)(F)	25	KHS (*) THS (*) OAC (*) MCHS (*) CRHS (*) MRHS (*) SLHS (*) PHS (*) MRJH (*) CJH (*) FPSE (*)	0.030%
8	Retaliation against School Employee - engages in conduct that contains the elements of the offense of retaliation under Penal Code Section 36.06 against any school employee. TEC §37.006(b) and 37.007(d)	0	NA	0.000%
9	Title 5 Felony Committed Off Campus - A student who commits an off-campus felony must be removed from their regular education program and placed in a DAEP if: (a) the student receives deferred prosecution for conduct and the conduct is defined as a felony under Title 5 of the Penal Code; (b) a court or jury finds that the off-campus conduct engaged in by the student constitutes delinquent conduct and is defined as a felony under Title 5 of the Penal Code; or, (c) the superintendent or the superintendent's designee has a reasonable belief that the student engaged in conduct defined as a felony under Title 5 of the Penal Code. TEC §37.006(c), TEC §37.007(b)(4), and TEC §37.0081	5	(*)	0.006%

** Data masked for fewer than 10 incidents.

KISD Violent or Criminal Incidents Report

TSDS PEIMS Code	Level IV offenses –Acts of misconduct for which mandatory removal to a Disciplinary Alternative Education Program (DAEP) is required by law	District # of Incidents	Campus # of Incidents	% of Violent or Criminal Incidents
10	Non-Title 5 Felony Committed Off Campus - A student may be removed from class and placed in a DAEP under TEC §37.008 based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if: (a) the superintendent or the superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than those defined in Title 5, Penal Code; and (b) the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.	3	(*)	0.004%
26	Terroristic Threat - Under Penal Code Section 22.07, a person commits an offense if he threatens to commit any offense involving violence to any person or property with the intent to: (a) cause a reaction of any type to his threat by an official or volunteer agency organized to deal with emergencies; or (b) place any person in fear of imminent serious bodily injury; or (c) prevent or interrupt the occupation or use of a building; room; place of assemble; place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place; or (d) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service. TEC §37.006(a)(1) or §37.007(b)	10	KHS (*) OAC(5) OTHS (*) KJH (*) MPJH (*) MRJH (*) SLJH (*)	0.012%
27	Assault of School Staff - Penal Code Section 22.01 (a) (1) defines assault as when a person intentionally, knowingly, or recklessly causes bodily injury to another person. TEC §37.007(b)(2)(C)	1	(*)	0.001%
28	Assault of Someone other than School Staff - Penal Code Section 22.01 (a) (1) defines assault as when a person intentionally, knowingly, or recklessly causes bodily injury to another person. TEC §37.006(a)(2)(B)	44	KHS (*) OAC (*) MCHS (*) CRHS (*) MRHS (*) PHS (*) JHS (*) MPJH (*) MDJH (*) MRJH (*) CJH (*) SJH (*) KE (*) SES (*)	0.052%
34	School Related Gang Violence – A violent action not otherwise defined under TEC §37.006 and/or §37.007 by three or more persons having a common identifying sign or symbol or an identifiable sign or symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01.	0	NA	0.000%
35	False Alarm/False Report - A student who commits an offense if he knowingly initiates, communicates or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he knows is false or baseless and that would ordinarily: (a) cause action by an official or volunteer agency organized to deal with emergencies; (b) place a person in fear of imminent serious bodily injury; or (c) prevent or interrupt the occupation of a building, room, place of assembly, place to which the public has access, or aircraft, automobile, or other mode of conveyance. TEC §§37.006(a)(1) and 37.007(b)	0	NA	0.000%

** Data masked for fewer than 10 incidents.

KISD Violent or Criminal Incidents Report

TSDS PEIMS Code	Level IV offenses –Acts of misconduct for which mandatory removal to a Disciplinary Alternative Education Program (DAEP) is required by law	District # of Incidents	Campus # of Incidents	% of Violent or Criminal Incidents
55	Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code Of Criminal Procedure And Is Under Court Supervision - TEC §37.304. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007.	0	NA	0.000%
58	Breach of Computer Security Under Penal Code §33.02 – TEC 37.007 - A student engages in conduct that contains the elements of the offense of breach of computer security under Section 33.02 if the person knowingly accesses a computer, computer network, or computer system without the effective consent of the owner if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly: (i) alters, damages, or deletes school district property or information; or, (ii) commits a breach of any other computer, computer network, or computer system.	0	NA	0.000%

** Data masked for fewer than 10 incidents.

KISD Violent or Criminal Incidents Report

TSDS PEIMS Code	Level V Offenses - Acts of misconduct for which mandatory expulsion is required by law	District # of Incidents	Campus # of Incidents	% of Violent of Criminal Incidents
11	Firearm - Brought a Firearm to School – TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1) 18 U.S.C. Section 921	0	NA	0.000%
12	Location Restricted Knife - Unlawful Carrying of an Location-restricted Knife under Penal Code 46.02 – TEC 37.007(a)(1) (Location Restricted knife - blade longer than 5.5 inches).	0	NA	0.000%
13	Club - Unlawful Carrying of a Club under Penal Code 46.02 – TEC 37.007(a)(1)	0	NA	0.000%
14	Prohibited Weapon - Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1). Penal Code Section 46.05 defines a prohibited weapon as one of the following: --an explosive weapon (Penal Code 46.01(2)), --a machine gun (Penal Code 46.01(9)), --a short-barrel firearm (Penal Code 46.01(10)), --a firearm silencer (Penal Code 46.01(4)), --knuckles (i.e. brass knuckles) (Penal Code 46.01(8)), --armor-piercing ammunition (Penal Code 46.01(12)), --a chemical dispensing device (i.e. Mace or Pepper Gas) (Penal Code 46.01(14)), or --a zip gun (Penal Code 46.01(16)), --or a tire deflation device (Penal Code 46.01(17)).	0	NA	0.000%
16	Arson – Penal Code Section 28.02 defines arson as when a person starts a fire or causes an explosion with intent to destroy or damage any vegetation, fence, structure, open-space land, building or vehicle knowing that it is within the limits of an incorporated city or town, it is insured, it is subject to mortgage or it is located on property belonging to another. TEC §37.007(a)(2)(B)	1	(*)	0.001%
17	Murder, Capital Murder, Criminal Attempt To Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)	0	NA	0.000%
18	Indecency With A Child – TEC §37.007(a)(2)(D)	0	NA	0.000%
19	Aggravated Kidnapping – TEC §37.007(a)(2)(E)	0	NA	0.000%
29	Aggravated Assault against School Staff - Aggravated assault against a school district employee or volunteer under Penal Code Section 22.02. TEC §37.007(d)	0	NA	0.000%
30	Aggravated Assault against Student - Aggravated assault against someone other than a school district employee or volunteer under Penal Code Section 22.02. TEC §37.007 (a)(2)(A)	2	(*)	0.002%
31	Sexual Assault/Aggravated Sexual Assault against School Staff - sexual assault under Penal Code Section 22.011, or aggravated sexual assault under Penal Code Section 22.021 against a school district employee or volunteer. TEC §37.007(d)	0	NA	0.000%
32	Sexual Assault/Aggravated Sexual Assault against Student - sexual assault under Penal Code Section 22.011, or aggravated sexual assault under Penal Code Section 22.021 against someone other than a school district employee or volunteer. TEC §37.007(a)(2)(A)	0	NA	0.000%
36	Felony Controlled Substance Violation - Examples would include four (4) ounces or more of marijuana, any amount of cocaine, and other controlled substances. TEC §37.007(a)(3)	8	(*)	0.010%
37	Felony Alcohol Violation - An example would be intoxication manslaughter. TEC §37.007(a)(3)	0	NA	0.000%
46	Aggravated Robbery - Penal Code §29.03 defines aggravated robbery as when a person commits robbery as defined in Section 29.02, and he: (1) causes serious bodily injury to another; (2) uses or exhibits a deadly weapon; or (3) causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is: (A) 65 years of age or older; or (B) a disabled person. TEC §37.007(a)(2)(F), TEC §37.006(C)-(D) (HB 9680)	0	NA	0.000%
47	Manslaughter - Penal Code §19.04 defines manslaughter as a person commits an offense if he recklessly causes the death of an individual. TEC §37.007(a)(2)(G)	0	NA	0.000%
48	Criminally Negligent Homicide - Penal Code §19.05 defines criminally negligent homicide as a person commits an offense if he causes the death of an individual by criminal negligence. TEC §37.007(a)(2)(H)	0	NA	0.000%
57	Continuous Sexual Abuse Of Young Child Or Children Under Penal Code §21.02 Occurring on school property or while attending a school-sponsored or school-related activity on or off school property – TEC §37.007(a) (2) (I)	0	NA	0.000%

** Data masked for fewer than 10 incidents.

KISD Violent or Criminal Incidents Report

TSDS PEIMS Code	Level V Offenses - Acts of misconduct for which mandatory expulsion is required by law	District # of Incidents	Campus # of Incidents	% of Violent of Criminal Incidents
59	Serious Misbehavior, as defined by TEC §37.007(c), while expelled to/placed in a Disciplinary Alternative Education Program (DAEP) - TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Penal Code §1.07.; or (4) conduct that constitutes the offense of: (A) public lewdness under Penal Code §21.07, (B) indecent exposure under Penal Code §21.08; (C) criminal mischief under Penal Code §28.03; (D) personal hazing under Penal Code §37.152; or (E) harassment under Penal Code §42.07(a)(1), of a student or district employee.	2	(*)	0.002%
61	Bullying – TEC 37.0052(b) TEC Sec.37.0052 (b) defines bullying behavior as: (1) engages in bullying that encourages a student to commit or attempt to commit suicide; (2) incites violence against a student through group bullying; or (3) releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.	3	(*)	0.004%

[Definitions acquired from the 2020-21 Texas Education Data Standards.](#)

Higher Education Information

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

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

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

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

**Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5		
KATY ISD									
	101914007 CINCO RANCH H S								
		Four-Year Public University	286	11	12	32	57	173	1
		Two-Year Public Colleges	233	47	26	31	48	72	9
		Independent Colleges & Universities	30						
		Not Trackable	71						
		Not Found	150						
		Total High School Graduates	770						
	101914001 KATY H S								
		Four-Year Public University	191	18	15	28	46	81	3
		Two-Year Public Colleges	268	74	45	35	55	51	8
		Independent Colleges & Universities	25						
		Not Trackable	79						
		Not Found	289						
		Total High School Graduates	852						
	101914005 MAYDE CREEK H S								
		Four-Year Public University	113	11	13	14	34	40	1
		Two-Year Public Colleges	204	59	29	43	33	35	5
		Independent Colleges & Universities	6						
		Not Trackable	55						
		Not Found	227						
		Total High School Graduates	605						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

**Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
	101914009 MORTON RANCH H S							
	Four-Year Public University	159	20	11	28	41	56	3
	Two-Year Public Colleges	319	114	41	37	73	46	8
	Independent Colleges & Universities	13						
	Not Trackable	88						
	Not Found	323						
	Total High School Graduates	902						
	101914011 RAINES H S							
	Four-Year Public University	1						
	Two-Year Public Colleges	20	10	3	1	0	2	4
	Independent Colleges & Universities	0						
	Not Trackable	11						
	Not Found	48						
	Total High School Graduates	80						
	101914010 SEVEN LAKES H S							
	Four-Year Public University	377	15	16	28	76	241	1
	Two-Year Public Colleges	187	40	23	20	41	57	6
	Independent Colleges & Universities	31						
	Not Trackable	88						
	Not Found	157						
	Total High School Graduates	840						
	101914002 TAYLOR H S							
	Four-Year Public University	218	15	14	21	45	122	1
	Two-Year Public Colleges	234	52	16	33	58	66	9
	Independent Colleges & Universities	34						
	Not Trackable	77						
	Not Found	164						
	Total High School Graduates	727						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

**Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	101914012 TOMPKINS H S							
	Four-Year Public University	273	23	13	27	48	161	1
	Two-Year Public Colleges	165	34	21	20	35	54	1
	Independent Colleges & Universities	26						
	Not Trackable	174						
	Not Found	163						
	Total High School Graduates	801						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

HB3 Progress Monitoring



Purpose

The purpose of this report is to communicate the status of progress monitoring of Katy ISD's House Bill 3 Goals.

Summary

In July of 2020, the KISD Board of Trustees reviewed and approved the House Bill 3 Goals for 3rd Grade Reading, 3rd Grade Math, and College Career Military Readiness (CCMR). Since that time, the progress on these goals has been monitored and reported to the Board bi-annually, in January and July of each year.

Additional Statute Requirements

Counseling Services

Katy ISD School Counselors

Elementary		Junior High		High School	
ACE	2	AJH	3	CRHS	7
BCE	1	BDJH	4	JHS	4
BES	2	BJH	2	KHS	7
BHE	1	CJH	3	MCHS	6
CBE	1	CRJH	3	MCTC	1
CE	1	HJH	4	MRHS	6
DWE	1	KJH	3	OAC	2
FE	1	MCJH	4	OTHS	7
FES	1	MDJH	3	PHS	6
FPSE	1	MMJH	3	RHS	2
GE	1	MPJH	3	SLHS	7
HE	1	MRJH	4	THS	6
JEE	1	SJH	3		61
JHE	1	SLJH	4		
JRE	1	TJH	3		
JWE	1	WCJH	4		
KDE	1	WMJH	3		
KE	1		56		
MCE	1				
MGE	1				
MJE	2				
MPE	2				
MRE	2				
NCE	1				
OKE	1				
OLE	2				
PE	2				
PME	1				
RAE	1				
RES	1				
RJWE	1				
RKE	1				
RRE	1				
SCE	1				
SE	1				
SES	2				
SSE	1				
TWE	1				
USE	1				
WCE	2				
WE	1				
WME	1				

Local School Violence Prevention Policies

Note: This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, 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.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

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)]

Prohibited Harassment

Prohibited 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.

Prohibited 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 calling, 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.

**Sex-Based
Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX 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 under Title IX. [See FFH(LEGAL)]

**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 or believes that another 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.]

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 Sexual Harassment—Title IX.

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	<p>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.</p> <p>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.</p>
Criminal Investigation	<p>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.</p>
Concluding the Investigation	<p>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.</p> <p>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.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>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.</p>
Corrective Action	<p>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</p>

	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
<i>Bullying</i>	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.
<i>Improper Conduct</i>	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 shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Sexual Harassment—Title IX	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>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:</p> <ul style="list-style-type: none">• 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. <p>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.</p>

If a formal complaint is not filed, the District reserves the right to investigate and respond to 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.

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.

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action. [See CKE]
2. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent or designee.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use	All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.
Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

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Safety Requirements Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

Tobacco and E-Cigarettes An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]

Alcohol and Drugs / Notice of Drug-Free Workplace As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.

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3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:

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- Dishonesty; fraud; deceit; theft; misrepresentation;
- Deliberate violence;
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
- Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
- Felony driving while intoxicated (DWI); or
- Acts constituting abuse or neglect under the Texas Family Code.

**Criminal History
Background Check**

An employee who is not certified by the State Board for Educator Certification (SBEC) and who is not in the Fingerprint-based Applicant Clearinghouse of Texas (FACT) database may be subject to an annual background check.

Violation of any policies, regulations, or guidelines may result in disciplinary action, including termination of employment and/or the employee being reported to the SBEC.

[See DBAA and DF series]

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

Glossaries

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

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

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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.

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

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

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

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

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

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 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.

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

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

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

Prior Year and SSI (2018–19)

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

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

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

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

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

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2019, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

**number of students who met the Approaches Grade Level standard in the
first administration**

number of students who took the assessment in the first administration

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

number of students who did not meet the standard in the first administration

Comprehensive Texas Performance Reporting System (TPRS) Glossary

number of students who took the assessment in the first administration

- (3) *STAAR Cumulative Met Standard*: The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

number of students who passed the assessment in either of the first two administrations

cumulative number of students who took the assessment in either of the first two administrations

- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC)*: The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level

number of students who did not pass the assessment in the first, second, or third administrations

- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted and Retained*: The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

Promoted to Grade 6 or 9: The percentage of students who passed the STAAR in 2019 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

number of students promoted by their GPC who passed grade 6 reading STAAR in 2019

number of students who were promoted by their GPC and took grade 6 reading STAAR in 2019

Retained in Grade 5 or 8: The percentage of students who passed the STAAR in 2019 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

number of students retained who passed grade 5 reading STAAR in 2019

number of students retained and took grade 5 reading STAAR in 2019

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

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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 in order 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 in order 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 emergent bilingual (EB) students/English learners (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 emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (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.

Comprehensive Texas Performance Reporting System (TPRS) Glossary

- *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.

English Learner (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), 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:

- *EL with Parental Denial*. Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EL*. Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total 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 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:

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- ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
- ❖ Answer documents of students who are either an English learner (EL) who has 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

- *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.

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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 through the fourth six weeks due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2019–20 school year

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:

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

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)
- 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

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- 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:

number of dropouts in grades 7 and 8 during the 2019–20 school year

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:

number of dropouts in grades 9–12 during the 2019–20 school year

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.

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

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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.

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

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:

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

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

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*

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- (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

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

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

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

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

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

number of students in the 2019 cohort*

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- (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

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

number of students in the 2019 cohort*

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:

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

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:

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

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:

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

number of students in the 2018 cohort*

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 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 2018 cohort*

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

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

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

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

number of students in the 2020 cohort **

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- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2019. It is calculated as follows:

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

number of students in the 2019 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2018. It is calculated as follows:

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

number of students in the 2018 cohort**

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

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 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.

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

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

(excludes graduates with FHSP degree plans)

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.

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

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

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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.

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

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

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.

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

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

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.

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

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

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.

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

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

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.

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

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.

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

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)*

number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance

total number of students

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

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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)*

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

total number of students

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Postsecondary Readiness

College, Career, or 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 Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: 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.*

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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*.

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

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

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

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

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

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The percentages are calculated as follows:

English Language Arts.

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

number of 2019-20 annual graduates

Mathematics.

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

number of 2019-20 annual graduates

Both Subjects.

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 and mathematics

number of 2019-20 annual graduates

Either Subject.

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 or mathematics

number of 2019-20 annual graduates

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

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

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)*

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

number of 2019-20 annual graduates

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

number of 2019-20 annual graduates who earned an associate degree before graduation

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*)

number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2019-20 annual graduates

Dual Course Credits or 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 or completed and earned credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415 and OnRamps program*)

number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation or who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 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*)

number of 2019-20 annual graduates who earned an approved industry-based certification

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*)

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number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

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*)

number of 2019-20 annual graduates who earned a level I or level II certificate

number of 2019-20 annual graduates

Graduates with approved Industry-Based Certification or Level I/Level II Certificate: The percentage of annual graduates who earned an approved industry-based certification or earned a level I or level II certificate (*Data source: THECB and PEIMS 48011*)

number of 2019-20 annual graduates who earned an approved industry-based certification or who earned a level I or level II certificate

number of 2019-20 annual graduates

CCMR-related Indicators (2020–21)

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

number of 2019-20 annual graduates who took the TSIA

number of 2019-20 annual graduates

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

Reading

sum of total reading scores of all 2019-20 annual graduates who took the TSIA

number of 2019-20 annual graduates who took the reading portion of the TSIA

Mathematics

sum of total mathematics scores of all 2019-20 annual graduates who took the TSIA

number of 2019-20 annual graduates who took the mathematics portion of the TSIA

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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.

number of 2019-20 annual graduates who met the TSI criteria on the TSIA

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.

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

number of 2019-20 annual graduates

Mathematics.

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

number of 2019-20 annual graduates

Both Subjects.

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

number of 2019-20 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2016–17 to 2019–20 school years. (Data source: PEIMS 43415)

number of 2019-20 annual graduates who completed and earned credit for at least one AP or IB course in the 2016–17 to 2019–20 school years

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

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

Comprehensive Texas Performance Reporting System (TPRS) Glossary

English Language Arts

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

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

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

All Subjects

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion

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

English Language Arts

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA

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

Mathematics

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics

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

Science

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

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

Social Studies

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

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)

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

All Subjects

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

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

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

number of 2019-20 graduates who took either the SAT or the ACT

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:

number of 2019-20 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2019-20 graduating examinees taking either the SAT or the ACT

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

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

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

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

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

(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.

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

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

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

- (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.

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

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

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

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

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

Other Postsecondary Indicators (2020–21)

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

Appendix 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.

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

Any Subject

number of students in grades 11–12 in 2019-20 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2019-20

English Language Arts

number of students in grades 11–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2019-20

Mathematics

number of students in grades 11–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one mathematics course in 2019-20

Science

number of students in grades 11–12 in 2019-20 who received credit for at least one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2019-20

Social Studies

number of students in grades 11–12 in 2019-20 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2019-20

(Data source: PEIMS 43415)

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

Appendix 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.

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2019-20

English Language Arts

number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2019-20

Mathematics

number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20

Science

number of students in grades 9–12 in 2019-20 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2019-20

Social Studies

number of students in grades 9–12 in 2019-20 who received credit for at least one social studies advanced/dual-credit course

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

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

number of in 2019-20 annual graduates

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

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

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.

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)

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

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

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

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

Comprehensive Texas Performance Reporting System (TPRS) Glossary 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.

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

total number of students

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

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

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

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

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

number of students with one or more disciplinary placements

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

For 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)];

(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*)

Comprehensive Texas Performance Reporting System (TPRS) Glossary

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: 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 Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America’s Schools Act. *(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.

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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).

number of mobile students in 2019–20

**number of students who were in membership at any time during the
2019–20 school year**

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

Comprehensive Texas Performance Reporting System (TPRS) 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*)

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

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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)*

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

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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.

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.

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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.

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.

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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*)

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

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

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE

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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

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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, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTFOLIO
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTFOLIO
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 SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH 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 & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENGINEERING DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

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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 LEVEL
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

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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 LEVEL
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

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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

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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

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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

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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

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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)

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

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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.