

Katy Independent School District
Raines High School
2018-2019 Campus Improvement Plan

Accountability Rating: Improvement Required

Mission Statement

Raines High School encourages all students to be inquiring and knowledgeable individuals who can achieve their highest potential within an atmosphere of shared responsibility, academic challenge, intercultural understanding, and mutual respect.

Vision

Raines High School, in partnership with students, staff and community, will be an innovative and dynamic place of learning that prepares and empowers students to think critically, encourages and nurtures continual growth, and instills respect for our core principles of unity, perseverance, honesty and compassion.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Raines High School is located at 1732 Katyland Dr. and situated in a working-class community that includes owner-occupied and rental homes near the intersection of Interstate 10 and the State Highway 99. The school's multi-ethnic student population provides strength to our comprehensive curriculum. Our students are zoned to comprehensive high schools throughout the district, and the majority are bused in from the surrounding area. Depending on a variety of factors, students take academic coursework in both regular and online courses. Raines High School is one of the nine high schools in the Katy Independent School District. Raines High School opened its doors for the 2008-2009 school year and serves a variety of income levels that range from low to high socioeconomic level.

The number of students served at Raines High School has been on the rise in recent school years. During the 2017-2018 school year, Raines High School served 381 students in grades 9-12. During the 2016-17 school year, Raines High School served 355 students in grades 9-12. During the 2015-2016 school year, Raines High School served 345 students in grades 9th – 12th.

The student population is 49.1% Hispanic/Latino, 33.9% White, 14.7% African American, 0.5% Asian, and 1.4% Two or More races.

During the 2017 – 2018 school year the average daily attendance rate for students was 87% which was below the 95% threshold.

Students' misbehavior were significantly reduced in the previous school year. During the 2017-2018 school year there were a total of 214 PEIMS reportable discipline referrals in comparison with the 290 incidents reported in the 2016-17 school year.

Raines High School served 19 English Language Learners (5.9%), and 29 students are serviced through special education (9%).

Raines High School received a B rating in Domain I – Student Achievement, a B rating in Domain II – School Progress, and an F in Domain III – Closing Gaps, which resulted in an overall score of D, based on the 2018 TEA accountability systems.

Demographics Strengths

The diversity on our campus is a strength that contributes to a general camaraderie and willingness to accept others.

Our student population is 56% economically disadvantaged and 97.6% at-risk. While this presents some challenges, on a positive note, it allows students

who might have been in the minority on their home campus to feel more of a sense of belonging and really gives our staff a sense of purpose.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate is 87%, which is over 8% lower than the district average. **Root Cause:** Keeping students engaged in class is difficult for some teachers at Raines High school.

Student Academic Achievement

Student Academic Achievement Summary

With regards to social/emotional learning, Raines High School students are doing well as a result of a very caring, student-centered staff. With regards to behavior, teachers, counselors, and administrators hold students to a high standard that, generally speaking, they rise to meet. With regards to academics, there is work to be done as evidenced by STAAR scores:

STAAR/EOC Analysis:

English Overall:

STAAR English I EOC: Of all test takers, 25% passed.

STAAR English II EOC: Of all test takers, 27% passed.

Math Overall:

STAAR Algebra I EOC: Of all test takers, 50% passed

Science Overall:

STAAR Biology EOC: Of all test takers, 33% passed.

Social Studies Overall:

STAAR US History EOC: Of all test takers, 76% passed.

STAAR Level III Advanced Performance:

English I: 0% of all students received a Masters Grade Level indicator

English II: 0% of all students received a Masters Grade Level indicator

Algebra I: 0% of all students received a Masters Grade Level indicator

Biology: 11% of all students received a Masters Grade Level indicator

US History: 13% of all students received a Masters Grade Level indicator

Student Academic Achievement Strengths

- Low teacher – student ratio
- Teachers build positive relationships with students in a structured learning environment
- Students find more academic success in this learning environment because teachers consistently address social/emotional learning.
- Teachers use a project-based instructional model in an effort to make learning more relevant and engaging for students.
- Staff has begun to understand the process of being data driven and teaching using aligned resources, including small group instruction.
- Positive Behavioral Interventions keep all students engaged in learning within the classroom

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: RHS EOC passing rates are significantly lower than the district average for Algebra I, Biology, English I and II. **Root Cause:** Raines High School is not maximizing the use of data to improve first time instruction. The campus lacks an effective system of interventions for students who struggle and enrichment for students who excel. An instructional pattern has emerged in which teachers predominantly deliver whole group instruction with no differentiation.

School Processes & Programs

School Processes & Programs Summary

Raines High School serves students from across Katy ISD who need/want an alternative learning environment. We offer significantly smaller class sizes, a project-based approach to instruction, and more personal attention than most students are able to receive on the larger comprehensive campuses.

We support our teachers by providing ample, shared planning time for PLCs, four content-area instructional coaches, and access to professional development as needed.

Raines High School currently has 3 administrators (1 principal and 2 assistant principals), 2 counselors, 4 (shared) instructional coaches, 19 teachers, and five paraprofessionals.

School Processes & Programs Strengths

- Staff utilizes a variety of resources (both district and community) to meet the social, academic and behavioral needs of our students.
- Teachers make daily personal phone calls when a student is absent.
- Administrators make home visits in order to promote excellent attendance.
- Staff has a focus on teaching and learning as opposed to earning credits.
- Teachers provide input at the level of the problem and solution.
- More focused mission and vision that stresses being data driven, focuses on learning and intervention.
- Increased student enrollment.
- Career mentors have been secured for all interested students.
- Positive Behavioral Intervention System is in place and as a result discipline incidents have been reduced.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Raines High School often cannot offer the full range of courses that is found on a comprehensive campus (i.e. electives, CTE pre-requisites, PASS, resource, etc.), which affects the number of students the school can serve. **Root Cause:** Raines HS' low enrollment does not support adding additional teaching units.

Perceptions

Perceptions Summary

Raines High School values are consistent with Katy ISD values, including the KISD Portrait of a Graduate and the instructional cornerstones.

Additionally, we strive to create a culture of inclusivity where all students feel valued, important, and free to make mistakes in their learning. Our culture is one that places a high value on student's worth and future potential rather than focusing on mistakes made in the past.

We believe that all students will learn given the correct support, encouragement, and attention.

Perceptions Strengths

Some students participate in community service projects as a result of our involvement with outside social agencies.

Raines HS participates in the Katy Students Run.

A minimum of two blood drives are organized and managed by students on an annual basis.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The Katy community at-large frequently confuses RHS with OAC and assumes that the school is a disciplinary placement. **Root Cause:** The Katy community is misinformed of Raines HS practices, programs and success stories.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: July 24, 2017

Goal 1: By June 2019 all student groups will increase from 25% (Eng. I) and 27% (Eng. II) to 35%, or show a significant gain over prior year performance as measured by the STAAR/EOC English I and English II state assessment.

Performance Objective 1: Student achievement levels will meet or exceed the standards for alternative high schools.

Evaluation Data Source(s) 1: Common Formative Assessments for each of the identified areas will be analyzed.





STAAR Results

District mandated tests

Mock STAAR tests

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Small group instruction</p>	2.4, 2.5, 2.6	RHS Admin Team	<p>* increase teacher quality</p> <p>* create a more efficient use of learning time</p> <p>* increase performance of all students</p> <p>* increase teacher capacity to use data to inform instruction</p>				
Problem Statements: Student Academic Achievement 1							

2) PLC Time	PBMAS Critical Success Factors CSF 2 CSF 6 CSF 7	2.5	RHS Admin Team	*Increase teacher quality				
			Instructional Coaches	*increase teacher capacity to use data to inform instruction * providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.				
Problem Statements: Student Academic Achievement 1								
3) Purposeful lesson planning	PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7	2.4, 2.5, 2.6	RHS Admin Team	*Increase teacher quality				
			Instructional Coaches	*increase teacher capacity to use data to inform instruction *ensuring that the instructional program is research-based, rigorous, and aligned with the state academic content standards				
Problem Statements: Student Academic Achievement 1								
4) Learning Cycles	PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7	2.4, 2.5, 2.6	RHS Admin Team	* increase teacher quality				
			Teachers	* create a more efficient use of learning time * increase performance of all students * increase teacher capacity to use data to inform instruction				
Problem Statements: Student Academic Achievement 1								
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue								

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: RHS EOC passing rates are significantly lower than the district average for Algebra I, Biology, English I and II. **Root Cause 1:** Raines High School is not maximizing the use of data to improve first time instruction. The campus lacks an effective system of interventions for students who struggle and enrichment for students who excel. An instructional pattern has emerged in which teachers predominantly deliver whole group instruction with no differentiation.

Goal 2: By June 2019 all student groups will increase from 50% (Alg. I) to 60%, to show at least a 10 point gain over prior year performance as measured by the STAAR/EOC Algebra I state assessment.





Performance Objective 1: Student achievement levels will meet or exceed the standards for alternative high schools.

Evaluation Data Source(s) 1: Common Formative Assessments for each of the identified areas will be analyzed.

- STAAR Results
- District mandated tests
- Mock STAAR tests

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
PBMAS Critical Success Factors CSF 1 CSF 2 1) Small group instruction	2.4, 2.5	RHS Admin. Team	* increase teacher quality * create a more efficient use of learning time * increase performance of all students * increase teacher capacity to use data to inform instruction				
				Problem Statements: Student Academic Achievement 1			
Critical Success Factors CSF 2 CSF 6 CSF 7 2) PLC Time	2.5	RHS Admin Team Instructional Coaches	*Increase teacher quality *increase teacher capacity to use data to inform instruction * providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Purposeful lesson planning</p>	2.4, 2.5, 2.6	RHS Admin Team Instructional Coaches	<p>*Increase teacher quality</p> <p>*increase teacher capacity to use data to inform instruction</p> <p>*ensuring that the instructional program is research-based, rigorous, and aligned with the state academic content standards</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Learning Cycles</p>	2.4, 2.5, 2.6	RHS Admin Team Teachers	<p>* increase teacher quality</p> <p>* create a more efficient use of learning time</p> <p>* increase performance of all students</p> <p>* increase teacher capacity to use data to inform instruction</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: RHS EOC passing rates are significantly lower than the district average for Algebra I, Biology, English I and II. **Root Cause 1:** Raines High School is not maximizing the use of data to improve first time instruction. The campus lacks an effective system of interventions for students who struggle and enrichment for students who excel. An instructional pattern has emerged in which teachers predominantly deliver whole group instruction with no differentiation.

Goal 3: By June 2019 all student groups will increase from 76% (U.S. History) to 86% to show at least a 10 point gain over prior year performance as measured by the STAAR/EOC U.S. History state assessment.





Performance Objective 1: Student achievement levels will meet or exceed the standards for alternative high schools.

Evaluation Data Source(s) 1: Common Formative Assessments for each of the identified areas will be analyzed.

- STAAR Results
- District mandated tests
- Mock STAAR tests

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Small group instruction</p>	2.4, 2.5, 2.6	RHS Admin Team	<p>* increase teacher quality</p> <p>* create a more efficient use of learning time</p> <p>* increase performance of all students</p> <p>* increase teacher capacity to use data to inform instruction</p>				
<p>Critical Success Factors CSF 2 CSF 6 CSF 7</p> <p>2) PLC Time</p>	2.5	RHS Admin Team Instructional Coaches	<p>*Increase teacher quality</p> <p>*increase teacher capacity to use data to inform instruction</p> <p>* providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Purposeful lesson planning</p>	2.4, 2.5, 2.6	RHS Admin Team Instructional Coaches	<p>*Increase teacher quality</p> <p>*increase teacher capacity to use data to inform instruction</p> <p>*ensuring that the instructional program is research-based, rigorous, and aligned with the state academic content standards</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Learning Cycles</p>	<p>2.4, 2.5, 2.6</p>	<p>RHS Admin Team</p> <p>Teachers</p>	<p>* increase teacher quality</p> <p>* create a more efficient use of learning time</p> <p>* increase performance of all students</p> <p>* increase teacher capacity to use data to inform instruction</p>				
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Goal 4: By June 2019 all student groups will increase from 33% (Biology) to 43%, to show at least a 10 point gain over prior year performance as measured by the STAAR/EOC Biology state assessment.





Performance Objective 1: Student achievement levels will meet or exceed the standards for alternative high schools.

Evaluation Data Source(s) 1: Common Formative Assessments for each of the identified areas will be analyzed.

- STAAR Results
- District mandated tests
- Mock STAAR tests

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Small group instruction</p>	2.4, 2.5, 2.6	RHS Admin Team	<p>* increase teacher quality</p> <p>* create a more efficient use of learning time</p> <p>* increase performance of all students</p> <p>* increase teacher capacity to use data to inform instruction</p>				
<p>Critical Success Factors CSF 2 CSF 6 CSF 7</p> <p>2) PLC Time</p>	2.5	RHS Admin Team Instructional Coaches	<p>*Increase teacher quality</p> <p>*increase teacher capacity to use data to inform instruction</p> <p>* providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Purposeful lesson planning</p>	2.4, 2.5, 2.6	RHS Admin Team Instructional Coaches	<p>*Increase teacher quality</p> <p>*increase teacher capacity to use data to inform instruction</p> <p>*ensuring that the instructional program is research-based, rigorous, and aligned with the state academic content standards</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Learning Cycles</p>	<p>2.4, 2.5, 2.6</p>	<p>RHS Admin Team</p> <p>Teachers</p>	<p>* increase teacher quality</p> <p>* create a more efficient use of learning time</p> <p>* increase performance of all students</p> <p>* increase teacher capacity to use data to inform instruction</p>				
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Goal 5: By June 2019, student attendance will increase from 85% to 90%.

Performance Objective 1: Increasing the level of engagement in instruction will result in improvement in attendance.

Evaluation Data Source(s) 1: Attendance reports





Failure Reports

Learning walks notes

Feedback summaries to teachers

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Small group instruction</p>	2.4, 2.5, 2.6	RHS Admin Team	<p>* increase teacher quality</p> <p>* create a more efficient use of learning time</p> <p>* increase performance of all students</p> <p>* increase teacher capacity to use data to inform instruction</p>				
<p>Critical Success Factors CSF 2 CSF 6 CSF 7</p> <p>2) PLC Time</p>	2.5	RHS Admin Team Instructional Coaches	<p>*Increase teacher quality</p> <p>*increase teacher capacity to use data to inform instruction</p> <p>* providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Purposeful lesson planning</p>	2.4, 2.5, 2.6	RHS Admin Team Instructional Coaches	<p>*Increase teacher quality</p> <p>*increase teacher capacity to use data to inform instruction</p> <p>*ensuring that the instructional program is research-based, rigorous, and aligned with the state academic content standards</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Learning Cycles</p>	<p>2.4, 2.5, 2.6</p>	<p>RHS Admin Team</p> <p>Teachers</p>	<p>* increase teacher quality</p> <p>* create a more efficient use of learning time</p> <p>* increase performance of all students</p> <p>* increase teacher capacity to use data to inform instruction</p>				
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Goal 6: By June 2019, at least 50% of our teachers will create common formative assessments and utilize small group instruction logs throughout the school year.





Performance Objective 1: Through PLCs and instructional coaching, teachers will use data-driven practices (i.e. common formative assessment and small group instruction logs) with greater capacity and fidelity.

Evaluation Data Source(s) 1: Common formative assessments

- Small group instruction logs
- Learning cycle coaching sessions
- PLCs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Small group instruction</p>	2.4, 2.5, 2.6	RHS Admin Team	<p>* increase teacher quality</p> <p>* create a more efficient use of learning time</p> <p>* increase performance of all students</p> <p>* increase teacher capacity to use data to inform instruction</p>				
<p>Critical Success Factors CSF 2 CSF 6 CSF 7</p> <p>2) PLC Time</p>	2.5	<p>RHS Admin Team</p> <p>Instructional Coaches</p>	<p>*Increase teacher quality</p> <p>*increase teacher capacity to use data to inform instruction</p> <p>* providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Purposeful lesson planning</p>	<p>2.4, 2.5, 2.6</p>	<p>RHS Admin Team Instructional Coaches</p>	<p>*Increase teacher quality</p> <p>*increase teacher capacity to use data to inform instruction</p> <p>*ensuring that the instructional program is research-based, rigorous, and aligned with the state academic content standards</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Learning Cycles</p>	<p>2.4, 2.5, 2.6</p>	<p>RHS Admin Team Teachers</p>	<p>* increase teacher quality</p> <p>* create a more efficient use of learning time</p> <p>* increase performance of all students</p> <p>* increase teacher capacity to use data to inform instruction</p>				
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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Small group instruction
1	1	2	PLC Time
1	1	3	Purposeful lesson planning
1	1	4	Learning Cycles
2	1	1	Small group instruction
2	1	2	PLC Time
2	1	3	Purposeful lesson planning
2	1	4	Learning Cycles
3	1	1	Small group instruction
3	1	2	PLC Time
3	1	3	Purposeful lesson planning
3	1	4	Learning Cycles
4	1	1	Small group instruction
4	1	2	PLC Time
4	1	3	Purposeful lesson planning
4	1	4	Learning Cycles
5	1	1	Small group instruction
5	1	2	PLC Time
5	1	3	Purposeful lesson planning
5	1	4	Learning Cycles
6	1	1	Small group instruction
6	1	2	PLC Time
6	1	3	Purposeful lesson planning
6	1	4	Learning Cycles

Campus Advisory Team

Committee Role	Name	Position
Administrator	Diego Linares	Principal
Non-classroom Professional	Amanda Henley	Instructional Coordinator
Non-classroom Professional	Kathleen Zaritski	Librarian
Classroom Teacher	Shannon Goldsmith	Electives Teacher
Classroom Teacher	Jennifer Guardado	English Teacher
Classroom Teacher	Aurea Jensen	Science Teacher
Classroom Teacher	Danielle Lambert	Math Teacher
Classroom Teacher	Asrar Maye	Science Teacher
Classroom Teacher	Teresa Zimmerman	Math Teacher

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

RAINES H S (101914011) - KATY ISD

Accountability Rating

Met Alternative Standard

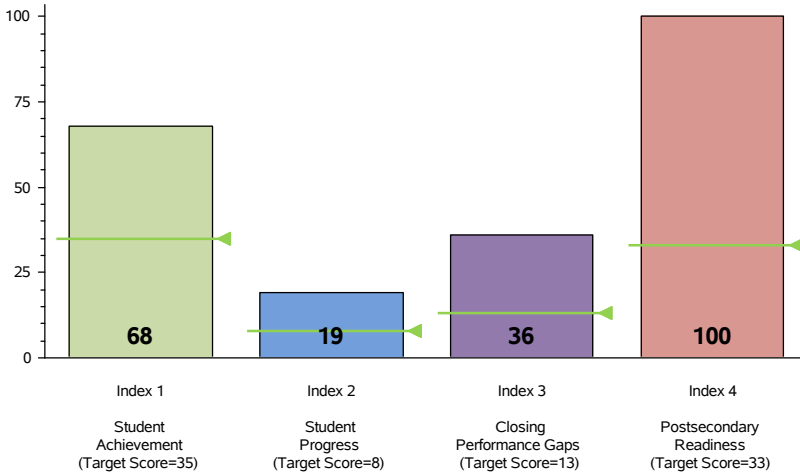
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading
NOT ELIGIBLE
Academic Achievement in Mathematics
NOT ELIGIBLE
Academic Achievement in Science
NOT ELIGIBLE
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps
NOT ELIGIBLE
Postsecondary Readiness
NOT ELIGIBLE

Performance Index Report



Campus Demographics

Campus Type	High School
Campus Size	188 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	46.3
Percent English Language Learners	8.0
Mobility Rate	73.5
Percent Served by Special Education	2.7
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	106	156	68
2 - Student Progress	38	200	19
3 - Closing Performance Gaps	287	800	36
4 - Postsecondary Readiness			
STAAR Score	11.5		
Graduation Rate Score	67.7		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		100*

* Includes bonus points that may have been added to the Index 4 Score.

System Safeguards

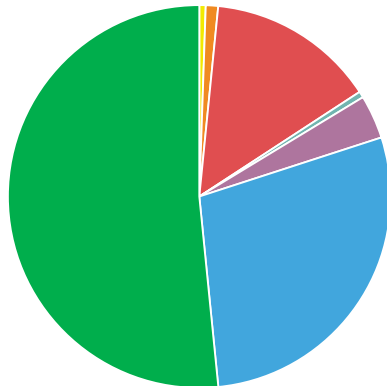
Number and Percentage of Indicators Met

Performance Rates	3 out of 7 = 43%
Participation Rates	5 out of 5 = 100%
Graduation Rates	1 out of 4 = 25%
Total	9 out of 16 = 56%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

11 - Raines HS

Student Profile



Student Statistics

Total Enrollment	190
At-Risk	92.63%
Low Income	45.79%
Limited English Proficient	7.89%
Special Education	2.63%
Career Technology Educat..	42.11%
Bilingual	0.00%
ESL	7.37%
Gifted/Talented	0.00%
Title I	1.58%
Attendance Rate	86.94%

Race/Ethnicity	#	%
White	54	28.42%
Hispanic	98	51.58%
Asian	2	1.05%
Black/African American	27	14.21%
Two or More Races	7	3.68%
Am Indian/Alaskan Native	1	0.53%
Native Hawaiian Pacific Islander	1	0.53%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.