

Agenda of Regular Meeting

The Board of Trustees Rains ISD

A Regular Meeting of the Board of Trustees of Rains ISD will be held Monday, February 12, 2024, beginning at 6:30 PM in the Board Room - RAINS I.S.D. Administration Building, 1759 W. US Highway 69, Emory, Texas 75440.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. OPENING - CALL TO ORDER, PLEDGE(S) OF ALLEGIANCE & INVOCATION
- II. PUBLIC HEARING
 - II.A. TAPR- Texas Academic Performance Report
- III. PUBLIC COMMENT
- IV. WILDCAT ROAR
- V. ITEMS FOR DISCUSSION AND/OR ACTION
 - V.A. Consent Agenda
 - V.A.1. Minutes of the Previous Meeting
 - V.A.2. Financial Reports
 - V.A.3. Quarterly Investment Report
 - V.A.4. Permanent School Fund Report
 - V.A.5. RHS Yearbook Contract
 - V.A.6. High School 2024-2025 Course Description Guide
 - V.B. Business and Finance
 - V.B.1. Budget Review and Forecast
 - V.B.2. Consider and Act on Resolution-Regarding Employee Pay During Closures and Shortened Days
 - V.C. Curriculum & Instruction
 - V.C.1. Review Semester Grade 1 Report
 - V.C.2. Teacher Incentive Allotment (TIA) Update
 - V.D. Federal Programs/Accountability/PEIMS
 - V.D.1. Review Federal Programs Use of Funds Plan for 2021-2024
 - V.E. Superintendent Reports
 - V.E.1. District Activities & Projects
 - V.E.2. Enrollment and Attendance
 - V.E.3. Consider, Discuss, and Approve Proposed Revision to Policy DC(LOCAL): Employment Practices

- V.E.4. Consider and act on Resolution Regarding Senate Bill 763- School Chaplains
- VI. PERSONNEL ITEMS FOR DISCUSSION AND/OR ACTION
 - VI.A. Contracts: Chief of Business Operations, Director of Curriculum/Instruction, Director of Student Services, Principals, Director of Special Education, Director of Technology, Director of Health Services, Athletic Director, Assistant Principal(s), Counselors, and Dean of Students.
 - VI.B. Discussion of Personnel Changes/Update
- VII. CLOSED SESSION
 - VII.A. Personnel, Texas Government Code § 551.074
 - VII.B. Student Discipline, Texas Government Code § 551.082
 - VII.C. Security, Texas Government Code § 551.089
- VIII. BOARD CORRESPONDENCE, HANDOUTS (As Available)
 - VIII.A. 2022-24 Advocacy Agenda
- IX. ADJOURNMENT

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

The Rains ISD Board of Trustees will hold a public hearing at the regularly scheduled board meeting to discuss the Annual Texas Academic Performance Report (TAPR).

Posted on February 8, 2024, at 9:30 a.m. for the Rains I.S.D. Board of Trustees.

Annual Texas Academic Performance Report



2022-2023 School Year

Presented to the RISD School Board on February 12, 2024



Rains Independent School District

P.O. Box 247
Emory, Texas 75440

903-473-2222
www.RainsISD.org

TAPR Annual Report: Certification Page

To Whom It May Concern:

The annual Texas Assessment Performance Report for Rains Independent School District was discussed at a public hearing held at the regularly scheduled meeting of the Rains ISD Board of Trustees on Monday, February 12, 2024. Documentation of this hearing is found in the official Board Minutes.

This is to certify that the Texas Assessment Performance Report for Rains ISD and the Comprehensive Texas Performance Reporting System Glossary is available for staff and public inspection at the Rains ISD's Administration Office and the Rains ISD website. Copies of the most recent TAPR have been distributed to all families of Rains ISD students through email.

Philip Alexander, President
Rains ISD Board of Trustees

Date

Jim Dunlap
Rains ISD Interim Superintendent

Date



Rains Independent School District

P.O. Box 247
Emory, Texas 75440

903-473-2222
www.RainsISD.org

February 12, 2024

The Texas Assessment Performance Report is designed to reflect the performances of the students, faculty, and staff of Rains Independent School District. These accomplishments are published so that you, the patrons of Rains I.S.D., can see how well your school performed during the 2022-23 school year.

These reports represent the performance of Rains I.S.D. comparative to other districts in the state. Our goal is to continue to be, to provide a safe, exceptional educational system. We will strive to improve in our efforts to provide our students with an outstanding educational experience.

The faculty and staff of Rains I.S.D. recognizes its role in helping our students build brighter futures and is committed to accomplishing this task. We cannot achieve this goal without the help and support of the parents and the community. By working together, we can provide the best education possible for the children of Rains County.

Respectfully submitted,

Jim Dunlap

Interim Superintendent of Schools

RAINS INDEPENDENT SCHOOL DISTRICT

P.O. Box 247, Emory, Texas 75440

ADMINISTRATIVE STAFF

Jim Dunlap	Interim Superintendent of Schools
Mike Hall	Chief of Business Operations
John Portwood	Director of Curriculum and Instruction
Lyndsay Hayes	Director of Student Services
Donna Morgan	Director of Special Education
Jeff Akin	High School Principal
Kortney Clayton	High School Assistant Principal
Joli Maroney	High School Dean of Students
Jennifer Moore	Junior High Principal
Heath Blalock	Junior High Assistant Principal
J.C. Vance	Intermediate Principal
Dusty Asbill	Intermediate Assistant Principal
Billy Morgan	Elementary Principal
Mandy Lutz	Elementary Assistant Principal

BOARD OF TRUSTEES

Philip Alexander	President
Brennan Potts	Vice President
Heath Sisk	Secretary
Robert Burns	Trustee
Savanna Christian	Trustee
Brandon Pitre	Trustee
Dr. Maggie Salem	Trustee

2022-23 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

District Number: 190903

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	School Year	State	Region 07	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	2023	76%	78%	78%	*	73%	79%	*	-	*	*	71%	*	81%	71%	74%	73%
	2022	76%	78%	83%	*	96%	78%	*	-	-	*	83%	86%	80%	89%	73%	83%
At Meets Grade Level or Above	2023	50%	50%	41%	*	42%	42%	*	-	*	*	38%	*	45%	31%	34%	27%
	2022	51%	51%	50%	*	63%	43%	*	-	-	*	33%	57%	45%	64%	31%	33%
At Masters Grade Level	2023	20%	18%	14%	*	4%	18%	*	-	*	*	10%	*	16%	9%	8%	0%
	2022	30%	28%	23%	*	21%	23%	*	-	-	*	0%	14%	22%	25%	10%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	54%	*	38%	59%	*	-	*	*	62%	*	53%	54%	46%	13%
	2022	71%	73%	59%	*	75%	54%	*	-	-	*	50%	100%	55%	71%	50%	67%
At Meets Grade Level or Above	2023	45%	44%	21%	*	19%	23%	*	-	*	*	29%	*	21%	23%	18%	0%
	2022	43%	44%	26%	*	29%	25%	*	-	-	*	17%	29%	18%	50%	15%	33%
At Masters Grade Level	2023	19%	17%	7%	*	4%	9%	*	-	*	*	10%	*	9%	3%	5%	0%
	2022	21%	21%	7%	*	4%	8%	*	-	-	*	0%	14%	6%	11%	4%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	75%	*	80%	73%	-	-	-	100%	50%	71%	69%	86%	73%	75%
	2022	77%	77%	64%	*	64%	64%	-	*	-	60%	61%	33%	67%	54%	58%	81%
At Meets Grade Level or Above	2023	48%	45%	37%	*	36%	39%	-	-	-	33%	0%	14%	31%	50%	27%	38%
	2022	54%	52%	40%	*	21%	46%	-	*	-	20%	39%	0%	40%	40%	32%	31%
At Masters Grade Level	2023	22%	18%	8%	*	8%	8%	-	-	-	17%	0%	0%	7%	11%	6%	0%
	2022	28%	25%	15%	*	4%	18%	-	*	-	0%	4%	0%	16%	11%	11%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	44%	*	44%	43%	-	-	-	67%	38%	43%	36%	58%	31%	38%
	2022	70%	70%	50%	*	36%	56%	-	*	-	20%	26%	22%	53%	43%	44%	38%
At Meets Grade Level or Above	2023	48%	46%	22%	*	16%	23%	-	-	-	33%	13%	14%	20%	25%	13%	13%
	2022	43%	42%	17%	*	0%	21%	-	*	-	0%	22%	0%	20%	9%	11%	6%
At Masters Grade Level	2023	22%	20%	5%	*	0%	6%	-	-	-	0%	0%	0%	3%	8%	2%	0%
	2022	23%	22%	4%	*	0%	4%	-	*	-	0%	4%	0%	3%	6%	3%	0%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	School Year	State	Region 07	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	2023	81%	79%	75%	*	77%	76%	-	*	-	80%	57%	50%	78%	65%	72%	70%
	2022	81%	81%	81%	*	82%	82%	-	*	-	80%	50%	*	80%	81%	76%	70%
At Meets Grade Level or Above	2023	57%	53%	42%	*	33%	47%	-	*	-	40%	30%	17%	41%	45%	33%	30%
	2022	58%	57%	46%	*	45%	50%	-	*	-	20%	25%	*	48%	43%	36%	50%
At Masters Grade Level	2023	28%	25%	17%	*	17%	17%	-	*	-	0%	4%	0%	15%	23%	13%	20%
	2022	36%	34%	29%	*	27%	33%	-	*	-	0%	0%	*	29%	30%	19%	40%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	79%	71%	*	70%	73%	-	*	-	80%	39%	50%	76%	58%	67%	65%
	2022	77%	78%	74%	*	73%	75%	-	*	-	80%	44%	*	77%	68%	69%	80%
At Meets Grade Level or Above	2023	51%	48%	33%	*	23%	40%	-	*	-	0%	30%	17%	32%	39%	27%	25%
	2022	48%	49%	44%	*	41%	47%	-	*	-	40%	25%	*	49%	32%	34%	40%
At Masters Grade Level	2023	21%	18%	9%	*	3%	10%	-	*	-	0%	17%	0%	8%	10%	6%	5%
	2022	25%	25%	18%	*	14%	19%	-	*	-	40%	0%	*	20%	16%	8%	10%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	64%	68%	*	53%	76%	-	*	-	60%	61%	50%	71%	61%	61%	50%
	2022	66%	69%	70%	*	73%	72%	-	*	-	60%	38%	*	72%	65%	61%	80%
At Meets Grade Level or Above	2023	36%	34%	36%	*	17%	45%	-	*	-	0%	39%	17%	35%	39%	27%	10%
	2022	38%	41%	44%	*	36%	47%	-	*	-	60%	31%	*	44%	43%	36%	10%
At Masters Grade Level	2023	16%	14%	7%	*	0%	10%	-	*	-	0%	4%	0%	7%	6%	3%	0%
	2022	18%	19%	19%	*	23%	20%	-	*	-	0%	0%	*	20%	19%	11%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	73%	*	74%	71%	-	*	-	100%	44%	40%	76%	68%	72%	89%
	2022	70%	71%	54%	*	35%	57%	*	*	-	*	18%	60%	56%	48%	48%	36%
At Meets Grade Level or Above	2023	52%	51%	42%	*	58%	37%	-	*	-	83%	19%	20%	44%	37%	38%	67%
	2022	43%	43%	21%	*	5%	24%	*	*	-	*	5%	20%	22%	18%	19%	9%
At Masters Grade Level	2023	22%	20%	9%	*	11%	9%	-	*	-	17%	0%	20%	7%	13%	7%	0%
	2022	23%	23%	10%	*	0%	12%	*	*	-	*	0%	20%	10%	9%	9%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	73%	*	74%	74%	-	*	-	83%	50%	80%	74%	71%	72%	89%
	2022	73%	73%	62%	*	60%	63%	*	*	-	*	27%	80%	62%	59%	52%	55%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	School Year	State	Region 07	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	2023	40%	40%	32%	*	42%	31%	-	*	-	33%	19%	20%	32%	32%	25%	22%
	2022	39%	38%	20%	*	10%	23%	*	*	-	*	0%	20%	23%	13%	18%	9%
At Masters Grade Level	2023	16%	15%	8%	*	0%	10%	-	*	-	17%	6%	0%	7%	11%	2%	0%
	2022	16%	15%	7%	*	5%	7%	*	*	-	*	0%	20%	8%	3%	6%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	78%	69%	*	52%	73%	-	*	-	*	33%	*	71%	65%	62%	50%
	2022	80%	81%	78%	*	84%	77%	*	*	-	63%	40%	63%	80%	73%	77%	80%
At Meets Grade Level or Above	2023	55%	53%	31%	*	29%	32%	-	*	-	*	13%	*	31%	29%	29%	25%
	2022	56%	55%	47%	*	32%	54%	*	*	-	50%	30%	25%	51%	37%	39%	35%
At Masters Grade Level	2023	27%	25%	11%	*	0%	13%	-	*	-	*	0%	*	11%	12%	8%	0%
	2022	37%	35%	19%	*	6%	24%	*	*	-	25%	5%	13%	22%	7%	14%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	64%	51%	*	48%	52%	-	*	-	*	17%	*	57%	30%	42%	42%
	2022	61%	63%	63%	*	55%	67%	*	*	-	63%	40%	50%	65%	57%	52%	60%
At Meets Grade Level or Above	2023	37%	39%	23%	*	10%	26%	-	*	-	*	0%	*	26%	12%	15%	8%
	2022	31%	33%	24%	*	16%	29%	*	*	-	13%	20%	0%	26%	17%	14%	20%
At Masters Grade Level	2023	11%	11%	4%	*	0%	5%	-	*	-	*	0%	*	4%	3%	4%	0%
	2022	13%	14%	5%	*	3%	7%	*	*	-	0%	5%	0%	6%	3%	4%	5%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	70%	60%	67%	72%	*	*	-	67%	25%	50%	70%	68%	65%	71%
	2022	83%	83%	82%	60%	87%	82%	*	-	-	83%	44%	*	81%	85%	75%	82%
At Meets Grade Level or Above	2023	58%	56%	35%	60%	30%	36%	*	*	-	33%	8%	25%	34%	37%	26%	33%
	2022	58%	57%	50%	0%	37%	56%	*	-	-	67%	28%	*	45%	63%	41%	27%
At Masters Grade Level	2023	28%	26%	9%	0%	3%	13%	*	*	-	0%	0%	13%	10%	8%	6%	5%
	2022	37%	35%	24%	0%	10%	26%	*	-	-	67%	11%	*	18%	39%	19%	18%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	74%	75%	80%	82%	74%	*	*	-	67%	25%	63%	76%	74%	71%	76%
	2022	71%	70%	45%	0%	38%	49%	-	-	-	*	33%	*	43%	50%	36%	36%
At Meets Grade Level or Above	2023	46%	45%	41%	40%	33%	44%	*	*	-	44%	8%	25%	41%	42%	36%	43%
	2022	40%	40%	7%	0%	4%	8%	-	-	-	*	22%	*	6%	8%	3%	0%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	17%	16%	10%	0%	0%	16%	*	*	-	0%	0%	25%	11%	8%	6%	0%
	2022	14%	14%	2%	0%	0%	2%	-	-	-	*	11%	*	2%	0%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	72%	64%	80%	70%	63%	*	*	-	67%	21%	63%	64%	66%	58%	62%
	2022	74%	74%	64%	20%	52%	69%	*	-	-	83%	28%	*	65%	63%	57%	36%
At Meets Grade Level or Above	2023	47%	43%	25%	40%	12%	30%	*	*	-	22%	8%	38%	25%	26%	19%	14%
	2022	45%	43%	30%	0%	13%	37%	*	-	-	33%	22%	*	30%	32%	24%	0%
At Masters Grade Level	2023	17%	14%	2%	0%	0%	3%	*	*	-	0%	0%	0%	2%	3%	1%	0%
	2022	24%	21%	8%	0%	3%	9%	*	-	-	0%	17%	*	9%	5%	5%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	60%	59%	60%	58%	60%	*	*	-	56%	29%	50%	58%	61%	56%	62%
	2022	61%	58%	53%	20%	26%	62%	*	-	-	67%	28%	*	51%	59%	45%	9%
At Meets Grade Level or Above	2023	33%	29%	22%	60%	15%	25%	*	*	-	0%	8%	25%	21%	24%	19%	19%
	2022	31%	27%	18%	0%	10%	20%	*	-	-	33%	22%	*	18%	20%	13%	0%
At Masters Grade Level	2023	16%	13%	5%	0%	0%	8%	*	*	-	0%	0%	13%	4%	8%	3%	0%
	2022	18%	15%	8%	0%	0%	11%	*	-	-	17%	11%	*	9%	5%	5%	0%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	73%	75%	38%	74%	76%	*	*	-	86%	33%	33%	79%	65%	70%	71%
	2022	65%	66%	65%	60%	65%	66%	*	-	-	*	22%	33%	67%	60%	63%	70%
At Meets Grade Level or Above	2023	52%	51%	55%	13%	54%	56%	*	*	-	86%	27%	33%	59%	46%	48%	43%
	2022	47%	47%	43%	20%	43%	46%	*	-	-	*	11%	0%	47%	33%	40%	40%
At Masters Grade Level	2023	13%	11%	6%	0%	6%	6%	*	*	-	14%	7%	0%	5%	8%	5%	0%
	2022	11%	9%	6%	0%	9%	6%	*	-	-	*	11%	0%	6%	8%	4%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	79%	*	79%	79%	*	-	-	*	33%	*	78%	80%	73%	73%
	2022	72%	72%	71%	80%	84%	67%	*	*	-	*	22%	33%	74%	64%	69%	100%
At Meets Grade Level or Above	2023	54%	54%	56%	*	58%	55%	*	-	-	*	14%	*	58%	51%	48%	36%
	2022	55%	54%	50%	40%	48%	50%	*	*	-	*	17%	22%	51%	44%	45%	57%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	9%	8%	5%	*	0%	6%	*	-	-	*	0%	*	4%	7%	3%	0%
	2022	9%	7%	4%	0%	0%	5%	*	*	-	*	6%	0%	4%	3%	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	76%	79%	63%	65%	85%	*	-	-	100%	40%	67%	79%	78%	76%	57%
	2022	76%	73%	77%	40%	64%	83%	*	*	-	60%	53%	64%	81%	67%	74%	60%
At Meets Grade Level or Above	2023	43%	38%	31%	13%	18%	37%	*	-	-	50%	16%	17%	33%	27%	27%	14%
	2022	43%	42%	29%	0%	21%	33%	*	*	-	20%	12%	27%	31%	21%	25%	10%
At Masters Grade Level	2023	23%	19%	11%	0%	9%	14%	*	-	-	0%	12%	0%	12%	10%	9%	7%
	2022	27%	25%	9%	0%	7%	11%	*	*	-	0%	6%	0%	9%	10%	5%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	89%	90%	*	90%	89%	*	*	-	100%	64%	*	94%	76%	91%	83%
	2022	83%	85%	85%	71%	90%	85%	*	-	-	*	53%	71%	86%	84%	86%	89%
At Meets Grade Level or Above	2023	56%	54%	59%	*	50%	62%	*	*	-	60%	36%	*	61%	52%	51%	17%
	2022	55%	54%	52%	29%	38%	57%	*	-	-	*	18%	14%	53%	49%	46%	44%
At Masters Grade Level	2023	21%	17%	9%	*	0%	12%	*	*	-	0%	27%	*	11%	0%	5%	0%
	2022	21%	18%	11%	0%	5%	14%	*	-	-	*	6%	0%	11%	14%	6%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	70%	*	*	72%	-	-	-	*	38%	*	44%	86%	42%	*
	2022	89%	89%	91%	83%	96%	90%	*	*	-	*	67%	56%	90%	93%	90%	100%
At Meets Grade Level or Above	2023	70%	67%	48%	*	*	50%	-	-	-	*	13%	*	0%	79%	8%	*
	2022	68%	66%	60%	33%	57%	63%	*	*	-	*	20%	11%	62%	55%	56%	57%
At Masters Grade Level	2023	38%	31%	17%	*	*	11%	-	-	-	*	0%	*	0%	29%	0%	*
	2022	42%	37%	30%	17%	35%	30%	*	*	-	*	20%	0%	31%	26%	26%	57%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	92%	100%	-	*	100%	*	-	-	-	-	-	100%	*	100%	-
	2022	92%	93%	100%	-	*	100%	-	-	-	-	-	-	100%	*	100%	-
At Meets Grade Level or Above	2023	61%	59%	63%	-	*	60%	*	-	-	-	-	-	61%	*	75%	-
	2022	64%	57%	57%	-	*	60%	-	-	-	-	-	-	55%	*	56%	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	12%	5%	16%	-	*	13%	*	-	-	-	-	-	17%	*	13%	-
	2022	13%	6%	0%	-	*	0%	-	-	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	76%	70%	43%	67%	71%	65%	81%	*	80%	40%	59%	71%	67%	65%	63%
	2022	74%	74%	69%	44%	66%	70%	80%	86%	-	67%	39%	55%	70%	67%	63%	64%
At Meets Grade Level or Above	2023	49%	47%	37%	20%	31%	39%	41%	38%	*	37%	19%	25%	37%	36%	30%	25%
	2022	48%	47%	36%	13%	28%	39%	35%	43%	-	36%	20%	22%	37%	35%	29%	24%
At Masters Grade Level	2023	20%	17%	8%	0%	4%	10%	6%	13%	*	5%	5%	9%	8%	9%	5%	3%
	2022	23%	22%	13%	1%	8%	14%	10%	14%	-	12%	6%	8%	13%	13%	8%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	77%	74%	43%	72%	75%	71%	67%	*	89%	42%	57%	75%	71%	70%	71%
	2022	75%	76%	72%	62%	76%	71%	78%	67%	-	72%	39%	51%	73%	69%	67%	75%
At Meets Grade Level or Above	2023	53%	52%	43%	23%	42%	44%	43%	33%	*	55%	20%	26%	44%	41%	36%	35%
	2022	53%	52%	43%	17%	37%	46%	33%	50%	-	49%	23%	24%	43%	43%	36%	34%
At Masters Grade Level	2023	20%	18%	10%	0%	6%	11%	14%	17%	*	9%	3%	10%	9%	11%	7%	5%
	2022	25%	23%	16%	0%	9%	17%	11%	17%	-	21%	5%	11%	15%	17%	11%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	74%	65%	37%	62%	67%	67%	100%	*	77%	38%	61%	67%	62%	61%	56%
	2022	72%	72%	63%	21%	57%	66%	60%	100%	-	57%	37%	58%	64%	60%	55%	55%
At Meets Grade Level or Above	2023	45%	43%	30%	11%	24%	33%	33%	40%	*	31%	16%	21%	30%	29%	24%	20%
	2022	42%	41%	24%	4%	17%	27%	20%	33%	-	14%	16%	21%	26%	21%	18%	15%
At Masters Grade Level	2023	19%	16%	8%	0%	3%	10%	0%	20%	*	3%	7%	11%	8%	8%	5%	2%
	2022	20%	19%	7%	0%	4%	9%	0%	0%	-	6%	4%	8%	7%	7%	5%	5%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	76%	73%	55%	69%	75%	*	*	-	74%	45%	63%	75%	67%	67%	60%
	2022	76%	77%	73%	40%	69%	75%	*	*	-	79%	39%	67%	74%	70%	67%	67%
At Meets Grade Level or Above	2023	47%	44%	38%	18%	23%	45%	*	*	-	26%	26%	31%	39%	37%	30%	13%
	2022	47%	46%	42%	13%	27%	47%	*	*	-	50%	24%	27%	42%	41%	35%	17%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	15%	6%	0%	0%	8%	*	*	-	0%	7%	0%	7%	3%	3%	0%
	2022	21%	19%	13%	0%	9%	15%	*	*	-	0%	8%	0%	13%	12%	7%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	77%	60%	50%	57%	62%	*	*	-	64%	31%	56%	57%	67%	54%	64%
	2022	75%	74%	72%	55%	56%	77%	*	*	-	70%	45%	46%	70%	76%	65%	44%
At Meets Grade Level or Above	2023	52%	48%	25%	50%	17%	29%	*	*	-	9%	9%	22%	19%	38%	18%	23%
	2022	50%	47%	39%	18%	30%	43%	*	*	-	40%	21%	15%	40%	37%	33%	22%
At Masters Grade Level	2023	27%	22%	7%	0%	3%	8%	*	*	-	9%	0%	11%	4%	13%	3%	5%
	2022	30%	26%	19%	9%	15%	21%	*	*	-	20%	15%	8%	20%	16%	15%	22%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	36%	20%	*	19%	22%	*	-	*	*	29%	*	21%	20%	18%	0%
	2022	36%	36%	24%	*	25%	23%	*	-	-	*	17%	29%	16%	48%	13%	17%
Reading and Mathematics Including EOC	2023	37%	36%	20%	*	19%	22%	*	-	*	*	29%	*	21%	20%	18%	0%
	2022	36%	36%	24%	*	25%	23%	*	-	-	*	17%	29%	16%	48%	13%	17%
Reading Including EOC	2023	50%	50%	41%	*	42%	42%	*	-	*	*	38%	*	45%	31%	34%	27%
	2022	51%	51%	50%	*	63%	44%	*	-	-	*	33%	57%	45%	67%	32%	33%
Math Including EOC	2023	45%	44%	21%	*	19%	23%	*	-	*	*	29%	*	21%	23%	18%	0%
	2022	43%	44%	26%	*	29%	26%	*	-	-	*	17%	29%	18%	52%	15%	33%
4th Graders																	
Reading and Mathematics	2023	38%	35%	18%	*	12%	21%	-	-	-	17%	0%	0%	15%	25%	10%	13%
	2022	36%	34%	16%	*	0%	19%	-	*	-	0%	22%	0%	18%	9%	10%	6%
Reading and Mathematics Including EOC	2023	38%	35%	18%	*	12%	21%	-	-	-	17%	0%	0%	15%	25%	10%	13%
	2022	36%	34%	16%	*	0%	19%	-	*	-	0%	22%	0%	18%	9%	10%	6%
Reading Including EOC	2023	48%	45%	37%	*	36%	39%	-	-	-	33%	0%	14%	31%	50%	27%	38%
	2022	54%	52%	41%	*	21%	47%	-	*	-	20%	39%	0%	40%	41%	32%	31%
Math Including EOC	2023	48%	46%	22%	*	16%	23%	-	-	-	33%	13%	14%	20%	25%	13%	13%
	2022	43%	42%	17%	*	0%	21%	-	*	-	0%	22%	0%	20%	9%	12%	6%
5th Graders																	
Reading and Mathematics	2023	43%	39%	25%	*	10%	33%	-	*	-	0%	30%	0%	22%	35%	16%	10%
	2022	41%	40%	32%	*	36%	35%	-	*	-	0%	20%	*	35%	28%	21%	30%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	39%	25%	*	10%	33%	-	*	-	0%	30%	0%	22%	35%	16%	10%
	2022	41%	40%	32%	*	36%	35%	-	*	-	0%	20%	*	35%	28%	21%	30%
Reading Including EOC	2023	57%	53%	42%	*	33%	47%	-	*	-	40%	30%	17%	41%	45%	33%	30%
	2022	58%	57%	46%	*	45%	50%	-	*	-	20%	27%	*	47%	44%	36%	50%
Math Including EOC	2023	51%	48%	33%	*	23%	40%	-	*	-	0%	30%	17%	32%	39%	27%	25%
	2022	48%	49%	44%	*	41%	47%	-	*	-	40%	27%	*	48%	33%	33%	40%
6th Graders																	
Reading and Mathematics	2023	35%	34%	28%	*	42%	25%	-	*	-	33%	19%	20%	27%	29%	21%	22%
	2022	31%	30%	13%	*	5%	15%	*	*	-	*	0%	*	15%	6%	12%	9%
Reading and Mathematics Including EOC	2023	35%	34%	28%	*	42%	25%	-	*	-	33%	19%	20%	27%	29%	21%	22%
	2022	31%	30%	13%	*	5%	15%	*	*	-	*	0%	*	15%	6%	12%	9%
Reading Including EOC	2023	52%	51%	42%	*	58%	37%	-	*	-	83%	19%	20%	44%	37%	38%	67%
	2022	43%	43%	20%	*	5%	23%	*	*	-	*	5%	*	21%	18%	18%	9%
Math Including EOC	2023	40%	40%	32%	*	42%	31%	-	*	-	33%	19%	20%	32%	32%	25%	22%
	2022	40%	38%	20%	*	10%	22%	*	*	-	*	0%	*	22%	13%	17%	9%
7th Graders																	
Reading and Mathematics	2023	37%	36%	16%	*	10%	18%	-	*	-	*	0%	*	18%	12%	14%	8%
	2022	32%	32%	22%	*	6%	29%	*	*	-	13%	20%	0%	25%	10%	13%	10%
Reading and Mathematics Including EOC	2023	38%	36%	16%	*	10%	18%	-	*	-	*	0%	*	18%	12%	14%	8%
	2022	33%	32%	22%	*	6%	29%	*	*	-	13%	20%	0%	25%	10%	13%	10%
Reading Including EOC	2023	55%	53%	31%	*	29%	32%	-	*	-	*	13%	*	31%	29%	29%	25%
	2022	56%	55%	47%	*	32%	54%	*	*	-	50%	30%	25%	51%	37%	39%	35%
Math Including EOC	2023	43%	41%	23%	*	10%	26%	-	*	-	*	0%	*	26%	12%	15%	8%
	2022	37%	36%	24%	*	16%	29%	*	*	-	13%	20%	0%	26%	17%	14%	20%
8th Graders																	
Reading and Mathematics	2023	31%	34%	29%	40%	18%	34%	*	*	-	22%	8%	25%	28%	32%	20%	19%
	2022	27%	30%	5%	0%	0%	7%	-	-	-	*	22%	*	5%	6%	3%	0%
Reading and Mathematics Including EOC	2023	44%	42%	29%	40%	18%	34%	*	*	-	22%	8%	25%	28%	32%	20%	19%
	2022	41%	38%	8%	0%	0%	12%	*	-	-	0%	22%	*	7%	10%	3%	0%
Reading Including EOC	2023	58%	57%	35%	60%	30%	36%	*	*	-	33%	8%	25%	34%	37%	26%	33%
	2022	58%	57%	50%	0%	37%	55%	*	-	-	67%	28%	*	44%	63%	40%	27%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	School Year	State	Region 07	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)
Math Including EOC	2023	51%	50%	41%	40%	33%	44%	*	*	-	44%	8%	25%	41%	42%	36%	43%
	2022	48%	46%	9%	0%	3%	13%	*	-	-	0%	22%	*	8%	12%	2%	0%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	36%	23%	11%	18%	25%	*	20%	*	18%	16%	16%	22%	26%	17%	12%
	2022	34%	34%	18%	5%	11%	21%	*	40%	-	7%	16%	14%	19%	17%	12%	11%
Reading and Mathematics Including EOC	2023	39%	37%	23%	11%	18%	25%	*	20%	*	18%	16%	16%	22%	26%	17%	12%
	2022	36%	35%	19%	5%	11%	22%	*	40%	-	6%	16%	14%	19%	18%	12%	11%
Reading Including EOC	2023	53%	52%	38%	26%	37%	39%	*	20%	*	42%	20%	27%	38%	38%	31%	34%
	2022	53%	53%	42%	11%	34%	45%	*	40%	-	50%	26%	29%	41%	45%	33%	31%
Math Including EOC	2023	47%	45%	29%	11%	24%	31%	*	40%	*	27%	16%	22%	29%	29%	23%	21%
	2022	43%	42%	23%	5%	15%	26%	*	40%	-	13%	17%	17%	23%	22%	15%	16%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	School Year	State	Region07	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 - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	51%	36%	*	44%	35%	-	-	-	25%	7%	43%	33%	42%	35%	44%
Grade 4 Mathematics	2023	63%	59%	42%	*	40%	41%	-	-	-	50%	71%	36%	38%	52%	35%	25%
Grade 5 ELA/Reading	2023	65%	63%	60%	*	59%	60%	-	*	-	90%	35%	58%	60%	62%	53%	53%
Grade 5 Mathematics	2023	71%	68%	73%	*	76%	73%	-	*	-	70%	75%	67%	76%	62%	69%	71%
Grade 6 ELA/Reading	2023	51%	52%	45%	*	47%	40%	-	*	-	100%	37%	60%	49%	35%	44%	44%
Grade 6 Mathematics	2023	54%	54%	46%	*	42%	48%	-	*	-	33%	60%	60%	45%	50%	40%	17%
Grade 7 ELA/Reading	2023	71%	70%	68%	*	69%	68%	-	*	-	*	52%	*	69%	65%	69%	71%
Grade 7 Mathematics	2023	56%	57%	53%	*	50%	52%	-	*	-	*	30%	*	56%	41%	52%	42%
Grade 8 ELA/Reading	2023	63%	61%	42%	60%	36%	46%	*	*	-	28%	34%	44%	43%	40%	37%	45%
Grade 8 Mathematics	2023	74%	74%	78%	90%	75%	78%	*	*	-	81%	55%	75%	81%	69%	78%	73%
End of Course English I	2023	57%	56%	59%	8%	71%	62%	*	*	-	25%	38%	*	62%	44%	58%	70%
End of Course English II	2023	74%	76%	82%	*	65%	86%	*	-	-	*	60%	*	83%	77%	78%	70%
End of Course Algebra I	2023	76%	70%	86%	75%	82%	88%	-	-	-	*	78%	*	84%	96%	84%	75%
All Grades Both Subjects	2023	64%	63%	59%	54%	58%	60%	50%	59%	-	61%	49%	59%	61%	55%	57%	56%
All Grades ELA/Reading	2023	63%	62%	56%	38%	55%	57%	40%	58%	-	55%	39%	57%	57%	52%	53%	56%
All Grades Mathematics	2023	66%	64%	63%	74%	63%	63%	*	60%	-	67%	59%	61%	64%	60%	61%	56%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	33%	13%	*	*	15%	-	-	-	-	*	*	15%	*	20%	*
Grade 4 Mathematics	2023	27%	24%	7%	*	0%	6%	-	-	-	*	20%	*	6%	9%	0%	*
Grade 5 ELA/Reading	2023	37%	33%	39%	*	45%	36%	-	-	-	*	0%	*	45%	25%	39%	*
Grade 5 Mathematics	2023	48%	46%	45%	*	50%	43%	-	-	-	*	14%	60%	50%	27%	43%	45%
Grade 6 ELA/Reading	2023	26%	28%	28%	*	*	25%	-	*	-	*	13%	*	32%	17%	24%	*
Grade 6 Mathematics	2023	35%	36%	50%	*	*	52%	-	-	-	*	38%	*	55%	40%	52%	*
Grade 7 ELA/Reading	2023	39%	41%	39%	*	29%	45%	-	*	-	-	25%	*	42%	29%	33%	25%
Grade 7 Mathematics	2023	22%	23%	18%	*	13%	20%	-	-	-	*	11%	*	20%	9%	14%	20%
Grade 8 ELA/Reading	2023	39%	41%	20%	-	20%	20%	*	-	-	*	8%	*	23%	13%	18%	*
Grade 8 Mathematics	2023	49%	47%	43%	*	57%	38%	*	-	-	*	13%	*	46%	36%	45%	38%
End of Course English I	2023	26%	25%	35%	*	*	47%	-	-	-	*	9%	-	42%	*	42%	*
End of Course English II	2023	41%	45%	50%	*	40%	53%	-	-	-	*	43%	*	56%	40%	50%	*
End of Course Algebra I	2023	58%	52%	80%	50%	71%	87%	-	-	-	*	40%	*	79%	85%	83%	71%
All Grades Both Subjects	2023	38%	37%	39%	21%	40%	39%	*	*	-	52%	19%	42%	42%	30%	39%	36%
All Grades ELA/Reading	2023	35%	36%	34%	9%	31%	36%	*	*	-	44%	16%	31%	38%	23%	33%	29%
All Grades Mathematics	2023	40%	39%	42%	28%	45%	41%	*	-	-	57%	21%	53%	44%	36%	43%	40%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

	School Year	State	Region 07	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	2023	76%	76%	70%	-	-	-	-	-	-	58%	-	58%	-	81%	71%	60%	97%
	2022	74%	74%	69%	-	-	-	-	-	-	60%	*	59%	-	*	69%	60%	88%
At Meets Grade Level or Above	2023	49%	47%	37%	-	-	-	-	-	-	22%	-	22%	-	19%	38%	22%	66%
	2022	48%	47%	36%	-	-	-	-	-	-	17%	*	16%	-	*	37%	18%	48%
At Masters Grade Level	2023	20%	17%	8%	-	-	-	-	-	-	3%	-	3%	-	0%	9%	3%	13%
	2022	23%	22%	13%	-	-	-	-	-	-	5%	*	4%	-	*	13%	6%	15%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	77%	74%	-	-	-	-	-	-	67%	-	67%	-	83%	74%	68%	100%
	2022	75%	76%	72%	-	-	-	-	-	-	69%	*	68%	-	*	71%	71%	100%
At Meets Grade Level or Above	2023	53%	52%	43%	-	-	-	-	-	-	31%	-	31%	-	33%	44%	31%	91%
	2022	53%	52%	43%	-	-	-	-	-	-	24%	*	23%	-	*	44%	27%	67%
At Masters Grade Level	2023	20%	18%	10%	-	-	-	-	-	-	5%	-	5%	-	0%	10%	5%	9%
	2022	25%	23%	16%	-	-	-	-	-	-	9%	*	8%	-	*	16%	10%	7%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	74%	65%	-	-	-	-	-	-	53%	-	53%	-	67%	66%	54%	90%
	2022	72%	72%	63%	-	-	-	-	-	-	51%	*	49%	-	*	63%	51%	92%
At Meets Grade Level or Above	2023	45%	43%	30%	-	-	-	-	-	-	17%	-	17%	-	17%	31%	17%	70%
	2022	42%	41%	24%	-	-	-	-	-	-	13%	*	12%	-	*	25%	13%	33%
At Masters Grade Level	2023	19%	16%	8%	-	-	-	-	-	-	1%	-	1%	-	0%	9%	1%	30%
	2022	20%	19%	7%	-	-	-	-	-	-	1%	*	1%	-	*	8%	3%	17%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	76%	73%	-	-	-	-	-	-	50%	-	50%	-	*	75%	54%	100%
	2022	76%	77%	73%	-	-	-	-	-	-	68%	-	68%	-	-	74%	68%	67%
At Meets Grade Level or Above	2023	47%	44%	38%	-	-	-	-	-	-	11%	-	11%	-	*	42%	10%	38%
	2022	47%	46%	42%	-	-	-	-	-	-	12%	-	12%	-	-	44%	12%	33%
At Masters Grade Level	2023	18%	15%	6%	-	-	-	-	-	-	0%	-	0%	-	*	7%	0%	0%
	2022	21%	19%	13%	-	-	-	-	-	-	0%	-	0%	-	-	14%	0%	0%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	77%	60%	-	-	-	-	-	-	56%	-	56%	-	*	60%	58%	*
	2022	75%	74%	72%	-	-	-	-	-	-	33%	-	33%	-	-	74%	33%	71%
At Meets Grade Level or Above	2023	52%	48%	25%	-	-	-	-	-	-	22%	-	22%	-	*	26%	21%	*
	2022	50%	47%	39%	-	-	-	-	-	-	8%	-	8%	-	-	40%	8%	43%
At Masters Grade Level	2023	27%	22%	7%	-	-	-	-	-	-	6%	-	6%	-	*	7%	5%	*
	2022	30%	26%	19%	-	-	-	-	-	-	8%	-	8%	-	-	19%	8%	43%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	63%	59%	-	-	-	-	-	-	54%	-	54%	-	50%	60%	54%	79%
All Grades ELA/Reading	2023	63%	62%	56%	-	-	-	-	-	-	53%	-	53%	-	*	56%	53%	85%

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	64%	63%	-	-	-	-	-	-	56%	-	56%	-	*	64%	56%	71%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	39%	-	-	-	-	-	-	34%	-	34%	-	*	39%	34%	*
All Grades ELA/Reading	2023	35%	36%	34%	-	-	-	-	-	-	29%	-	29%	-	-	35%	29%	-
All Grades Mathematics	2023	40%	39%	42%	-	-	-	-	-	-	38%	-	38%	-	*	42%	38%	*

* 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
2022-23 STAAR Participation (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	State	Region 07	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	94%	100%	92%	95%	100%	100%	*	100%	94%	95%	98%	87%	94%	94%
Not Included in Accountability: Mobile	4%	6%	5%	0%	6%	4%	0%	0%	*	0%	4%	5%	2%	11%	5%	3%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	1%	0%	0%	0%	*	0%	1%	0%	0%	2%	1%	3%
Not Tested	1%	2%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	94%	100%	89%	95%	100%	100%	*	100%	94%	95%	97%	87%	93%	88%
Not Included in Accountability: Mobile	4%	6%	5%	0%	8%	4%	0%	0%	*	0%	5%	5%	3%	11%	5%	5%
Not Included in Accountability: Other Exclusions	3%	2%	1%	0%	3%	0%	0%	0%	*	0%	1%	0%	0%	3%	1%	7%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	92%	94%	100%	94%	95%	100%	100%	*	100%	94%	95%	98%	87%	94%	97%
Not Included in Accountability: Mobile	5%	6%	5%	0%	6%	5%	0%	0%	*	0%	5%	5%	2%	11%	5%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	1%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	95%	100%	95%	96%	*	*	-	100%	94%	100%	99%	86%	96%	100%
Not Included in Accountability: Mobile	4%	6%	4%	0%	5%	3%	*	*	-	0%	3%	0%	1%	12%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	0%	1%	*	*	-	0%	3%	0%	0%	2%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	State	Region 07	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)
Absent	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	91%	96%	100%	95%	96%	*	*	-	100%	94%	90%	100%	88%	94%	100%
Not Included in Accountability: Mobile	4%	7%	4%	0%	5%	4%	*	*	-	0%	6%	10%	0%	12%	6%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	84%	95%	-	*	94%	*	-	-	-	-	-	100%	*	100%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	100%	100%	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	93%	92%	94%	93%	96%	96%	100%	74%	-	95%	91%	94%	97%	88%	96%	97%
Not Included in Accountability: Mobile	5%	5%	5%	7%	3%	3%	0%	26%	-	5%	6%	6%	3%	10%	3%	1%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	-	0%	2%	0%	0%	1%	1%	2%
Not Tested	1%	2%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	1%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	1%	0%	0%
Other	0%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	100%	99%	100%	100%	100%	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	94%	94%	94%	96%	100%	86%	-	93%	93%	92%	96%	88%	96%	94%
Not Included in Accountability: Mobile	5%	5%	5%	6%	3%	4%	0%	14%	-	7%	5%	8%	3%	10%	3%	1%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	0%	0%	0%	-	0%	1%	0%	0%	1%	1%	5%
Not Tested	1%	2%	1%	0%	1%	0%	0%	0%	-	0%	1%	0%	0%	1%	0%	0%
Absent	1%	2%	1%	0%	1%	0%	0%	0%	-	0%	1%	0%	0%	1%	0%	0%
Other	0%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	100%	100%	100%	100%	100%	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	93%	93%	94%	92%	97%	96%	100%	86%	-	100%	92%	94%	97%	88%	97%	99%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	State	Region 07	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)
Not Included in Accountability: Mobile	5%	5%	5%	8%	3%	4%	0%	14%	-	0%	5%	6%	3%	11%	3%	1%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	2%	0%	0%	1%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	*	*	-	100%	98%	100%	100%	99%	100%	100%
Included in Accountability	93%	92%	95%	94%	99%	95%	*	*	-	93%	88%	100%	98%	90%	96%	100%
Not Included in Accountability: Mobile	4%	5%	4%	6%	1%	4%	*	*	-	7%	7%	0%	3%	8%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	1%	*	*	-	0%	3%	0%	0%	2%	0%	0%
Not Tested	2%	2%	0%	0%	0%	0%	*	*	-	0%	2%	0%	0%	1%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	*	*	-	0%	2%	0%	0%	1%	0%	0%
Other	0%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	100%	100%	100%	100%	*	*	-	100%	97%	100%	100%	99%	100%	100%
Included in Accountability	94%	92%	96%	92%	98%	97%	*	*	-	91%	85%	93%	98%	90%	97%	100%
Not Included in Accountability: Mobile	4%	5%	3%	8%	2%	2%	*	*	-	9%	8%	7%	2%	7%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	0%	1%	*	*	-	0%	5%	0%	0%	2%	1%	0%
Not Tested	2%	3%	0%	0%	0%	0%	*	*	-	0%	3%	0%	0%	1%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	*	*	-	0%	3%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	83%	93%	-	*	91%	-	-	-	-	-	-	100%	*	90%	-

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.9%	92.1%	91.1%	92.7%	92.0%	91.9%	98.8%	*	90.6%	91.0%	91.6%	93.3%
2020-21	95.0%	95.1%	94.8%	92.2%	95.7%	94.6%	95.3%	98.8%	*	95.1%	94.2%	94.3%	96.3%
Chronic Absenteeism													
2021-22	25.7%	19.2%	29.4%	33.3%	26.3%	29.6%	28.6%	0.0%	*	41.4%	32.1%	31.6%	25.9%
2020-21	15.0%	14.4%	15.5%	29.3%	10.7%	16.3%	9.1%	0.0%	*	18.2%	18.4%	17.5%	4.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.4%	0.6%	0.0%	0.0%	0.5%	*	*	-	6.3%	0.0%	0.0%	0.0%
2020-21	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.2%	0.4%	0.0%	0.0%	0.5%	0.0%	*	*	0.0%	1.8%	0.0%	0.0%
2020-21	2.4%	1.4%	0.2%	0.0%	0.0%	0.3%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	91.8%	97.4%	100.0%	94.4%	97.8%	-	-	-	-	100.0%	95.4%	80.0%
Received TxCHSE	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.5%	3.6%	0.9%	0.0%	5.6%	0.0%	-	-	-	-	0.0%	1.5%	20.0%
Dropped Out	6.4%	4.2%	1.7%	0.0%	0.0%	2.2%	-	-	-	-	0.0%	3.1%	0.0%
Graduates and TxCHSE	90.0%	92.2%	97.4%	100.0%	94.4%	97.8%	-	-	-	-	100.0%	95.4%	80.0%
Graduates, TxCHSE, and Continuers	93.6%	95.8%	98.3%	100.0%	100.0%	97.8%	-	-	-	-	100.0%	96.9%	100.0%
Class of 2021													
Graduated	90.0%	91.8%	94.6%	*	100.0%	94.2%	*	-	-	*	92.3%	96.0%	100.0%
Received TxCHSE	0.3%	0.4%	0.9%	*	0.0%	1.2%	*	-	-	*	0.0%	2.0%	0.0%
Continued HS	3.9%	3.5%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	5.8%	4.3%	4.5%	*	0.0%	4.7%	*	-	-	*	7.7%	2.0%	0.0%
Graduates and TxCHSE	90.3%	92.2%	95.5%	*	100.0%	95.3%	*	-	-	*	92.3%	98.0%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	95.7%	95.5%	*	100.0%	95.3%	*	-	-	*	92.3%	98.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.4%	94.7%	*	100.0%	94.3%	*	-	-	*	92.9%	96.1%	100.0%
Received TxCHSE	0.4%	0.5%	0.9%	*	0.0%	1.1%	*	-	-	*	0.0%	2.0%	0.0%
Continued HS	1.0%	0.7%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.3%	4.4%	*	0.0%	4.6%	*	-	-	*	7.1%	2.0%	0.0%
Graduates and TxCHSE	92.7%	94.9%	95.6%	*	100.0%	95.4%	*	-	-	*	92.9%	98.0%	100.0%

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.7%	95.6%	*	100.0%	95.4%	*	-	-	*	92.9%	98.0%	100.0%
Class of 2020													
Graduated	92.2%	95.2%	93.5%	*	94.4%	92.9%	*	*	-	*	90.9%	95.8%	*
Received TxCHSE	0.5%	0.4%	0.8%	*	0.0%	1.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.6%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	3.7%	5.6%	*	5.6%	6.1%	*	*	-	*	9.1%	4.2%	*
Graduates and TxCHSE	92.7%	95.7%	94.4%	*	94.4%	93.9%	*	*	-	*	90.9%	95.8%	*
Graduates, TxCHSE, and Continuers	93.8%	96.3%	94.4%	*	94.4%	93.9%	*	*	-	*	90.9%	95.8%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	95.6%	93.5%	*	94.4%	92.9%	*	*	-	*	90.9%	95.8%	*
Received TxCHSE	0.5%	0.6%	0.8%	*	0.0%	1.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.2%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	3.6%	5.6%	*	5.6%	6.1%	*	*	-	*	9.1%	4.2%	*
Graduates and TxCHSE	93.2%	96.1%	94.4%	*	94.4%	93.9%	*	*	-	*	90.9%	95.8%	*
Graduates, TxCHSE, and Continuers	93.8%	96.4%	94.4%	*	94.4%	93.9%	*	*	-	*	90.9%	95.8%	*
Class of 2019													
Graduated	92.6%	95.1%	89.1%	*	93.3%	87.6%	*	-	-	*	57.1%	89.8%	*
Received TxCHSE	0.6%	0.6%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.3%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	4.1%	10.9%	*	6.7%	12.4%	*	-	-	*	42.9%	10.2%	*
Graduates and TxCHSE	93.2%	95.7%	89.1%	*	93.3%	87.6%	*	-	-	*	57.1%	89.8%	*
Graduates, TxCHSE, and Continuers	93.8%	95.9%	89.1%	*	93.3%	87.6%	*	-	-	*	57.1%	89.8%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.8%	97.4%	100.0%	94.4%	97.8%	-	-	-	-	100.0%	95.4%	80.0%
Class of 2021	90.0%	91.8%	93.8%	*	100.0%	93.1%	*	-	-	*	85.7%	94.1%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	26.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	95.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	5.3%	1.8%	0.0%	0.0%	2.3%	-	-	-	-	18.2%	0.0%	*
Class of 2021	3.8%	5.1%	2.8%	*	10.0%	1.2%	*	-	-	*	25.0%	6.3%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	83.2%	86.7%	87.5%	88.2%	86.4%	-	-	-	-	45.5%	85.5%	*
Class of 2021	81.9%	82.1%	84.9%	*	80.0%	85.2%	*	-	-	*	25.0%	70.8%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	88.5%	88.5%	87.5%	88.2%	88.6%	-	-	-	-	63.6%	85.5%	*
Class of 2021	85.7%	87.2%	87.7%	*	90.0%	86.4%	*	-	-	*	50.0%	77.1%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	19.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	88.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	5.7%	1.7%	0.0%	0.0%	2.2%	*	-	-	*	16.7%	0.0%	*
2020-21	3.8%	4.4%	2.8%	*	9.5%	1.2%	*	-	-	*	27.3%	6.3%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	82.2%	85.0%	87.5%	90.5%	85.4%	*	-	-	*	41.7%	84.5%	*
2020-21	80.4%	80.8%	85.0%	*	81.0%	85.2%	*	-	-	*	27.3%	70.8%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	87.7%	86.7%	87.5%	90.5%	87.6%	*	-	-	*	58.3%	84.5%	*
2020-21	84.1%	85.2%	87.9%	*	90.5%	86.4%	*	-	-	*	54.5%	77.1%	100.0%

Texas Education Agency
2022-23 Graduation Profile (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	120	100.0%	368,686	100.0%
By Ethnicity:				
African American	8	6.7%	45,227	12.3%
Hispanic	21	17.5%	191,125	51.8%
White	89	74.2%	103,171	28.0%
American Indian	1	0.8%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	1	0.8%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	16	13.3%	51,023	13.8%
Foundation H.S. Program (Endorsement)	2	1.7%	14,179	3.8%
Foundation H.S. Program (DLA)	102	85.0%	302,917	82.2%
Special Education Graduates	12	10.0%	32,447	8.8%
Economically Disadvantaged Graduates	71	59.2%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	4	3.3%	40,398	11.0%
At-Risk Graduates	40	33.3%	159,689	43.3%
CTE Completers	35	29.2%	107,502	29.2%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

Academic Year	State	Region 07	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)													
2021-22	70.0%	70.9%	48.3%	25.0%	57.1%	49.4%	*	-	-	*	100.0%	45.1%	*
2020-21	65.2%	63.9%	45.8%	*	47.6%	45.7%	*	-	-	*	54.5%	37.5%	20.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	45.2%	27.5%	0.0%	33.3%	29.2%	*	-	-	*	0.0%	23.9%	*
2020-21	52.7%	46.5%	40.2%	*	33.3%	42.0%	*	-	-	*	0.0%	27.1%	0.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	47.2%	45.8%	25.0%	47.6%	48.3%	*	-	-	*	16.7%	38.0%	*
2020-21	56.1%	51.4%	63.6%	*	47.6%	66.7%	*	-	-	*	0.0%	52.1%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	39.1%	25.0%	12.5%	28.6%	25.8%	*	-	-	*	0.0%	23.9%	*
2020-21	45.7%	38.2%	33.6%	*	28.6%	34.6%	*	-	-	*	0.0%	25.0%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	33.2%	24.2%	0.0%	28.6%	25.8%	*	-	-	*	0.0%	22.5%	*
2020-21	40.4%	33.0%	33.6%	*	28.6%	34.6%	*	-	-	*	0.0%	25.0%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	7.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2020-21	21.3%	8.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Associate Degree (Annual Graduates)													
2021-22	2.4%	2.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2020-21	2.6%	1.9%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	28.6%	14.2%	0.0%	23.8%	13.5%	*	-	-	*	0.0%	9.9%	*
2020-21	25.9%	30.7%	27.1%	*	19.0%	28.4%	*	-	-	*	0.0%	14.6%	0.0%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	1.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2020-21	4.4%	1.4%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	45.3%	24.2%	25.0%	28.6%	23.6%	*	-	-	*	100.0%	25.4%	*
2020-21	24.2%	31.6%	7.5%	*	14.3%	6.2%	*	-	-	*	54.5%	10.4%	20.0%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	39.2%	14.2%	12.5%	23.8%	12.4%	*	-	-	*	0.0%	14.1%	*

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	25.5%	0.9%	*	0.0%	1.2%	*	-	-	*	0.0%	0.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2020-21	0.7%	0.5%	0.9%	*	0.0%	1.2%	*	-	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	3.1%	9.2%	12.5%	4.8%	10.1%	*	-	-	*	91.7%	11.3%	*
2020-21	2.4%	3.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.4%	5.8%	12.5%	0.0%	6.7%	*	-	-	*	58.3%	4.2%	*
2020-21	4.4%	5.0%	5.6%	*	14.3%	3.7%	*	-	-	*	54.5%	10.4%	20.0%

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	Academic Year	State	Region 07	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	2021-22	22.8%	27.5%	42.5%	25.0%	42.9%	44.9%	*	-	-	*	16.7%	36.6%	*
	2020-21	25.9%	31.5%	62.6%	*	47.6%	65.4%	*	-	-	*	0.0%	52.1%	0.0%
Mathematics	2021-22	18.7%	19.8%	21.7%	12.5%	23.8%	22.5%	*	-	-	*	0.0%	21.1%	*
	2020-21	19.4%	20.7%	32.7%	*	28.6%	33.3%	*	-	-	*	0.0%	25.0%	0.0%
Both Subjects	2021-22	12.6%	14.3%	20.8%	0.0%	23.8%	22.5%	*	-	-	*	0.0%	19.7%	*
	2020-21	14.4%	15.9%	32.7%	*	28.6%	33.3%	*	-	-	*	0.0%	25.0%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	10.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2020-21	8.6%	11.3%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	13.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2020-21	10.3%	11.7%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	6.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2020-21	4.9%	5.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	10.2%	0.4%	0.0%	0.0%	0.6%	*	-	-	*	0.0%	0.8%	0.0%
	2021	21.1%	10.3%	8.3%	0.0%	12.5%	7.3%	*	-	-	*	0.0%	3.4%	0.0%
English Language Arts	2022	13.2%	6.0%	0.4%	0.0%	0.0%	0.6%	*	-	-	*	0.0%	0.8%	0.0%
	2021	12.1%	5.6%	8.3%	0.0%	12.5%	7.3%	*	-	-	*	0.0%	3.4%	0.0%
Mathematics	2022	6.9%	2.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
	2021	6.1%	2.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Science	2022	9.6%	3.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
	2021	8.7%	3.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Social Studies	2022	12.5%	4.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
	2021	11.6%	4.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	46.4%	*	-	-	*	-	-	-	-	-	*	-
	2021	48.6%	41.9%	0.0%	-	0.0%	0.0%	-	-	-	*	-	*	-
English Language Arts	2022	53.2%	47.7%	*	-	-	*	-	-	-	-	-	*	-
	2021	42.7%	39.1%	0.0%	-	0.0%	0.0%	-	-	-	*	-	*	-
Mathematics	2022	50.4%	42.3%	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	47.9%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	46.5%	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	44.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	32.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	34.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	49.7%	51.7%	50.0%	61.9%	49.4%	*	-	-	*	30.8%	47.8%	*
	2020-21	70.8%	49.0%	59.8%	*	52.4%	59.3%	*	-	-	*	27.3%	52.1%	60.0%
At/Above Criterion for All Examinees	2021-22	32.1%	27.7%	19.4%	*	15.4%	22.7%	*	-	-	-	*	15.2%	*
	2020-21	32.9%	27.6%	23.4%	*	18.2%	25.0%	*	-	-	*	*	12.0%	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1000	987	*	997	990	*	-	-	-	*	984	-
	2020-21	1002	993	1025	880	936	1047	-	-	-	1100	-	1006	-
English Language Arts and Writing	2021-22	506	505	496	*	485	497	*	-	-	-	*	485	-
	2020-21	504	503	528	430	480	539	-	-	-	585	-	525	-
Mathematics	2021-22	496	495	491	*	512	493	*	-	-	-	*	499	-
	2020-21	498	491	498	450	456	509	-	-	-	515	-	481	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.2	17.9	*	17.0	18.4	-	-	-	-	*	17.3	*
	2020-21	20.0	19.5	18.9	-	17.2	19.3	18.0	-	-	20.5	11.7	17.6	13.0
English Language Arts	2021-22	19.2	18.9	17.4	*	15.9	18.1	-	-	-	-	*	16.9	*
	2020-21	19.6	19.2	18.7	-	16.8	19.0	18.5	-	-	22.5	10.5	17.0	12.0
Mathematics	2021-22	19.3	18.8	17.8	*	17.9	18.0	-	-	-	-	*	17.5	*
	2020-21	19.9	19.2	18.7	-	17.8	18.8	19.0	-	-	20.0	13.3	17.4	14.7
Science	2021-22	19.8	19.5	18.2	*	17.3	18.7	-	-	-	-	*	17.3	*
	2020-21	20.3	19.9	19.2	-	17.1	19.8	16.0	-	-	18.0	13.0	18.4	13.0

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	Academic Year	State	Region 07	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	2021-22	44.2%	38.1%	39.5%	45.0%	45.7%	37.8%	42.9%	*	-	27.3%	21.6%	40.2%	33.3%
	2020-21	42.5%	37.4%	38.6%	41.7%	37.0%	39.4%	16.7%	*	-	38.5%	29.6%	33.3%	35.7%
English Language Arts	2021-22	16.6%	13.5%	10.0%	0.0%	11.4%	10.4%	16.7%	*	-	0.0%	2.1%	8.5%	0.0%
	2020-21	16.3%	14.2%	9.6%	0.0%	10.0%	9.8%	20.0%	*	-	7.7%	0.0%	5.6%	0.0%
Mathematics	2021-22	19.9%	17.2%	16.5%	6.3%	27.8%	13.7%	*	*	-	30.0%	4.5%	18.3%	30.8%
	2020-21	19.3%	17.7%	22.0%	33.3%	21.1%	22.0%	*	*	-	25.0%	19.6%	17.5%	15.4%
Science	2021-22	21.1%	22.1%	33.0%	36.8%	38.7%	31.6%	50.0%	*	-	18.2%	17.0%	34.6%	21.4%
	2020-21	20.6%	21.3%	27.1%	33.3%	26.0%	28.0%	0.0%	*	-	16.7%	7.8%	22.9%	35.7%
Social Studies	2021-22	22.8%	13.7%	3.6%	0.0%	0.0%	4.8%	0.0%	*	-	0.0%	0.0%	1.3%	0.0%
	2020-21	22.8%	14.1%	7.2%	0.0%	10.0%	6.6%	0.0%	*	-	16.7%	0.0%	4.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.0%	41.1%	*	42.9%	40.7%	*	-	-	*	0.0%	35.4%	40.0%
	2019-20	46.1%	45.6%	47.0%	*	25.0%	52.7%	*	*	-	0.0%	18.2%	42.6%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,753	100.0%	5,504,150	100.0%	1,754	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	4	0.2%	17,201	0.3%	5	0.3%	25,110	0.5%
Pre-Kindergarten	67	3.8%	243,493	4.4%	67	3.8%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	67	3.8%	203,294	3.7%	67	3.8%	203,749	3.7%
Kindergarten	126	7.2%	367,180	6.7%	126	7.2%	367,633	6.7%
Grade 1	114	6.5%	399,048	7.2%	114	6.5%	399,419	7.2%
Grade 2	125	7.1%	395,639	7.2%	125	7.1%	395,969	7.2%
Grade 3	134	7.6%	393,583	7.2%	134	7.6%	393,871	7.1%
Grade 4	116	6.6%	393,765	7.2%	116	6.6%	394,020	7.1%
Grade 5	135	7.7%	395,111	7.2%	135	7.7%	395,384	7.2%
Grade 6	131	7.5%	399,341	7.3%	131	7.5%	399,557	7.2%
Grade 7	145	8.3%	409,362	7.4%	145	8.3%	409,566	7.4%
Grade 8	149	8.5%	425,589	7.7%	149	8.5%	425,758	7.7%
Grade 9	158	9.0%	477,875	8.7%	158	9.0%	478,101	8.7%
Grade 10	119	6.8%	436,752	7.9%	119	6.8%	437,002	7.9%
Grade 11	119	6.8%	385,894	7.0%	119	6.8%	386,246	7.0%
Grade 12	111	6.3%	364,317	6.6%	111	6.3%	366,512	6.6%
Ethnic Distribution:								
African American	50	2.9%	705,310	12.8%	50	2.9%	706,775	12.8%
Hispanic	341	19.5%	2,915,219	53.0%	341	19.4%	2,921,416	52.9%
White	1,257	71.7%	1,410,571	25.6%	1,258	71.7%	1,416,240	25.7%
American Indian	20	1.1%	17,920	0.3%	20	1.1%	17,976	0.3%
Asian	9	0.5%	280,306	5.1%	9	0.5%	280,742	5.1%
Pacific Islander	3	0.2%	8,696	0.2%	3	0.2%	8,718	0.2%
Two or More Races	73	4.2%	166,128	3.0%	73	4.2%	166,565	3.0%
Sex:								
Female	789	45.0%	2,688,496	48.8%	789	45.0%	2,693,780	48.8%
Male	964	55.0%	2,815,654	51.2%	965	55.0%	2,824,652	51.2%
Economically Disadvantaged	1,096	62.5%	3,415,987	62.1%	1,096	62.5%	3,421,217	62.0%
Non-Educationally Disadvantaged	657	37.5%	2,088,163	37.9%	658	37.5%	2,097,215	38.0%
Section 504 Students	241	13.7%	407,619	7.4%	241	13.7%	407,904	7.4%
EB Students/EL	143	8.2%	1,269,408	23.1%	143	8.2%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	47	2.5%	87,162	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	218	12.4%	302,409	5.5%	218	12.4%	302,615	5.5%
Foster Care	4	0.2%	13,415	0.2%	4	0.2%	13,453	0.2%
Homeless	44	2.5%	72,534	1.3%	44	2.5%	72,654	1.3%
Immigrant	4	0.2%	122,390	2.2%	4	0.2%	122,504	2.2%
Migrant	1	0.1%	13,769	0.3%	1	0.1%	13,810	0.3%
Title I	1,753	100.0%	3,555,650	64.6%	1,754	100.0%	3,563,890	64.6%
Military Connected	135	7.7%	199,203	3.6%	135	7.7%	199,325	3.6%
At-Risk	981	56.0%	2,935,164	53.3%	981	55.9%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	135	7.7%	1,278,846	23.2%	135	7.7%	1,279,697	23.2%
Career and Technical Education	594	33.9%	1,459,380	26.5%	594	33.9%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	441	87.0%	1,203,083	72.3%	441	87.0%	1,203,363	72.2%
Gifted and Talented Education	112	6.4%	453,585	8.2%	112	6.4%	453,689	8.2%
Special Education	263	15.0%	693,061	12.6%	264	15.1%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	263		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	103	39.2%	305,800	44.1%				
Students with Physical Disabilities	51	19.4%	138,820	20.0%				
Students with Autism	**	**	107,586	15.5%				
Students with Behavioral Disabilities	65	24.7%	130,018	18.8%				
Students with Non-Categorical Early Childhood	*	*	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	217	13.0%	893,031	16.8%				
By Ethnicity:								
African American	12	0.7%	176,665	3.3%				
Hispanic	37	2.2%	462,284	8.7%				
White	150	9.0%	180,620	3.4%				
American Indian	3	0.2%	3,221	0.1%				
Asian	2	0.1%	38,716	0.7%				
Pacific Islander	1	0.1%	2,067	0.0%				
Two or More Races	12	0.7%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	40	15.9%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	8	7.4%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	87	9.2%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	183	15.0%	751,495	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	2.3%	1.5%	11.8%	4.5%
Grade 1	9.8%	2.5%	3.6%	3.6%
Grade 2	0.9%	1.6%	5.6%	2.0%
Grade 3	1.8%	0.8%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	3.8%	0.5%
Grade 8	1.6%	0.4%	0.0%	0.5%
Grade 9	7.2%	8.7%	0.0%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	3	0.4%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	18.1	18.7
Grade 1	19.5	19.1
Grade 2	17.9	19.1
Grade 3	21.3	19.3
Grade 4	19.5	19.4
Grade 5	21.2	20.8
Grade 6	21.1	19.2
Secondary:		
English/Language Arts	19.6	16.2
Foreign Languages	19.8	18.8
Mathematics	17.9	17.5
Science	19.1	18.5
Social Studies	21.1	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	316.2	100.0%	763,729.4	100.0%
Professional Staff:	178.3	56.4%	489,326.8	64.1%
Teachers	138.1	43.7%	371,646.7	48.7%
Professional Support	23.9	7.6%	82,878.8	10.9%
Campus Administration (School Leadership)	8.9	2.8%	25,300.5	3.3%
Central Administration	7.5	2.4%	9,500.8	1.2%
Educational Aides:	59.7	18.9%	86,185.9	11.3%
Auxiliary Staff:	78.2	24.7%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	3.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	45.2	14.3%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	9.1	6.6%	44,033.4	11.8%
Hispanic	4.9	3.6%	110,015.9	29.6%
White	121.0	87.7%	203,967.5	54.9%
American Indian	1.0	0.7%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	2.0	1.4%	4,531.1	1.2%
Teachers by Sex:				
Males	30.5	22.1%	90,752.5	24.4%
Females	107.6	77.9%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	9.8	7.1%	7,591.2	2.0%
Bachelors	105.5	76.4%	268,238.6	72.2%
Masters	21.8	15.8%	92,878.9	25.0%
Doctorate	1.0	0.7%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	13.2	9.6%	36,179.6	9.7%
1-5 Years Experience	40.6	29.4%	97,667.0	26.3%
6-10 Years Experience	18.6	13.5%	76,209.5	20.5%
11-20 Years Experience	40.9	29.6%	101,173.2	27.2%

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	18.8	13.6%	49,550.0	13.3%
Over 30 Years Experience	5.9	4.2%	10,867.4	2.9%
Number of Students per Teacher	12.7	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.8	6.1
Average Years Experience of Principals with District	2.5	5.3
Average Years Experience of Assistant Principals	6.3	5.2
Average Years Experience of Assistant Principals with District	6.3	4.4
Average Years Experience of Teachers:	11.4	11.0
Average Years Experience of Teachers with District:	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$42,529	\$53,300
1-5 Years Experience	\$44,011	\$56,516
6-10 Years Experience	\$44,150	\$59,732
11-20 Years Experience	\$54,748	\$63,389
21-30 Years Experience	\$61,927	\$67,876
Over 30 Years Experience	\$55,399	\$72,560
Average Actual Salaries (regular duties only):		
Teachers	\$49,996	\$60,717
Professional Support	\$58,909	\$72,022
Campus Administration (School Leadership)	\$70,900	\$85,167
Central Administration	\$90,180	\$112,702
Instructional Staff Percent:	62.1%	65.1%
Turnover Rate for Teachers:	31.9%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

Texas Education Agency
2022-23 Staff Information (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	-	-	5,474	\$5,974
Exemplary	-	-	4,862	\$11,898
Master	-	-	2,224	\$21,920

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	2.3	1.7%	22,050.2	5.9%
Career and Technical Education	13.6	9.9%	19,907.7	5.4%
Compensatory Education	9.3	6.7%	11,928.5	3.2%
Gifted and Talented Education	0.0	0.0%	6,181.8	1.7%
Regular Education	95.7	69.3%	262,398.5	70.6%
Special Education	13.1	9.5%	36,110.2	9.7%
Other	4.1	2.9%	13,069.7	3.5%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS H S

Campus Number: 190903001

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	75%	75%	38%	74%	76%	*	*	-	86%	33%	33%	79%	65%	70%	71%
	2022	65%	65%	65%	60%	65%	66%	*	-	-	*	22%	33%	67%	60%	63%	70%
At Meets Grade Level or Above	2023	52%	55%	55%	13%	54%	56%	*	*	-	86%	27%	33%	59%	46%	48%	43%
	2022	47%	43%	43%	20%	43%	46%	*	-	-	*	11%	0%	47%	33%	40%	40%
At Masters Grade Level	2023	13%	6%	6%	0%	6%	6%	*	*	-	14%	7%	0%	5%	8%	5%	0%
	2022	11%	6%	6%	0%	9%	6%	*	-	-	*	11%	0%	6%	8%	4%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	79%	79%	*	79%	79%	*	-	-	*	33%	*	78%	80%	73%	73%
	2022	72%	71%	71%	80%	84%	67%	*	*	-	*	22%	33%	74%	64%	69%	100%
At Meets Grade Level or Above	2023	54%	56%	56%	*	58%	55%	*	-	-	*	14%	*	58%	51%	48%	36%
	2022	55%	50%	50%	40%	48%	50%	*	*	-	*	17%	22%	51%	44%	45%	57%
At Masters Grade Level	2023	9%	5%	5%	*	0%	6%	*	-	-	*	0%	*	4%	7%	3%	0%
	2022	9%	4%	4%	0%	0%	5%	*	*	-	*	6%	0%	4%	3%	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	79%	78%	63%	65%	84%	*	-	-	*	40%	67%	79%	77%	76%	57%
	2022	76%	77%	80%	40%	70%	84%	*	*	-	*	53%	64%	82%	71%	77%	60%
At Meets Grade Level or Above	2023	43%	31%	30%	13%	18%	36%	*	-	-	*	16%	17%	32%	23%	24%	14%
	2022	43%	29%	29%	0%	26%	31%	*	*	-	*	12%	27%	32%	18%	27%	10%
At Masters Grade Level	2023	23%	11%	11%	0%	9%	14%	*	-	-	*	12%	0%	11%	10%	8%	7%
	2022	27%	9%	9%	0%	9%	10%	*	*	-	*	6%	0%	9%	9%	6%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	90%	90%	*	90%	89%	*	*	-	100%	64%	*	94%	76%	91%	83%
	2022	83%	85%	85%	71%	90%	85%	*	-	-	*	53%	71%	86%	84%	86%	89%
At Meets Grade Level or Above	2023	56%	59%	59%	*	50%	62%	*	*	-	60%	36%	*	61%	52%	51%	17%
	2022	55%	52%	52%	29%	38%	57%	*	-	-	*	18%	14%	53%	49%	46%	44%
At Masters Grade Level	2023	21%	9%	9%	*	0%	12%	*	*	-	0%	27%	*	11%	0%	5%	0%
	2022	21%	11%	11%	0%	5%	14%	*	-	-	*	6%	0%	11%	14%	6%	0%
End of Course U.S. History																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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	2023	94%	70%	70%	*	*	72%	-	-	-	*	38%	*	44%	86%	42%	*
	2022	89%	91%	91%	83%	96%	90%	*	*	-	*	67%	56%	90%	93%	90%	100%
At Meets Grade Level or Above	2023	70%	48%	48%	*	*	50%	-	-	-	*	13%	*	0%	79%	8%	*
	2022	68%	60%	60%	33%	57%	63%	*	*	-	*	20%	11%	62%	55%	56%	57%
At Masters Grade Level	2023	38%	17%	17%	*	*	11%	-	-	-	*	0%	*	0%	29%	0%	*
	2022	42%	30%	30%	17%	35%	30%	*	*	-	*	20%	0%	31%	26%	26%	57%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	100%	100%	-	*	100%	*	-	-	-	-	-	100%	*	100%	-
	2022	92%	100%	100%	-	*	100%	-	-	-	-	-	-	100%	*	100%	-
At Meets Grade Level or Above	2023	61%	63%	63%	-	*	60%	*	-	-	-	-	-	61%	*	75%	-
	2022	64%	57%	57%	-	*	60%	-	-	-	-	-	-	55%	*	56%	-
At Masters Grade Level	2023	12%	16%	16%	-	*	13%	*	-	-	-	-	-	17%	*	13%	-
	2022	13%	0%	0%	-	*	0%	-	-	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	70%	80%	48%	75%	81%	89%	*	-	95%	39%	56%	82%	75%	75%	70%
	2022	74%	69%	78%	68%	82%	78%	80%	*	-	76%	42%	51%	80%	75%	77%	81%
At Meets Grade Level or Above	2023	49%	37%	50%	13%	44%	52%	56%	*	-	68%	21%	22%	52%	46%	41%	30%
	2022	48%	36%	47%	25%	43%	49%	20%	*	-	47%	15%	16%	49%	41%	42%	40%
At Masters Grade Level	2023	20%	8%	8%	0%	6%	9%	0%	*	-	9%	8%	0%	8%	9%	5%	4%
	2022	23%	13%	12%	4%	11%	13%	0%	*	-	6%	9%	0%	12%	12%	8%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	74%	77%	36%	76%	78%	*	*	-	91%	33%	33%	79%	72%	71%	72%
	2022	75%	72%	68%	70%	75%	67%	80%	*	-	57%	22%	33%	70%	62%	66%	82%
At Meets Grade Level or Above	2023	53%	43%	56%	18%	56%	55%	*	*	-	91%	22%	22%	59%	48%	48%	40%
	2022	53%	43%	47%	30%	46%	48%	20%	*	-	43%	14%	11%	49%	38%	42%	47%
At Masters Grade Level	2023	20%	10%	5%	0%	3%	6%	*	*	-	9%	4%	0%	4%	7%	4%	0%
	2022	25%	16%	5%	0%	4%	6%	0%	*	-	0%	8%	0%	5%	5%	2%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	65%	81%	63%	68%	86%	*	-	-	*	40%	67%	82%	78%	78%	57%
	2022	72%	63%	81%	40%	74%	86%	*	*	-	*	53%	64%	84%	73%	79%	60%

2022-23 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS J H

Campus Number: 190903041

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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 6 Reading																	
At Approaches Grade Level or Above	2023	77%	73%	73%	*	74%	71%	-	*	-	100%	44%	40%	76%	68%	72%	89%
	2022	70%	54%	54%	*	35%	57%	*	*	-	*	18%	60%	56%	48%	48%	36%
At Meets Grade Level or Above	2023	52%	42%	42%	*	58%	37%	-	*	-	83%	19%	20%	44%	37%	38%	67%
	2022	43%	21%	21%	*	5%	24%	*	*	-	*	5%	20%	22%	18%	19%	9%
At Masters Grade Level	2023	22%	9%	9%	*	11%	9%	-	*	-	17%	0%	20%	7%	13%	7%	0%
	2022	23%	10%	10%	*	0%	12%	*	*	-	*	0%	20%	10%	9%	9%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	73%	73%	*	74%	74%	-	*	-	83%	50%	80%	74%	71%	72%	89%
	2022	73%	62%	62%	*	60%	63%	*	*	-	*	27%	80%	62%	59%	52%	55%
At Meets Grade Level or Above	2023	40%	32%	32%	*	42%	31%	-	*	-	33%	19%	20%	32%	32%	25%	22%
	2022	39%	20%	20%	*	10%	23%	*	*	-	*	0%	20%	23%	13%	18%	9%
At Masters Grade Level	2023	16%	8%	8%	*	0%	10%	-	*	-	17%	6%	0%	7%	11%	2%	0%
	2022	16%	7%	7%	*	5%	7%	*	*	-	*	0%	20%	8%	3%	6%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	69%	69%	*	52%	73%	-	*	-	*	33%	*	71%	65%	62%	50%
	2022	80%	78%	78%	*	84%	77%	*	*	-	63%	40%	63%	80%	73%	77%	80%
At Meets Grade Level or Above	2023	55%	31%	31%	*	29%	32%	-	*	-	*	13%	*	31%	29%	29%	25%
	2022	56%	47%	47%	*	32%	54%	*	*	-	50%	30%	25%	51%	37%	39%	35%
At Masters Grade Level	2023	27%	11%	11%	*	0%	13%	-	*	-	*	0%	*	11%	12%	8%	0%
	2022	37%	19%	19%	*	6%	24%	*	*	-	25%	5%	13%	22%	7%	14%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	51%	51%	*	48%	52%	-	*	-	*	17%	*	57%	30%	42%	42%
	2022	61%	63%	63%	*	55%	67%	*	*	-	63%	40%	50%	65%	57%	52%	60%
At Meets Grade Level or Above	2023	37%	23%	23%	*	10%	26%	-	*	-	*	0%	*	26%	12%	15%	8%
	2022	31%	24%	24%	*	16%	29%	*	*	-	13%	20%	0%	26%	17%	14%	20%
At Masters Grade Level	2023	11%	4%	4%	*	0%	5%	-	*	-	*	0%	*	4%	3%	4%	0%
	2022	13%	5%	5%	*	3%	7%	*	*	-	0%	5%	0%	6%	3%	4%	5%
Grade 8 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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	2023	83%	70%	70%	60%	67%	72%	*	*	-	67%	25%	50%	70%	68%	65%	71%
	2022	83%	82%	82%	60%	87%	82%	*	-	-	83%	44%	*	81%	85%	75%	82%
At Meets Grade Level or Above	2023	58%	35%	35%	60%	30%	36%	*	*	-	33%	8%	25%	34%	37%	26%	33%
	2022	58%	50%	50%	0%	37%	56%	*	-	-	67%	28%	*	45%	63%	41%	27%
At Masters Grade Level	2023	28%	9%	9%	0%	3%	13%	*	*	-	0%	0%	13%	10%	8%	6%	5%
	2022	37%	24%	24%	0%	10%	26%	*	-	-	67%	11%	*	18%	39%	19%	18%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	75%	75%	80%	82%	74%	*	*	-	67%	25%	63%	76%	74%	71%	76%
	2022	71%	45%	45%	0%	38%	49%	-	-	-	*	33%	*	43%	50%	36%	36%
At Meets Grade Level or Above	2023	46%	41%	41%	40%	33%	44%	*	*	-	44%	8%	25%	41%	42%	36%	43%
	2022	40%	7%	7%	0%	4%	8%	-	-	-	*	22%	*	6%	8%	3%	0%
At Masters Grade Level	2023	17%	10%	10%	0%	0%	16%	*	*	-	0%	0%	25%	11%	8%	6%	0%
	2022	14%	2%	2%	0%	0%	2%	-	-	-	*	11%	*	2%	0%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	64%	64%	80%	70%	63%	*	*	-	67%	21%	63%	64%	66%	58%	62%
	2022	74%	64%	64%	20%	52%	69%	*	-	-	83%	28%	*	65%	63%	57%	36%
At Meets Grade Level or Above	2023	47%	25%	25%	40%	12%	30%	*	*	-	22%	8%	38%	25%	26%	19%	14%
	2022	45%	30%	30%	0%	13%	37%	*	-	-	33%	22%	*	30%	32%	24%	0%
At Masters Grade Level	2023	17%	2%	2%	0%	0%	3%	*	*	-	0%	0%	0%	2%	3%	1%	0%
	2022	24%	8%	8%	0%	3%	9%	*	-	-	0%	17%	*	9%	5%	5%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	59%	59%	60%	58%	60%	*	*	-	56%	29%	50%	58%	61%	56%	62%
	2022	61%	53%	53%	20%	26%	62%	*	-	-	67%	28%	*	51%	59%	45%	9%
At Meets Grade Level or Above	2023	33%	22%	22%	60%	15%	25%	*	*	-	0%	8%	25%	21%	24%	19%	19%
	2022	31%	18%	18%	0%	10%	20%	*	-	-	33%	22%	*	18%	20%	13%	0%
At Masters Grade Level	2023	16%	5%	5%	0%	0%	8%	*	*	-	0%	0%	13%	4%	8%	3%	0%
	2022	18%	8%	8%	0%	0%	11%	*	-	-	17%	11%	*	9%	5%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	79%	*	-	-	*	-	-	-	*	-	-	*	*	*	-
	2022	76%	77%	62%	-	40%	77%	*	-	-	*	-	-	69%	40%	44%	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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	2023	43%	31%	*	-	-	*	-	-	-	*	-	-	*	*	*	-
	2022	43%	29%	29%	-	0%	46%	*	-	-	*	-	-	25%	40%	11%	-
At Masters Grade Level	2023	23%	11%	*	-	-	*	-	-	-	*	-	-	*	*	*	-
	2022	27%	9%	10%	-	0%	15%	*	-	-	*	-	-	6%	20%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	70%	67%	56%	66%	67%	*	75%	-	73%	29%	60%	68%	64%	63%	67%
	2022	74%	69%	63%	35%	55%	66%	75%	*	-	65%	32%	50%	63%	62%	55%	53%
At Meets Grade Level or Above	2023	49%	37%	31%	31%	27%	33%	*	13%	-	36%	10%	24%	32%	31%	26%	28%
	2022	48%	36%	28%	9%	16%	31%	38%	*	-	33%	18%	17%	28%	27%	21%	15%
At Masters Grade Level	2023	20%	8%	7%	0%	1%	10%	*	0%	-	5%	1%	10%	7%	8%	5%	1%
	2022	23%	13%	10%	0%	4%	12%	25%	*	-	17%	7%	10%	11%	10%	8%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	74%	71%	55%	64%	72%	*	*	-	83%	33%	59%	72%	67%	66%	69%
	2022	75%	72%	71%	67%	73%	71%	*	*	-	72%	33%	59%	72%	70%	67%	69%
At Meets Grade Level or Above	2023	53%	43%	36%	27%	37%	35%	*	*	-	50%	13%	24%	36%	35%	31%	38%
	2022	53%	43%	39%	17%	27%	43%	*	*	-	56%	20%	24%	39%	41%	33%	26%
At Masters Grade Level	2023	20%	10%	10%	0%	4%	12%	*	*	-	11%	0%	12%	10%	11%	7%	2%
	2022	25%	16%	18%	0%	6%	20%	*	*	-	39%	5%	12%	17%	20%	14%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	65%	67%	45%	70%	66%	*	*	-	75%	28%	65%	69%	60%	63%	69%
	2022	72%	63%	57%	17%	50%	61%	*	*	-	50%	33%	47%	58%	54%	47%	52%
At Meets Grade Level or Above	2023	45%	30%	32%	18%	29%	33%	*	*	-	45%	8%	18%	33%	31%	27%	29%
	2022	42%	24%	18%	8%	10%	21%	*	*	-	11%	13%	6%	19%	14%	12%	12%
At Masters Grade Level	2023	19%	8%	8%	0%	0%	10%	*	*	-	5%	2%	12%	8%	7%	4%	0%
	2022	20%	7%	5%	0%	2%	6%	*	*	-	0%	5%	6%	6%	3%	4%	5%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	73%	64%	80%	70%	63%	*	*	-	67%	21%	63%	64%	66%	58%	62%
	2022	76%	73%	64%	20%	52%	69%	*	-	-	83%	28%	*	65%	63%	57%	36%
At Meets Grade Level or Above	2023	47%	38%	25%	40%	12%	30%	*	*	-	22%	8%	38%	25%	26%	19%	14%
	2022	47%	42%	30%	0%	13%	37%	*	-	-	33%	22%	*	30%	32%	24%	0%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	6%	2%	0%	0%	3%	*	*	-	0%	0%	0%	2%	3%	1%	0%
	2022	21%	13%	8%	0%	3%	9%	*	-	-	0%	17%	*	9%	5%	5%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	60%	59%	60%	58%	60%	*	*	-	56%	29%	50%	58%	61%	56%	62%
	2022	75%	72%	53%	20%	26%	62%	*	-	-	67%	28%	*	51%	59%	45%	9%
At Meets Grade Level or Above	2023	52%	25%	22%	60%	15%	25%	*	*	-	0%	8%	25%	21%	24%	19%	19%
	2022	50%	39%	18%	0%	10%	20%	*	-	-	33%	22%	*	18%	20%	13%	0%
At Masters Grade Level	2023	27%	7%	5%	0%	0%	8%	*	*	-	0%	0%	13%	4%	8%	3%	0%
	2022	30%	19%	8%	0%	0%	11%	*	-	-	17%	11%	*	9%	5%	5%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	28%	28%	*	42%	25%	-	*	-	33%	19%	20%	27%	29%	21%	22%
	2022	31%	13%	13%	*	5%	15%	*	*	-	*	0%	*	15%	6%	12%	9%
Reading and Mathematics Including EOC	2023	35%	28%	28%	*	42%	25%	-	*	-	33%	19%	20%	27%	29%	21%	22%
	2022	31%	13%	13%	*	5%	15%	*	*	-	*	0%	*	15%	6%	12%	9%
Reading Including EOC	2023	52%	42%	42%	*	58%	37%	-	*	-	83%	19%	20%	44%	37%	38%	67%
	2022	43%	20%	20%	*	5%	23%	*	*	-	*	5%	*	21%	18%	18%	9%
Math Including EOC	2023	40%	32%	32%	*	42%	31%	-	*	-	33%	19%	20%	32%	32%	25%	22%
	2022	40%	20%	20%	*	10%	22%	*	*	-	*	0%	*	22%	13%	17%	9%
7th Graders																	
Reading and Mathematics	2023	37%	16%	16%	*	10%	18%	-	*	-	*	0%	*	18%	12%	14%	8%
	2022	32%	22%	22%	*	6%	29%	*	*	-	13%	20%	0%	25%	10%	13%	10%
Reading and Mathematics Including EOC	2023	38%	16%	16%	*	10%	18%	-	*	-	*	0%	*	18%	12%	14%	8%
	2022	33%	22%	22%	*	6%	29%	*	*	-	13%	20%	0%	25%	10%	13%	10%
Reading Including EOC	2023	55%	31%	31%	*	29%	32%	-	*	-	*	13%	*	31%	29%	29%	25%
	2022	56%	47%	47%	*	32%	54%	*	*	-	50%	30%	25%	51%	37%	39%	35%
Math Including EOC	2023	43%	23%	23%	*	10%	26%	-	*	-	*	0%	*	26%	12%	15%	8%
	2022	37%	24%	24%	*	16%	29%	*	*	-	13%	20%	0%	26%	17%	14%	20%
8th Graders																	
Reading and Mathematics	2023	31%	29%	29%	40%	18%	34%	*	*	-	22%	8%	25%	28%	32%	20%	19%
	2022	27%	5%	5%	0%	0%	7%	-	-	-	*	22%	*	5%	6%	3%	0%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	29%	29%	40%	18%	34%	*	*	-	22%	8%	25%	28%	32%	20%	19%
	2022	41%	8%	8%	0%	0%	12%	*	-	-	0%	22%	*	7%	10%	3%	0%
Reading Including EOC	2023	58%	35%	35%	60%	30%	36%	*	*	-	33%	8%	25%	34%	37%	26%	33%
	2022	58%	50%	50%	0%	37%	55%	*	-	-	67%	28%	*	44%	63%	40%	27%
Math Including EOC	2023	51%	41%	41%	40%	33%	44%	*	*	-	44%	8%	25%	41%	42%	36%	43%
	2022	48%	9%	9%	0%	3%	13%	*	-	-	0%	22%	*	8%	12%	2%	0%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	23%	24%	18%	22%	25%	*	*	-	28%	8%	18%	24%	25%	19%	17%
	2022	34%	18%	14%	8%	4%	17%	*	*	-	13%	13%	0%	16%	7%	9%	7%
Reading and Mathematics Including EOC	2023	39%	23%	24%	18%	22%	25%	*	*	-	28%	8%	18%	24%	25%	19%	17%
	2022	36%	19%	14%	8%	4%	18%	*	*	-	11%	13%	0%	16%	9%	9%	7%
Reading Including EOC	2023	53%	38%	36%	27%	37%	35%	*	*	-	50%	13%	24%	36%	35%	31%	38%
	2022	53%	42%	39%	17%	27%	43%	*	*	-	56%	20%	19%	38%	41%	32%	26%
Math Including EOC	2023	47%	29%	32%	18%	29%	33%	*	*	-	39%	8%	18%	33%	29%	26%	29%
	2022	43%	23%	18%	8%	10%	21%	*	*	-	11%	13%	0%	19%	14%	11%	12%

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

Texas Education Agency
2022-23 Progress (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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 - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	45%	45%	*	47%	40%	-	*	-	100%	37%	60%	49%	35%	44%	44%
Grade 6 Mathematics	2023	54%	46%	46%	*	42%	48%	-	*	-	33%	60%	60%	45%	50%	40%	17%
Grade 7 ELA/Reading	2023	71%	68%	68%	*	69%	68%	-	*	-	*	52%	*	69%	65%	69%	71%
Grade 7 Mathematics	2023	56%	53%	53%	*	50%	52%	-	*	-	*	30%	*	56%	41%	52%	42%
Grade 8 ELA/Reading	2023	63%	42%	42%	60%	36%	46%	*	*	-	28%	34%	44%	43%	40%	37%	45%
Grade 8 Mathematics	2023	74%	78%	78%	90%	75%	78%	*	*	-	81%	55%	75%	81%	69%	78%	73%
All Grades Both Subjects	2023	64%	59%	56%	64%	54%	55%	*	75%	-	60%	44%	63%	58%	50%	53%	52%
All Grades ELA/Reading	2023	63%	56%	52%	55%	49%	53%	*	*	-	56%	42%	62%	54%	46%	50%	52%
All Grades Mathematics	2023	66%	63%	59%	75%	59%	58%	*	*	-	65%	47%	65%	61%	53%	57%	51%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	28%	28%	*	*	25%	-	*	-	*	13%	*	32%	17%	24%	*
Grade 6 Mathematics	2023	35%	50%	50%	*	*	52%	-	-	-	*	38%	*	55%	40%	52%	*
Grade 7 ELA/Reading	2023	39%	39%	39%	*	29%	45%	-	*	-	-	25%	*	42%	29%	33%	25%
Grade 7 Mathematics	2023	22%	18%	18%	*	13%	20%	-	-	-	*	11%	*	20%	9%	14%	20%
Grade 8 ELA/Reading	2023	39%	20%	20%	-	20%	20%	*	-	-	*	8%	*	23%	13%	18%	*
Grade 8 Mathematics	2023	49%	43%	43%	*	57%	38%	*	-	-	*	13%	*	46%	36%	45%	38%
All Grades Both Subjects	2023	38%	39%	33%	20%	34%	34%	*	*	-	33%	17%	44%	36%	25%	31%	29%
All Grades ELA/Reading	2023	35%	34%	32%	*	24%	34%	*	*	-	40%	17%	44%	35%	21%	27%	29%
All Grades Mathematics	2023	40%	42%	35%	29%	42%	34%	*	-	-	*	17%	43%	37%	28%	35%	29%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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	2023	76%	70%	67%	-	-	-	-	-	-	61%	-	61%	-	100%	67%	63%	100%
	2022	74%	69%	63%	-	-	-	-	-	-	46%	-	46%	-	*	64%	49%	77%
At Meets Grade Level or Above	2023	49%	37%	31%	-	-	-	-	-	-	24%	-	24%	-	33%	32%	25%	58%
	2022	48%	36%	28%	-	-	-	-	-	-	8%	-	8%	-	*	29%	11%	27%
At Masters Grade Level	2023	20%	8%	7%	-	-	-	-	-	-	1%	-	1%	-	0%	8%	1%	0%
	2022	23%	13%	10%	-	-	-	-	-	-	2%	-	2%	-	*	11%	3%	9%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	74%	71%	-	-	-	-	-	-	65%	-	65%	-	*	71%	67%	*
	2022	75%	72%	71%	-	-	-	-	-	-	62%	-	62%	-	*	72%	64%	100%
At Meets Grade Level or Above	2023	53%	43%	36%	-	-	-	-	-	-	35%	-	35%	-	*	35%	36%	*
	2022	53%	43%	39%	-	-	-	-	-	-	15%	-	15%	-	*	41%	19%	57%
At Masters Grade Level	2023	20%	10%	10%	-	-	-	-	-	-	3%	-	3%	-	*	11%	3%	*
	2022	25%	16%	18%	-	-	-	-	-	-	6%	-	6%	-	*	19%	6%	14%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	65%	67%	-	-	-	-	-	-	65%	-	65%	-	*	66%	67%	*
	2022	72%	63%	57%	-	-	-	-	-	-	44%	-	44%	-	*	58%	47%	86%
At Meets Grade Level or Above	2023	45%	30%	32%	-	-	-	-	-	-	22%	-	22%	-	*	33%	23%	*
	2022	42%	24%	18%	-	-	-	-	-	-	6%	-	6%	-	*	19%	8%	29%
At Masters Grade Level	2023	19%	8%	8%	-	-	-	-	-	-	0%	-	0%	-	*	8%	0%	*
	2022	20%	7%	5%	-	-	-	-	-	-	0%	-	0%	-	*	5%	3%	14%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	73%	64%	-	-	-	-	-	-	53%	-	53%	-	*	65%	56%	*
	2022	76%	73%	64%	-	-	-	-	-	-	38%	-	38%	-	-	67%	38%	*
At Meets Grade Level or Above	2023	47%	38%	25%	-	-	-	-	-	-	12%	-	12%	-	*	27%	11%	*
	2022	47%	42%	30%	-	-	-	-	-	-	0%	-	0%	-	-	33%	0%	*
At Masters Grade Level	2023	18%	6%	2%	-	-	-	-	-	-	0%	-	0%	-	*	3%	0%	*
	2022	21%	13%	8%	-	-	-	-	-	-	0%	-	0%	-	-	9%	0%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	60%	59%	-	-	-	-	-	-	53%	-	53%	-	*	58%	56%	*
	2022	75%	72%	53%	-	-	-	-	-	-	0%	-	0%	-	-	56%	0%	*
At Meets Grade Level or Above	2023	52%	25%	22%	-	-	-	-	-	-	18%	-	18%	-	*	22%	17%	*
	2022	50%	39%	18%	-	-	-	-	-	-	0%	-	0%	-	-	20%	0%	*

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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 Masters Grade Level	2023	27%	7%	5%	-	-	-	-	-	-	0%	-	0%	-	*	6%	0%	*
	2022	30%	19%	8%	-	-	-	-	-	-	0%	-	0%	-	-	9%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	59%	56%	-	-	-	-	-	-	51%	-	51%	-	*	56%	50%	75%
All Grades ELA/Reading	2023	63%	56%	52%	-	-	-	-	-	-	50%	-	50%	-	*	52%	50%	*
All Grades Mathematics	2023	66%	63%	59%	-	-	-	-	-	-	51%	-	51%	-	*	60%	50%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	39%	33%	-	-	-	-	-	-	29%	-	29%	-	-	34%	29%	-
All Grades ELA/Reading	2023	35%	34%	32%	-	-	-	-	-	-	29%	-	29%	-	-	32%	29%	-
All Grades Mathematics	2023	40%	42%	35%	-	-	-	-	-	-	29%	-	29%	-	-	36%	29%	-

* 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
2022-23 STAAR Participation (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	96%	100%	94%	96%	*	100%	-	100%	94%	93%	98%	91%	95%	98%
Not Included in Accountability: Mobile	4%	5%	4%	0%	5%	3%	*	0%	-	0%	6%	7%	2%	8%	4%	2%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	95%	100%	94%	96%	*	*	-	100%	94%	89%	97%	92%	95%	95%
Not Included in Accountability: Mobile	4%	5%	4%	0%	5%	4%	*	*	-	0%	6%	11%	3%	8%	4%	2%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	95%	100%	95%	95%	*	*	-	100%	93%	89%	97%	91%	95%	98%
Not Included in Accountability: Mobile	5%	5%	4%	0%	5%	4%	*	*	-	0%	7%	11%	3%	8%	5%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	97%	100%	94%	99%	*	*	-	100%	96%	100%	100%	90%	97%	100%
Not Included in Accountability: Mobile	4%	4%	3%	0%	6%	1%	*	*	-	0%	4%	0%	0%	10%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	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)
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	97%	100%	94%	99%	*	*	-	100%	96%	100%	100%	90%	97%	100%
Not Included in Accountability: Mobile	4%	4%	3%	0%	6%	1%	*	*	-	0%	4%	0%	0%	10%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	99%	100%	100%	99%	100%	100%	-	100%	97%	100%	100%	98%	100%	100%
Included in Accountability	93%	94%	95%	85%	98%	95%	100%	50%	-	100%	85%	100%	97%	89%	97%	100%
Not Included in Accountability: Mobile	5%	5%	3%	15%	2%	3%	0%	50%	-	0%	8%	0%	2%	7%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	0%	1%	0%	0%	-	0%	4%	0%	0%	2%	1%	0%
Not Tested	1%	0%	1%	0%	0%	1%	0%	0%	-	0%	3%	0%	0%	2%	0%	0%
Absent	1%	0%	1%	0%	0%	1%	0%	0%	-	0%	3%	0%	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	*	-	100%	97%	100%	99%	98%	99%	100%
Included in Accountability	92%	94%	95%	86%	96%	94%	*	*	-	100%	87%	100%	97%	88%	96%	100%
Not Included in Accountability: Mobile	5%	5%	4%	14%	2%	4%	*	*	-	0%	7%	0%	2%	8%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	1%	*	*	-	0%	3%	0%	0%	2%	0%	0%
Not Tested	1%	1%	1%	0%	1%	1%	*	*	-	0%	3%	0%	1%	2%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	*	*	-	0%	3%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	99%	*	*	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	95%	86%	98%	95%	*	*	-	100%	88%	100%	97%	89%	97%	100%
Not Included in Accountability: Mobile	5%	5%	4%	14%	2%	4%	*	*	-	0%	7%	0%	2%	9%	2%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	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)
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	1%	*	*	-	0%	3%	0%	0%	2%	0%	0%
Not Tested	1%	0%	0%	0%	0%	1%	*	*	-	0%	1%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	*	*	-	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	99%	100%	100%	99%	*	*	-	100%	96%	*	100%	98%	100%	100%
Included in Accountability	93%	95%	96%	83%	100%	96%	*	*	-	100%	78%	*	98%	91%	96%	100%
Not Included in Accountability: Mobile	4%	4%	2%	17%	0%	1%	*	*	-	0%	9%	*	2%	2%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	0%	2%	*	*	-	0%	9%	*	0%	4%	1%	0%
Not Tested	2%	0%	1%	0%	0%	1%	*	*	-	0%	4%	*	0%	2%	0%	0%
Absent	1%	0%	1%	0%	0%	1%	*	*	-	0%	4%	*	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	99%	100%	100%	99%	*	*	-	100%	96%	*	100%	98%	100%	100%
Included in Accountability	94%	96%	96%	83%	100%	96%	*	*	-	100%	78%	*	98%	91%	96%	100%
Not Included in Accountability: Mobile	4%	3%	2%	17%	0%	1%	*	*	-	0%	9%	*	2%	2%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	0%	2%	*	*	-	0%	9%	*	0%	4%	1%	0%
Not Tested	2%	0%	1%	0%	0%	1%	*	*	-	0%	4%	*	0%	2%	0%	0%
Absent	1%	0%	1%	0%	0%	1%	*	*	-	0%	4%	*	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	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
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	92.3%	94.0%	92.1%	92.3%	*	*	-	91.6%	90.8%	91.9%	92.9%
2020-21	95.0%	94.8%	95.5%	93.8%	95.7%	95.4%	*	*	-	96.8%	94.9%	94.8%	96.7%
Chronic Absenteeism													
2021-22	25.7%	29.4%	30.3%	20.0%	29.9%	30.2%	*	*	-	45.5%	31.4%	33.0%	30.8%
2020-21	15.0%	15.5%	13.3%	33.3%	11.8%	12.9%	*	*	-	11.8%	14.3%	14.7%	2.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.6%	0.6%	0.0%	0.0%	0.5%	*	*	-	6.3%	0.0%	0.0%	0.0%
2020-21	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	93.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	84.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	87.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	85.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	85.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	120	368,686
By Ethnicity:				
African American	-	-	8	45,227
Hispanic	-	-	21	191,125
White	-	-	89	103,171
American Indian	-	-	1	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	1	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	16	51,023
Foundation H.S. Program (Endorsement)	-	-	2	14,179
Foundation H.S. Program (DLA)	-	-	102	302,917
Special Education Graduates	-	-	12	32,447
Economically Disadvantaged Graduates	-	-	71	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	40,398
At-Risk Graduates	-	-	40	159,689
CTE Completers	-	-	35	107,502

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	425	100.0%	1,753	5,504,150	425	100.0%	1,754	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	3.8%	4.4%	0	0.0%	3.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	0	0.0%	7.2%	6.7%	0	0.0%	7.2%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 3	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 6	131	30.8%	7.5%	7.3%	131	30.8%	7.5%	7.2%
Grade 7	145	34.1%	8.3%	7.4%	145	34.1%	8.3%	7.4%
Grade 8	149	35.1%	8.5%	7.7%	149	35.1%	8.5%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	6.8%	7.9%	0	0.0%	6.8%	7.9%
Grade 11	0	0.0%	6.8%	7.0%	0	0.0%	6.8%	7.0%
Grade 12	0	0.0%	6.3%	6.6%	0	0.0%	6.3%	6.6%
Ethnic Distribution:								
African American	12	2.8%	2.9%	12.8%	12	2.8%	2.9%	12.8%
Hispanic	76	17.9%	19.5%	53.0%	76	17.9%	19.4%	52.9%
White	310	72.9%	71.7%	25.6%	310	72.9%	71.7%	25.7%
American Indian	2	0.5%	1.1%	0.3%	2	0.5%	1.1%	0.3%
Asian	3	0.7%	0.5%	5.1%	3	0.7%	0.5%	5.1%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	22	5.2%	4.2%	3.0%	22	5.2%	4.2%	3.0%
Sex:								
Female	186	43.8%	45.0%	48.8%	186	43.8%	45.0%	48.8%
Male	239	56.2%	55.0%	51.2%	239	56.2%	55.0%	51.2%
Economically Disadvantaged	281	66.1%	62.5%	62.1%	281	66.1%	62.5%	62.0%
Non-Educationally Disadvantaged	144	33.9%	37.5%	37.9%	144	33.9%	37.5%	38.0%
Section 504 Students	74	17.4%	13.7%	7.4%	74	17.4%	13.7%	7.4%
EB Students/EL	41	9.6%	8.2%	23.1%	41	9.6%	8.2%	23.0%
Students w/ Disciplinary Placements (2021-22)	10	2.1%	2.5%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	72	16.9%	12.4%	5.5%	72	16.9%	12.4%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	7	1.6%	2.5%	1.3%	7	1.6%	2.5%	1.3%
Immigrant	2	0.5%	0.2%	2.2%	2	0.5%	0.2%	2.2%
Migrant	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Title I	425	100.0%	100.0%	64.6%	425	100.0%	100.0%	64.6%
Military Connected	49	11.5%	7.7%	3.6%	49	11.5%	7.7%	3.6%
At-Risk	268	63.1%	56.0%	53.3%	268	63.1%	55.9%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	40	9.4%	7.7%	23.2%	40	9.4%	7.7%	23.2%
Career and Technical Education	153	36.0%	33.9%	26.5%	153	36.0%	33.9%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	87.0%	72.3%	0	-	87.0%	72.2%
Gifted and Talented Education	34	8.0%	6.4%	8.2%	34	8.0%	6.4%	8.2%
Special Education	68	16.0%	15.0%	12.6%	68	16.0%	15.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	68							
By Type of Primary Disability								
Students with Intellectual Disabilities	37	54.4%	39.2%	44.1%				
Students with Physical Disabilities	*	*	19.4%	20.0%				
Students with Autism	**	**	**	15.5%				
Students with Behavioral Disabilities	17	25.0%	24.7%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	62	13.2%	13.0%	16.8%				
By Ethnicity:								
African American	3	0.6%	0.7%	3.3%				
Hispanic	10	2.1%	2.2%	8.7%				
White	44	9.4%	9.0%	3.4%				
American Indian	1	0.2%	0.2%	0.1%				
Asian	1	0.2%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	3	0.6%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	16	18.6%	15.9%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	7.7%	7.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	30	10.9%	9.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	31	10.9%	15.0%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.3%	1.5%	-	11.8%	4.5%
Grade 1	-	9.8%	2.5%	-	3.6%	3.6%
Grade 2	-	0.9%	1.6%	-	5.6%	2.0%
Grade 3	-	1.8%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.0%	0.4%	3.8%	3.8%	0.5%
Grade 8	1.6%	1.6%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	7.2%	8.7%	-	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.1	18.7
Grade 1	-	19.5	19.1
Grade 2	-	17.9	19.1
Grade 3	-	21.3	19.3
Grade 4	-	19.5	19.4
Grade 5	-	21.2	20.8
Grade 6	21.1	21.1	19.2
Secondary:			
English/Language Arts	24.8	19.6	16.2
Foreign Languages	24.0	19.8	18.8
Mathematics	21.6	17.9	17.5
Science	24.3	19.1	18.5
Social Studies	25.3	21.1	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	45.8	100.0%	100.0%	100.0%
Professional Staff:	38.6	84.2%	56.4%	64.1%
Teachers	35.7	77.8%	43.7%	48.7%
Professional Support	0.4	1.0%	7.6%	10.9%
Campus Administration (School Leadership)	2.5	5.4%	2.8%	3.3%
Educational Aides:	7.2	15.8%	18.9%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	3.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	4.8	10.5%	14.3%	53.2%
Teachers by Ethnicity:				
African American	3.0	8.3%	6.6%	11.8%
Hispanic	1.0	2.8%	3.6%	29.6%
White	31.7	88.9%	87.7%	54.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.4%	1.2%
Teachers by Sex:				
Males	12.1	33.9%	22.1%	24.4%
Females	23.6	66.1%	77.9%	75.6%
Teachers by Highest Degree Held:				
No Degree	2.0	5.6%	7.1%	2.0%
Bachelors	26.9	75.3%	76.4%	72.2%
Masters	6.5	18.2%	15.8%	25.0%
Doctorate	0.3	0.9%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	11.1%	9.6%	9.7%
1-5 Years Experience	16.1	45.1%	29.4%	26.3%
6-10 Years Experience	4.6	12.9%	13.5%	20.5%
11-20 Years Experience	7.7	21.7%	29.6%	27.2%
21-30 Years Experience	2.3	6.5%	13.6%	13.3%
Over 30 Years Experience	1.0	2.8%	4.2%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	11.9	n/a	12.7	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.8	6.1
Average Years Experience of Principals with District	1.0	2.5	5.3
Average Years Experience of Assistant Principals	3.0	6.3	5.2
Average Years Experience of Assistant Principals with District	3.0	6.3	4.4
Average Years Experience of Teachers:	8.2	11.4	11.0
Average Years Experience of Teachers with District:	4.1	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$41,692	\$42,529	\$53,300
1-5 Years Experience	\$45,387	\$44,011	\$56,516
6-10 Years Experience	\$44,203	\$44,150	\$59,732
11-20 Years Experience	\$55,137	\$54,748	\$63,389
21-30 Years Experience	\$58,662	\$61,927	\$67,876
Over 30 Years Experience	\$13,225	\$55,399	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$46,903	\$49,996	\$60,717
Professional Support	\$42,150	\$58,909	\$72,022
Campus Administration (School Leadership)	\$70,306	\$70,900	\$85,167
Instructional Staff Percent:	n/a	62.1%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.7%	5.9%
Career and Technical Education	0.4	1.1%	9.9%	5.4%
Compensatory Education	0.0	0.0%	6.7%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	31.6	88.5%	69.3%	70.6%
Special Education	3.7	10.4%	9.5%	9.7%
Other	0.0	0.0%	2.9%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS J H

Campus Number: 190903041

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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 6 Reading																	
At Approaches Grade Level or Above	2023	77%	73%	73%	*	74%	71%	-	*	-	100%	44%	40%	76%	68%	72%	89%
	2022	70%	54%	54%	*	35%	57%	*	*	-	*	18%	60%	56%	48%	48%	36%
At Meets Grade Level or Above	2023	52%	42%	42%	*	58%	37%	-	*	-	83%	19%	20%	44%	37%	38%	67%
	2022	43%	21%	21%	*	5%	24%	*	*	-	*	5%	20%	22%	18%	19%	9%
At Masters Grade Level	2023	22%	9%	9%	*	11%	9%	-	*	-	17%	0%	20%	7%	13%	7%	0%
	2022	23%	10%	10%	*	0%	12%	*	*	-	*	0%	20%	10%	9%	9%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	73%	73%	*	74%	74%	-	*	-	83%	50%	80%	74%	71%	72%	89%
	2022	73%	62%	62%	*	60%	63%	*	*	-	*	27%	80%	62%	59%	52%	55%
At Meets Grade Level or Above	2023	40%	32%	32%	*	42%	31%	-	*	-	33%	19%	20%	32%	32%	25%	22%
	2022	39%	20%	20%	*	10%	23%	*	*	-	*	0%	20%	23%	13%	18%	9%
At Masters Grade Level	2023	16%	8%	8%	*	0%	10%	-	*	-	17%	6%	0%	7%	11%	2%	0%
	2022	16%	7%	7%	*	5%	7%	*	*	-	*	0%	20%	8%	3%	6%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	69%	69%	*	52%	73%	-	*	-	*	33%	*	71%	65%	62%	50%
	2022	80%	78%	78%	*	84%	77%	*	*	-	63%	40%	63%	80%	73%	77%	80%
At Meets Grade Level or Above	2023	55%	31%	31%	*	29%	32%	-	*	-	*	13%	*	31%	29%	29%	25%
	2022	56%	47%	47%	*	32%	54%	*	*	-	50%	30%	25%	51%	37%	39%	35%
At Masters Grade Level	2023	27%	11%	11%	*	0%	13%	-	*	-	*	0%	*	11%	12%	8%	0%
	2022	37%	19%	19%	*	6%	24%	*	*	-	25%	5%	13%	22%	7%	14%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	51%	51%	*	48%	52%	-	*	-	*	17%	*	57%	30%	42%	42%
	2022	61%	63%	63%	*	55%	67%	*	*	-	63%	40%	50%	65%	57%	52%	60%
At Meets Grade Level or Above	2023	37%	23%	23%	*	10%	26%	-	*	-	*	0%	*	26%	12%	15%	8%
	2022	31%	24%	24%	*	16%	29%	*	*	-	13%	20%	0%	26%	17%	14%	20%
At Masters Grade Level	2023	11%	4%	4%	*	0%	5%	-	*	-	*	0%	*	4%	3%	4%	0%
	2022	13%	5%	5%	*	3%	7%	*	*	-	0%	5%	0%	6%	3%	4%	5%
Grade 8 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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	2023	83%	70%	70%	60%	67%	72%	*	*	-	67%	25%	50%	70%	68%	65%	71%
	2022	83%	82%	82%	60%	87%	82%	*	-	-	83%	44%	*	81%	85%	75%	82%
At Meets Grade Level or Above	2023	58%	35%	35%	60%	30%	36%	*	*	-	33%	8%	25%	34%	37%	26%	33%
	2022	58%	50%	50%	0%	37%	56%	*	-	-	67%	28%	*	45%	63%	41%	27%
At Masters Grade Level	2023	28%	9%	9%	0%	3%	13%	*	*	-	0%	0%	13%	10%	8%	6%	5%
	2022	37%	24%	24%	0%	10%	26%	*	-	-	67%	11%	*	18%	39%	19%	18%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	75%	75%	80%	82%	74%	*	*	-	67%	25%	63%	76%	74%	71%	76%
	2022	71%	45%	45%	0%	38%	49%	-	-	-	*	33%	*	43%	50%	36%	36%
At Meets Grade Level or Above	2023	46%	41%	41%	40%	33%	44%	*	*	-	44%	8%	25%	41%	42%	36%	43%
	2022	40%	7%	7%	0%	4%	8%	-	-	-	*	22%	*	6%	8%	3%	0%
At Masters Grade Level	2023	17%	10%	10%	0%	0%	16%	*	*	-	0%	0%	25%	11%	8%	6%	0%
	2022	14%	2%	2%	0%	0%	2%	-	-	-	*	11%	*	2%	0%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	64%	64%	80%	70%	63%	*	*	-	67%	21%	63%	64%	66%	58%	62%
	2022	74%	64%	64%	20%	52%	69%	*	-	-	83%	28%	*	65%	63%	57%	36%
At Meets Grade Level or Above	2023	47%	25%	25%	40%	12%	30%	*	*	-	22%	8%	38%	25%	26%	19%	14%
	2022	45%	30%	30%	0%	13%	37%	*	-	-	33%	22%	*	30%	32%	24%	0%
At Masters Grade Level	2023	17%	2%	2%	0%	0%	3%	*	*	-	0%	0%	0%	2%	3%	1%	0%
	2022	24%	8%	8%	0%	3%	9%	*	-	-	0%	17%	*	9%	5%	5%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	59%	59%	60%	58%	60%	*	*	-	56%	29%	50%	58%	61%	56%	62%
	2022	61%	53%	53%	20%	26%	62%	*	-	-	67%	28%	*	51%	59%	45%	9%
At Meets Grade Level or Above	2023	33%	22%	22%	60%	15%	25%	*	*	-	0%	8%	25%	21%	24%	19%	19%
	2022	31%	18%	18%	0%	10%	20%	*	-	-	33%	22%	*	18%	20%	13%	0%
At Masters Grade Level	2023	16%	5%	5%	0%	0%	8%	*	*	-	0%	0%	13%	4%	8%	3%	0%
	2022	18%	8%	8%	0%	0%	11%	*	-	-	17%	11%	*	9%	5%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	79%	*	-	-	*	-	-	-	*	-	-	*	*	*	-
	2022	76%	77%	62%	-	40%	77%	*	-	-	*	-	-	69%	40%	44%	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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	2023	43%	31%	*	-	-	*	-	-	-	*	-	-	*	*	*	-
	2022	43%	29%	29%	-	0%	46%	*	-	-	*	-	-	25%	40%	11%	-
At Masters Grade Level	2023	23%	11%	*	-	-	*	-	-	-	*	-	-	*	*	*	-
	2022	27%	9%	10%	-	0%	15%	*	-	-	*	-	-	6%	20%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	70%	67%	56%	66%	67%	*	75%	-	73%	29%	60%	68%	64%	63%	67%
	2022	74%	69%	63%	35%	55%	66%	75%	*	-	65%	32%	50%	63%	62%	55%	53%
At Meets Grade Level or Above	2023	49%	37%	31%	31%	27%	33%	*	13%	-	36%	10%	24%	32%	31%	26%	28%
	2022	48%	36%	28%	9%	16%	31%	38%	*	-	33%	18%	17%	28%	27%	21%	15%
At Masters Grade Level	2023	20%	8%	7%	0%	1%	10%	*	0%	-	5%	1%	10%	7%	8%	5%	1%
	2022	23%	13%	10%	0%	4%	12%	25%	*	-	17%	7%	10%	11%	10%	8%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	74%	71%	55%	64%	72%	*	*	-	83%	33%	59%	72%	67%	66%	69%
	2022	75%	72%	71%	67%	73%	71%	*	*	-	72%	33%	59%	72%	70%	67%	69%
At Meets Grade Level or Above	2023	53%	43%	36%	27%	37%	35%	*	*	-	50%	13%	24%	36%	35%	31%	38%
	2022	53%	43%	39%	17%	27%	43%	*	*	-	56%	20%	24%	39%	41%	33%	26%
At Masters Grade Level	2023	20%	10%	10%	0%	4%	12%	*	*	-	11%	0%	12%	10%	11%	7%	2%
	2022	25%	16%	18%	0%	6%	20%	*	*	-	39%	5%	12%	17%	20%	14%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	65%	67%	45%	70%	66%	*	*	-	75%	28%	65%	69%	60%	63%	69%
	2022	72%	63%	57%	17%	50%	61%	*	*	-	50%	33%	47%	58%	54%	47%	52%
At Meets Grade Level or Above	2023	45%	30%	32%	18%	29%	33%	*	*	-	45%	8%	18%	33%	31%	27%	29%
	2022	42%	24%	18%	8%	10%	21%	*	*	-	11%	13%	6%	19%	14%	12%	12%
At Masters Grade Level	2023	19%	8%	8%	0%	0%	10%	*	*	-	5%	2%	12%	8%	7%	4%	0%
	2022	20%	7%	5%	0%	2%	6%	*	*	-	0%	5%	6%	6%	3%	4%	5%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	73%	64%	80%	70%	63%	*	*	-	67%	21%	63%	64%	66%	58%	62%
	2022	76%	73%	64%	20%	52%	69%	*	-	-	83%	28%	*	65%	63%	57%	36%
At Meets Grade Level or Above	2023	47%	38%	25%	40%	12%	30%	*	*	-	22%	8%	38%	25%	26%	19%	14%
	2022	47%	42%	30%	0%	13%	37%	*	-	-	33%	22%	*	30%	32%	24%	0%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	18%	6%	2%	0%	0%	3%	*	*	-	0%	0%	0%	2%	3%	1%	0%
	2022	21%	13%	8%	0%	3%	9%	*	-	-	0%	17%	*	9%	5%	5%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	60%	59%	60%	58%	60%	*	*	-	56%	29%	50%	58%	61%	56%	62%
	2022	75%	72%	53%	20%	26%	62%	*	-	-	67%	28%	*	51%	59%	45%	9%
At Meets Grade Level or Above	2023	52%	25%	22%	60%	15%	25%	*	*	-	0%	8%	25%	21%	24%	19%	19%
	2022	50%	39%	18%	0%	10%	20%	*	-	-	33%	22%	*	18%	20%	13%	0%
At Masters Grade Level	2023	27%	7%	5%	0%	0%	8%	*	*	-	0%	0%	13%	4%	8%	3%	0%
	2022	30%	19%	8%	0%	0%	11%	*	-	-	17%	11%	*	9%	5%	5%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	28%	28%	*	42%	25%	-	*	-	33%	19%	20%	27%	29%	21%	22%
	2022	31%	13%	13%	*	5%	15%	*	*	-	*	0%	*	15%	6%	12%	9%
Reading and Mathematics Including EOC	2023	35%	28%	28%	*	42%	25%	-	*	-	33%	19%	20%	27%	29%	21%	22%
	2022	31%	13%	13%	*	5%	15%	*	*	-	*	0%	*	15%	6%	12%	9%
Reading Including EOC	2023	52%	42%	42%	*	58%	37%	-	*	-	83%	19%	20%	44%	37%	38%	67%
	2022	43%	20%	20%	*	5%	23%	*	*	-	*	5%	*	21%	18%	18%	9%
Math Including EOC	2023	40%	32%	32%	*	42%	31%	-	*	-	33%	19%	20%	32%	32%	25%	22%
	2022	40%	20%	20%	*	10%	22%	*	*	-	*	0%	*	22%	13%	17%	9%
7th Graders																	
Reading and Mathematics	2023	37%	16%	16%	*	10%	18%	-	*	-	*	0%	*	18%	12%	14%	8%
	2022	32%	22%	22%	*	6%	29%	*	*	-	13%	20%	0%	25%	10%	13%	10%
Reading and Mathematics Including EOC	2023	38%	16%	16%	*	10%	18%	-	*	-	*	0%	*	18%	12%	14%	8%
	2022	33%	22%	22%	*	6%	29%	*	*	-	13%	20%	0%	25%	10%	13%	10%
Reading Including EOC	2023	55%	31%	31%	*	29%	32%	-	*	-	*	13%	*	31%	29%	29%	25%
	2022	56%	47%	47%	*	32%	54%	*	*	-	50%	30%	25%	51%	37%	39%	35%
Math Including EOC	2023	43%	23%	23%	*	10%	26%	-	*	-	*	0%	*	26%	12%	15%	8%
	2022	37%	24%	24%	*	16%	29%	*	*	-	13%	20%	0%	26%	17%	14%	20%
8th Graders																	
Reading and Mathematics	2023	31%	29%	29%	40%	18%	34%	*	*	-	22%	8%	25%	28%	32%	20%	19%
	2022	27%	5%	5%	0%	0%	7%	-	-	-	*	22%	*	5%	6%	3%	0%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	29%	29%	40%	18%	34%	*	*	-	22%	8%	25%	28%	32%	20%	19%
	2022	41%	8%	8%	0%	0%	12%	*	-	-	0%	22%	*	7%	10%	3%	0%
Reading Including EOC	2023	58%	35%	35%	60%	30%	36%	*	*	-	33%	8%	25%	34%	37%	26%	33%
	2022	58%	50%	50%	0%	37%	55%	*	-	-	67%	28%	*	44%	63%	40%	27%
Math Including EOC	2023	51%	41%	41%	40%	33%	44%	*	*	-	44%	8%	25%	41%	42%	36%	43%
	2022	48%	9%	9%	0%	3%	13%	*	-	-	0%	22%	*	8%	12%	2%	0%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	23%	24%	18%	22%	25%	*	*	-	28%	8%	18%	24%	25%	19%	17%
	2022	34%	18%	14%	8%	4%	17%	*	*	-	13%	13%	0%	16%	7%	9%	7%
Reading and Mathematics Including EOC	2023	39%	23%	24%	18%	22%	25%	*	*	-	28%	8%	18%	24%	25%	19%	17%
	2022	36%	19%	14%	8%	4%	18%	*	*	-	11%	13%	0%	16%	9%	9%	7%
Reading Including EOC	2023	53%	38%	36%	27%	37%	35%	*	*	-	50%	13%	24%	36%	35%	31%	38%
	2022	53%	42%	39%	17%	27%	43%	*	*	-	56%	20%	19%	38%	41%	32%	26%
Math Including EOC	2023	47%	29%	32%	18%	29%	33%	*	*	-	39%	8%	18%	33%	29%	26%	29%
	2022	43%	23%	18%	8%	10%	21%	*	*	-	11%	13%	0%	19%	14%	11%	12%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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 - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	45%	45%	*	47%	40%	-	*	-	100%	37%	60%	49%	35%	44%	44%
Grade 6 Mathematics	2023	54%	46%	46%	*	42%	48%	-	*	-	33%	60%	60%	45%	50%	40%	17%
Grade 7 ELA/Reading	2023	71%	68%	68%	*	69%	68%	-	*	-	*	52%	*	69%	65%	69%	71%
Grade 7 Mathematics	2023	56%	53%	53%	*	50%	52%	-	*	-	*	30%	*	56%	41%	52%	42%
Grade 8 ELA/Reading	2023	63%	42%	42%	60%	36%	46%	*	*	-	28%	34%	44%	43%	40%	37%	45%
Grade 8 Mathematics	2023	74%	78%	78%	90%	75%	78%	*	*	-	81%	55%	75%	81%	69%	78%	73%
All Grades Both Subjects	2023	64%	59%	56%	64%	54%	55%	*	75%	-	60%	44%	63%	58%	50%	53%	52%
All Grades ELA/Reading	2023	63%	56%	52%	55%	49%	53%	*	*	-	56%	42%	62%	54%	46%	50%	52%
All Grades Mathematics	2023	66%	63%	59%	75%	59%	58%	*	*	-	65%	47%	65%	61%	53%	57%	51%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	28%	28%	*	*	25%	-	*	-	*	13%	*	32%	17%	24%	*
Grade 6 Mathematics	2023	35%	50%	50%	*	*	52%	-	-	-	*	38%	*	55%	40%	52%	*
Grade 7 ELA/Reading	2023	39%	39%	39%	*	29%	45%	-	*	-	-	25%	*	42%	29%	33%	25%
Grade 7 Mathematics	2023	22%	18%	18%	*	13%	20%	-	-	-	*	11%	*	20%	9%	14%	20%
Grade 8 ELA/Reading	2023	39%	20%	20%	-	20%	20%	*	-	-	*	8%	*	23%	13%	18%	*
Grade 8 Mathematics	2023	49%	43%	43%	*	57%	38%	*	-	-	*	13%	*	46%	36%	45%	38%
All Grades Both Subjects	2023	38%	39%	33%	20%	34%	34%	*	*	-	33%	17%	44%	36%	25%	31%	29%
All Grades ELA/Reading	2023	35%	34%	32%	*	24%	34%	*	*	-	40%	17%	44%	35%	21%	27%	29%
All Grades Mathematics	2023	40%	42%	35%	29%	42%	34%	*	-	-	*	17%	43%	37%	28%	35%	29%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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	2023	76%	70%	67%	-	-	-	-	-	-	61%	-	61%	-	100%	67%	63%	100%
	2022	74%	69%	63%	-	-	-	-	-	-	46%	-	46%	-	*	64%	49%	77%
At Meets Grade Level or Above	2023	49%	37%	31%	-	-	-	-	-	-	24%	-	24%	-	33%	32%	25%	58%
	2022	48%	36%	28%	-	-	-	-	-	-	8%	-	8%	-	*	29%	11%	27%
At Masters Grade Level	2023	20%	8%	7%	-	-	-	-	-	-	1%	-	1%	-	0%	8%	1%	0%
	2022	23%	13%	10%	-	-	-	-	-	-	2%	-	2%	-	*	11%	3%	9%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	74%	71%	-	-	-	-	-	-	65%	-	65%	-	*	71%	67%	*
	2022	75%	72%	71%	-	-	-	-	-	-	62%	-	62%	-	*	72%	64%	100%
At Meets Grade Level or Above	2023	53%	43%	36%	-	-	-	-	-	-	35%	-	35%	-	*	35%	36%	*
	2022	53%	43%	39%	-	-	-	-	-	-	15%	-	15%	-	*	41%	19%	57%
At Masters Grade Level	2023	20%	10%	10%	-	-	-	-	-	-	3%	-	3%	-	*	11%	3%	*
	2022	25%	16%	18%	-	-	-	-	-	-	6%	-	6%	-	*	19%	6%	14%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	65%	67%	-	-	-	-	-	-	65%	-	65%	-	*	66%	67%	*
	2022	72%	63%	57%	-	-	-	-	-	-	44%	-	44%	-	*	58%	47%	86%
At Meets Grade Level or Above	2023	45%	30%	32%	-	-	-	-	-	-	22%	-	22%	-	*	33%	23%	*
	2022	42%	24%	18%	-	-	-	-	-	-	6%	-	6%	-	*	19%	8%	29%
At Masters Grade Level	2023	19%	8%	8%	-	-	-	-	-	-	0%	-	0%	-	*	8%	0%	*
	2022	20%	7%	5%	-	-	-	-	-	-	0%	-	0%	-	*	5%	3%	14%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	73%	64%	-	-	-	-	-	-	53%	-	53%	-	*	65%	56%	*
	2022	76%	73%	64%	-	-	-	-	-	-	38%	-	38%	-	-	67%	38%	*
At Meets Grade Level or Above	2023	47%	38%	25%	-	-	-	-	-	-	12%	-	12%	-	*	27%	11%	*
	2022	47%	42%	30%	-	-	-	-	-	-	0%	-	0%	-	-	33%	0%	*
At Masters Grade Level	2023	18%	6%	2%	-	-	-	-	-	-	0%	-	0%	-	*	3%	0%	*
	2022	21%	13%	8%	-	-	-	-	-	-	0%	-	0%	-	-	9%	0%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	60%	59%	-	-	-	-	-	-	53%	-	53%	-	*	58%	56%	*
	2022	75%	72%	53%	-	-	-	-	-	-	0%	-	0%	-	-	56%	0%	*
At Meets Grade Level or Above	2023	52%	25%	22%	-	-	-	-	-	-	18%	-	18%	-	*	22%	17%	*
	2022	50%	39%	18%	-	-	-	-	-	-	0%	-	0%	-	-	20%	0%	*

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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 Masters Grade Level	2023	27%	7%	5%	-	-	-	-	-	-	0%	-	0%	-	*	6%	0%	*
	2022	30%	19%	8%	-	-	-	-	-	-	0%	-	0%	-	-	9%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	59%	56%	-	-	-	-	-	-	51%	-	51%	-	*	56%	50%	75%
All Grades ELA/Reading	2023	63%	56%	52%	-	-	-	-	-	-	50%	-	50%	-	*	52%	50%	*
All Grades Mathematics	2023	66%	63%	59%	-	-	-	-	-	-	51%	-	51%	-	*	60%	50%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	39%	33%	-	-	-	-	-	-	29%	-	29%	-	-	34%	29%	-
All Grades ELA/Reading	2023	35%	34%	32%	-	-	-	-	-	-	29%	-	29%	-	-	32%	29%	-
All Grades Mathematics	2023	40%	42%	35%	-	-	-	-	-	-	29%	-	29%	-	-	36%	29%	-

* 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
2022-23 STAAR Participation (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	96%	100%	94%	96%	*	100%	-	100%	94%	93%	98%	91%	95%	98%
Not Included in Accountability: Mobile	4%	5%	4%	0%	5%	3%	*	0%	-	0%	6%	7%	2%	8%	4%	2%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	95%	100%	94%	96%	*	*	-	100%	94%	89%	97%	92%	95%	95%
Not Included in Accountability: Mobile	4%	5%	4%	0%	5%	4%	*	*	-	0%	6%	11%	3%	8%	4%	2%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	95%	100%	95%	95%	*	*	-	100%	93%	89%	97%	91%	95%	98%
Not Included in Accountability: Mobile	5%	5%	4%	0%	5%	4%	*	*	-	0%	7%	11%	3%	8%	5%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	97%	100%	94%	99%	*	*	-	100%	96%	100%	100%	90%	97%	100%
Not Included in Accountability: Mobile	4%	4%	3%	0%	6%	1%	*	*	-	0%	4%	0%	0%	10%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	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)
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	97%	100%	94%	99%	*	*	-	100%	96%	100%	100%	90%	97%	100%
Not Included in Accountability: Mobile	4%	4%	3%	0%	6%	1%	*	*	-	0%	4%	0%	0%	10%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	99%	100%	100%	99%	100%	100%	-	100%	97%	100%	100%	98%	100%	100%
Included in Accountability	93%	94%	95%	85%	98%	95%	100%	50%	-	100%	85%	100%	97%	89%	97%	100%
Not Included in Accountability: Mobile	5%	5%	3%	15%	2%	3%	0%	50%	-	0%	8%	0%	2%	7%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	0%	1%	0%	0%	-	0%	4%	0%	0%	2%	1%	0%
Not Tested	1%	0%	1%	0%	0%	1%	0%	0%	-	0%	3%	0%	0%	2%	0%	0%
Absent	1%	0%	1%	0%	0%	1%	0%	0%	-	0%	3%	0%	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	*	-	100%	97%	100%	99%	98%	99%	100%
Included in Accountability	92%	94%	95%	86%	96%	94%	*	*	-	100%	87%	100%	97%	88%	96%	100%
Not Included in Accountability: Mobile	5%	5%	4%	14%	2%	4%	*	*	-	0%	7%	0%	2%	8%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	1%	*	*	-	0%	3%	0%	0%	2%	0%	0%
Not Tested	1%	1%	1%	0%	1%	1%	*	*	-	0%	3%	0%	1%	2%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	*	*	-	0%	3%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	99%	*	*	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	95%	86%	98%	95%	*	*	-	100%	88%	100%	97%	89%	97%	100%
Not Included in Accountability: Mobile	5%	5%	4%	14%	2%	4%	*	*	-	0%	7%	0%	2%	9%	2%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	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)
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	1%	*	*	-	0%	3%	0%	0%	2%	0%	0%
Not Tested	1%	0%	0%	0%	0%	1%	*	*	-	0%	1%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	*	*	-	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	99%	100%	100%	99%	*	*	-	100%	96%	*	100%	98%	100%	100%
Included in Accountability	93%	95%	96%	83%	100%	96%	*	*	-	100%	78%	*	98%	91%	96%	100%
Not Included in Accountability: Mobile	4%	4%	2%	17%	0%	1%	*	*	-	0%	9%	*	2%	2%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	0%	2%	*	*	-	0%	9%	*	0%	4%	1%	0%
Not Tested	2%	0%	1%	0%	0%	1%	*	*	-	0%	4%	*	0%	2%	0%	0%
Absent	1%	0%	1%	0%	0%	1%	*	*	-	0%	4%	*	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	99%	100%	100%	99%	*	*	-	100%	96%	*	100%	98%	100%	100%
Included in Accountability	94%	96%	96%	83%	100%	96%	*	*	-	100%	78%	*	98%	91%	96%	100%
Not Included in Accountability: Mobile	4%	3%	2%	17%	0%	1%	*	*	-	0%	9%	*	2%	2%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	0%	2%	*	*	-	0%	9%	*	0%	4%	1%	0%
Not Tested	2%	0%	1%	0%	0%	1%	*	*	-	0%	4%	*	0%	2%	0%	0%
Absent	1%	0%	1%	0%	0%	1%	*	*	-	0%	4%	*	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	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
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	92.3%	94.0%	92.1%	92.3%	*	*	-	91.6%	90.8%	91.9%	92.9%
2020-21	95.0%	94.8%	95.5%	93.8%	95.7%	95.4%	*	*	-	96.8%	94.9%	94.8%	96.7%
Chronic Absenteeism													
2021-22	25.7%	29.4%	30.3%	20.0%	29.9%	30.2%	*	*	-	45.5%	31.4%	33.0%	30.8%
2020-21	15.0%	15.5%	13.3%	33.3%	11.8%	12.9%	*	*	-	11.8%	14.3%	14.7%	2.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.6%	0.6%	0.0%	0.0%	0.5%	*	*	-	6.3%	0.0%	0.0%	0.0%
2020-21	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	93.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	84.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	87.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	85.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	85.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	120	368,686
By Ethnicity:				
African American	-	-	8	45,227
Hispanic	-	-	21	191,125
White	-	-	89	103,171
American Indian	-	-	1	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	1	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	16	51,023
Foundation H.S. Program (Endorsement)	-	-	2	14,179
Foundation H.S. Program (DLA)	-	-	102	302,917
Special Education Graduates	-	-	12	32,447
Economically Disadvantaged Graduates	-	-	71	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	40,398
At-Risk Graduates	-	-	40	159,689
CTE Completers	-	-	35	107,502

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	425	100.0%	1,753	5,504,150	425	100.0%	1,754	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	3.8%	4.4%	0	0.0%	3.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	0	0.0%	7.2%	6.7%	0	0.0%	7.2%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 3	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 6	131	30.8%	7.5%	7.3%	131	30.8%	7.5%	7.2%
Grade 7	145	34.1%	8.3%	7.4%	145	34.1%	8.3%	7.4%
Grade 8	149	35.1%	8.5%	7.7%	149	35.1%	8.5%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	6.8%	7.9%	0	0.0%	6.8%	7.9%
Grade 11	0	0.0%	6.8%	7.0%	0	0.0%	6.8%	7.0%
Grade 12	0	0.0%	6.3%	6.6%	0	0.0%	6.3%	6.6%
Ethnic Distribution:								
African American	12	2.8%	2.9%	12.8%	12	2.8%	2.9%	12.8%
Hispanic	76	17.9%	19.5%	53.0%	76	17.9%	19.4%	52.9%
White	310	72.9%	71.7%	25.6%	310	72.9%	71.7%	25.7%
American Indian	2	0.5%	1.1%	0.3%	2	0.5%	1.1%	0.3%
Asian	3	0.7%	0.5%	5.1%	3	0.7%	0.5%	5.1%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	22	5.2%	4.2%	3.0%	22	5.2%	4.2%	3.0%
Sex:								
Female	186	43.8%	45.0%	48.8%	186	43.8%	45.0%	48.8%
Male	239	56.2%	55.0%	51.2%	239	56.2%	55.0%	51.2%
Economically Disadvantaged	281	66.1%	62.5%	62.1%	281	66.1%	62.5%	62.0%
Non-Educationally Disadvantaged	144	33.9%	37.5%	37.9%	144	33.9%	37.5%	38.0%
Section 504 Students	74	17.4%	13.7%	7.4%	74	17.4%	13.7%	7.4%
EB Students/EL	41	9.6%	8.2%	23.1%	41	9.6%	8.2%	23.0%
Students w/ Disciplinary Placements (2021-22)	10	2.1%	2.5%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	72	16.9%	12.4%	5.5%	72	16.9%	12.4%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	7	1.6%	2.5%	1.3%	7	1.6%	2.5%	1.3%
Immigrant	2	0.5%	0.2%	2.2%	2	0.5%	0.2%	2.2%
Migrant	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Title I	425	100.0%	100.0%	64.6%	425	100.0%	100.0%	64.6%
Military Connected	49	11.5%	7.7%	3.6%	49	11.5%	7.7%	3.6%
At-Risk	268	63.1%	56.0%	53.3%	268	63.1%	55.9%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	40	9.4%	7.7%	23.2%	40	9.4%	7.7%	23.2%
Career and Technical Education	153	36.0%	33.9%	26.5%	153	36.0%	33.9%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	87.0%	72.3%	0	-	87.0%	72.2%
Gifted and Talented Education	34	8.0%	6.4%	8.2%	34	8.0%	6.4%	8.2%
Special Education	68	16.0%	15.0%	12.6%	68	16.0%	15.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	68							
By Type of Primary Disability								
Students with Intellectual Disabilities	37	54.4%	39.2%	44.1%				
Students with Physical Disabilities	*	*	19.4%	20.0%				
Students with Autism	**	**	**	15.5%				
Students with Behavioral Disabilities	17	25.0%	24.7%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	62	13.2%	13.0%	16.8%				
By Ethnicity:								
African American	3	0.6%	0.7%	3.3%				
Hispanic	10	2.1%	2.2%	8.7%				
White	44	9.4%	9.0%	3.4%				
American Indian	1	0.2%	0.2%	0.1%				
Asian	1	0.2%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	3	0.6%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	16	18.6%	15.9%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	7.7%	7.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	30	10.9%	9.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	31	10.9%	15.0%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.3%	1.5%	-	11.8%	4.5%
Grade 1	-	9.8%	2.5%	-	3.6%	3.6%
Grade 2	-	0.9%	1.6%	-	5.6%	2.0%
Grade 3	-	1.8%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.0%	0.4%	3.8%	3.8%	0.5%
Grade 8	1.6%	1.6%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	7.2%	8.7%	-	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.1	18.7
Grade 1	-	19.5	19.1
Grade 2	-	17.9	19.1
Grade 3	-	21.3	19.3
Grade 4	-	19.5	19.4
Grade 5	-	21.2	20.8
Grade 6	21.1	21.1	19.2
Secondary:			
English/Language Arts	24.8	19.6	16.2
Foreign Languages	24.0	19.8	18.8
Mathematics	21.6	17.9	17.5
Science	24.3	19.1	18.5
Social Studies	25.3	21.1	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	45.8	100.0%	100.0%	100.0%
Professional Staff:	38.6	84.2%	56.4%	64.1%
Teachers	35.7	77.8%	43.7%	48.7%
Professional Support	0.4	1.0%	7.6%	10.9%
Campus Administration (School Leadership)	2.5	5.4%	2.8%	3.3%
Educational Aides:	7.2	15.8%	18.9%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	3.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	4.8	10.5%	14.3%	53.2%
Teachers by Ethnicity:				
African American	3.0	8.3%	6.6%	11.8%
Hispanic	1.0	2.8%	3.6%	29.6%
White	31.7	88.9%	87.7%	54.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.4%	1.2%
Teachers by Sex:				
Males	12.1	33.9%	22.1%	24.4%
Females	23.6	66.1%	77.9%	75.6%
Teachers by Highest Degree Held:				
No Degree	2.0	5.6%	7.1%	2.0%
Bachelors	26.9	75.3%	76.4%	72.2%
Masters	6.5	18.2%	15.8%	25.0%
Doctorate	0.3	0.9%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	11.1%	9.6%	9.7%
1-5 Years Experience	16.1	45.1%	29.4%	26.3%
6-10 Years Experience	4.6	12.9%	13.5%	20.5%
11-20 Years Experience	7.7	21.7%	29.6%	27.2%
21-30 Years Experience	2.3	6.5%	13.6%	13.3%
Over 30 Years Experience	1.0	2.8%	4.2%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	11.9	n/a	12.7	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.8	6.1
Average Years Experience of Principals with District	1.0	2.5	5.3
Average Years Experience of Assistant Principals	3.0	6.3	5.2
Average Years Experience of Assistant Principals with District	3.0	6.3	4.4
Average Years Experience of Teachers:	8.2	11.4	11.0
Average Years Experience of Teachers with District:	4.1	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$41,692	\$42,529	\$53,300
1-5 Years Experience	\$45,387	\$44,011	\$56,516
6-10 Years Experience	\$44,203	\$44,150	\$59,732
11-20 Years Experience	\$55,137	\$54,748	\$63,389
21-30 Years Experience	\$58,662	\$61,927	\$67,876
Over 30 Years Experience	\$13,225	\$55,399	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$46,903	\$49,996	\$60,717
Professional Support	\$42,150	\$58,909	\$72,022
Campus Administration (School Leadership)	\$70,306	\$70,900	\$85,167
Instructional Staff Percent:	n/a	62.1%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.7%	5.9%
Career and Technical Education	0.4	1.1%	9.9%	5.4%
Compensatory Education	0.0	0.0%	6.7%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	31.6	88.5%	69.3%	70.6%
Special Education	3.7	10.4%	9.5%	9.7%
Other	0.0	0.0%	2.9%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

- Indicates there is no data for the item.
 - * Indicates results are masked due to small numbers.
 - ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS INT

Campus Number: 190903051

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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	2023	76%	78%	78%	*	73%	79%	*	-	*	*	71%	*	81%	71%	74%	73%
	2022	76%	83%	83%	*	96%	78%	*	-	-	*	83%	86%	80%	89%	73%	83%
At Meets Grade Level or Above	2023	50%	41%	41%	*	42%	42%	*	-	*	*	38%	*	45%	31%	34%	27%
	2022	51%	50%	50%	*	63%	43%	*	-	-	*	33%	57%	45%	64%	31%	33%
At Masters Grade Level	2023	20%	14%	14%	*	4%	18%	*	-	*	*	10%	*	16%	9%	8%	0%
	2022	30%	23%	23%	*	21%	23%	*	-	-	*	0%	14%	22%	25%	10%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	54%	54%	*	38%	59%	*	-	*	*	62%	*	53%	54%	46%	13%
	2022	71%	59%	59%	*	75%	54%	*	-	-	*	50%	100%	55%	71%	50%	67%
At Meets Grade Level or Above	2023	45%	21%	21%	*	19%	23%	*	-	*	*	29%	*	21%	23%	18%	0%
	2022	43%	26%	26%	*	29%	25%	*	-	-	*	17%	29%	18%	50%	15%	33%
At Masters Grade Level	2023	19%	7%	7%	*	4%	9%	*	-	*	*	10%	*	9%	3%	5%	0%
	2022	21%	7%	7%	*	4%	8%	*	-	-	*	0%	14%	6%	11%	4%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	75%	75%	*	80%	73%	-	-	-	100%	50%	71%	69%	86%	73%	75%
	2022	77%	64%	64%	*	64%	64%	-	*	-	60%	61%	33%	67%	54%	58%	81%
At Meets Grade Level or Above	2023	48%	37%	37%	*	36%	39%	-	-	-	33%	0%	14%	31%	50%	27%	38%
	2022	54%	40%	40%	*	21%	46%	-	*	-	20%	39%	0%	40%	40%	32%	31%
At Masters Grade Level	2023	22%	8%	8%	*	8%	8%	-	-	-	17%	0%	0%	7%	11%	6%	0%
	2022	28%	15%	15%	*	4%	18%	-	*	-	0%	4%	0%	16%	11%	11%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	44%	44%	*	44%	43%	-	-	-	67%	38%	43%	36%	58%	31%	38%
	2022	70%	50%	50%	*	36%	56%	-	*	-	20%	26%	22%	53%	43%	44%	38%
At Meets Grade Level or Above	2023	48%	22%	22%	*	16%	23%	-	-	-	33%	13%	14%	20%	25%	13%	13%
	2022	43%	17%	17%	*	0%	21%	-	*	-	0%	22%	0%	20%	9%	11%	6%
At Masters Grade Level	2023	22%	5%	5%	*	0%	6%	-	-	-	0%	0%	0%	3%	8%	2%	0%
	2022	23%	4%	4%	*	0%	4%	-	*	-	0%	4%	0%	3%	6%	3%	0%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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	2023	81%	75%	75%	*	77%	76%	-	*	-	80%	57%	50%	78%	65%	72%	70%
	2022	81%	81%	81%	*	82%	82%	-	*	-	80%	50%	*	80%	81%	76%	70%
At Meets Grade Level or Above	2023	57%	42%	42%	*	33%	47%	-	*	-	40%	30%	17%	41%	45%	33%	30%
	2022	58%	46%	46%	*	45%	50%	-	*	-	20%	25%	*	48%	43%	36%	50%
At Masters Grade Level	2023	28%	17%	17%	*	17%	17%	-	*	-	0%	4%	0%	15%	23%	13%	20%
	2022	36%	29%	29%	*	27%	33%	-	*	-	0%	0%	*	29%	30%	19%	40%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	71%	71%	*	70%	73%	-	*	-	80%	39%	50%	76%	58%	67%	65%
	2022	77%	74%	74%	*	73%	75%	-	*	-	80%	44%	*	77%	68%	69%	80%
At Meets Grade Level or Above	2023	51%	33%	33%	*	23%	40%	-	*	-	0%	30%	17%	32%	39%	27%	25%
	2022	48%	44%	44%	*	41%	47%	-	*	-	40%	25%	*	49%	32%	34%	40%
At Masters Grade Level	2023	21%	9%	9%	*	3%	10%	-	*	-	0%	17%	0%	8%	10%	6%	5%
	2022	25%	18%	18%	*	14%	19%	-	*	-	40%	0%	*	20%	16%	8%	10%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	68%	*	53%	76%	-	*	-	60%	61%	50%	71%	61%	61%	50%
	2022	66%	70%	70%	*	73%	72%	-	*	-	60%	38%	*	72%	65%	61%	80%
At Meets Grade Level or Above	2023	36%	36%	36%	*	17%	45%	-	*	-	0%	39%	17%	35%	39%	27%	10%
	2022	38%	44%	44%	*	36%	47%	-	*	-	60%	31%	*	44%	43%	36%	10%
At Masters Grade Level	2023	16%	7%	7%	*	0%	10%	-	*	-	0%	4%	0%	7%	6%	3%	0%
	2022	18%	19%	19%	*	23%	20%	-	*	-	0%	0%	*	20%	19%	11%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	70%	67%	16%	63%	69%	*	83%	*	80%	56%	59%	67%	65%	62%	56%
	2022	74%	69%	68%	24%	70%	69%	*	86%	-	67%	46%	64%	69%	67%	61%	69%
At Meets Grade Level or Above	2023	49%	37%	33%	11%	27%	37%	*	50%	*	20%	30%	27%	33%	36%	26%	20%
	2022	48%	36%	38%	0%	32%	40%	*	57%	-	33%	28%	34%	37%	39%	28%	27%
At Masters Grade Level	2023	20%	8%	10%	0%	5%	11%	*	33%	*	3%	8%	11%	10%	10%	6%	5%
	2022	23%	13%	16%	0%	12%	18%	*	14%	-	9%	2%	16%	16%	17%	10%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	74%	76%	38%	77%	76%	*	*	*	93%	62%	69%	76%	75%	73%	72%
	2022	75%	72%	75%	43%	80%	74%	*	*	-	79%	60%	60%	76%	74%	68%	78%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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	2023	53%	43%	40%	25%	37%	43%	*	*	*	33%	29%	31%	40%	42%	32%	30%
	2022	53%	43%	45%	0%	42%	47%	*	*	-	43%	33%	35%	44%	48%	33%	38%
At Masters Grade Level	2023	20%	10%	13%	0%	10%	15%	*	*	*	7%	6%	13%	13%	14%	9%	9%
	2022	25%	16%	22%	0%	16%	24%	*	*	-	7%	2%	20%	22%	22%	14%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	65%	57%	0%	52%	59%	*	*	*	73%	48%	53%	57%	57%	50%	42%
	2022	72%	63%	61%	14%	59%	62%	*	*	-	57%	36%	65%	61%	60%	55%	56%
At Meets Grade Level or Above	2023	45%	30%	26%	0%	20%	29%	*	*	*	13%	27%	27%	25%	28%	20%	14%
	2022	42%	24%	29%	0%	22%	31%	*	*	-	14%	22%	30%	29%	29%	20%	22%
At Masters Grade Level	2023	19%	8%	7%	0%	2%	9%	*	*	*	0%	12%	13%	7%	7%	5%	2%
	2022	20%	7%	10%	0%	5%	11%	*	*	-	14%	2%	15%	9%	11%	5%	3%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	73%	68%	*	53%	76%	-	*	-	60%	61%	50%	71%	61%	61%	50%
	2022	76%	73%	70%	*	73%	72%	-	*	-	60%	38%	*	72%	65%	61%	80%
At Meets Grade Level or Above	2023	47%	38%	36%	*	17%	45%	-	*	-	0%	39%	17%	35%	39%	27%	10%
	2022	47%	42%	44%	*	36%	47%	-	*	-	60%	31%	*	44%	43%	36%	10%
At Masters Grade Level	2023	18%	6%	7%	*	0%	10%	-	*	-	0%	4%	0%	7%	6%	3%	0%
	2022	21%	13%	19%	*	23%	20%	-	*	-	0%	0%	*	20%	19%	11%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	20%	20%	*	19%	22%	*	-	*	*	29%	*	21%	20%	18%	0%
	2022	36%	24%	24%	*	25%	23%	*	-	-	*	17%	29%	16%	48%	13%	17%
Reading and Mathematics Including EOC	2023	37%	20%	20%	*	19%	22%	*	-	*	*	29%	*	21%	20%	18%	0%
	2022	36%	24%	24%	*	25%	23%	*	-	-	*	17%	29%	16%	48%	13%	17%
Reading Including EOC	2023	50%	41%	41%	*	42%	42%	*	-	*	*	38%	*	45%	31%	34%	27%
	2022	51%	50%	50%	*	63%	44%	*	-	-	*	33%	57%	45%	67%	32%	33%
Math Including EOC	2023	45%	21%	21%	*	19%	23%	*	-	*	*	29%	*	21%	23%	18%	0%
	2022	43%	26%	26%	*	29%	26%	*	-	-	*	17%	29%	18%	52%	15%	33%
4th Graders																	
Reading and Mathematics	2023	38%	18%	18%	*	12%	21%	-	-	-	17%	0%	0%	15%	25%	10%	13%
	2022	36%	16%	16%	*	0%	19%	-	*	-	0%	22%	0%	18%	9%	10%	6%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	18%	18%	*	12%	21%	-	-	-	17%	0%	0%	15%	25%	10%	13%
	2022	36%	16%	16%	*	0%	19%	-	*	-	0%	22%	0%	18%	9%	10%	6%
Reading Including EOC	2023	48%	37%	37%	*	36%	39%	-	-	-	33%	0%	14%	31%	50%	27%	38%
	2022	54%	41%	41%	*	21%	47%	-	*	-	20%	39%	0%	40%	41%	32%	31%
Math Including EOC	2023	48%	22%	22%	*	16%	23%	-	-	-	33%	13%	14%	20%	25%	13%	13%
	2022	43%	17%	17%	*	0%	21%	-	*	-	0%	22%	0%	20%	9%	12%	6%
5th Graders																	
Reading and Mathematics	2023	43%	25%	25%	*	10%	33%	-	*	-	0%	30%	0%	22%	35%	16%	10%
	2022	41%	32%	32%	*	36%	35%	-	*	-	0%	20%	*	35%	28%	21%	30%
Reading and Mathematics Including EOC	2023	43%	25%	25%	*	10%	33%	-	*	-	0%	30%	0%	22%	35%	16%	10%
	2022	41%	32%	32%	*	36%	35%	-	*	-	0%	20%	*	35%	28%	21%	30%
Reading Including EOC	2023	57%	42%	42%	*	33%	47%	-	*	-	40%	30%	17%	41%	45%	33%	30%
	2022	58%	46%	46%	*	45%	50%	-	*	-	20%	27%	*	47%	44%	36%	50%
Math Including EOC	2023	51%	33%	33%	*	23%	40%	-	*	-	0%	30%	17%	32%	39%	27%	25%
	2022	48%	44%	44%	*	41%	47%	-	*	-	40%	27%	*	48%	33%	33%	40%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	23%	21%	0%	14%	25%	*	*	*	7%	25%	13%	20%	26%	16%	7%
	2022	34%	18%	24%	0%	19%	26%	*	*	-	0%	20%	26%	23%	27%	15%	16%
Reading and Mathematics Including EOC	2023	39%	23%	21%	0%	14%	25%	*	*	*	7%	25%	13%	20%	26%	16%	7%
	2022	36%	19%	24%	0%	19%	26%	*	*	-	0%	20%	26%	23%	27%	15%	16%
Reading Including EOC	2023	53%	38%	40%	25%	37%	43%	*	*	*	33%	29%	31%	40%	42%	32%	30%
	2022	53%	42%	45%	0%	42%	47%	*	*	-	43%	34%	37%	44%	49%	34%	38%
Math Including EOC	2023	47%	29%	26%	0%	20%	29%	*	*	*	13%	27%	27%	25%	28%	20%	14%
	2022	43%	23%	29%	0%	22%	31%	*	*	-	14%	23%	32%	28%	30%	20%	22%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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 - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	36%	36%	*	44%	35%	-	-	-	25%	7%	43%	33%	42%	35%	44%
Grade 4 Mathematics	2023	63%	42%	42%	*	40%	41%	-	-	-	50%	71%	36%	38%	52%	35%	25%
Grade 5 ELA/Reading	2023	65%	60%	60%	*	59%	60%	-	*	-	90%	35%	58%	60%	62%	53%	53%
Grade 5 Mathematics	2023	71%	73%	73%	*	76%	73%	-	*	-	70%	75%	67%	76%	62%	69%	71%
All Grades Both Subjects	2023	64%	59%	53%	50%	56%	53%	-	*	-	57%	51%	50%	53%	53%	51%	54%
All Grades ELA/Reading	2023	63%	56%	49%	30%	52%	48%	-	*	-	55%	28%	50%	48%	51%	46%	50%
All Grades Mathematics	2023	66%	63%	58%	70%	59%	57%	-	*	-	59%	74%	50%	59%	56%	56%	57%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	13%	13%	*	*	15%	-	-	-	-	*	*	15%	*	20%	*
Grade 4 Mathematics	2023	27%	7%	7%	*	0%	6%	-	-	-	*	20%	*	6%	9%	0%	*
Grade 5 ELA/Reading	2023	37%	39%	39%	*	45%	36%	-	-	-	*	0%	*	45%	25%	39%	*
Grade 5 Mathematics	2023	48%	45%	45%	*	50%	43%	-	-	-	*	14%	60%	50%	27%	43%	45%
All Grades Both Subjects	2023	38%	39%	29%	11%	37%	26%	-	-	-	56%	11%	33%	32%	19%	30%	26%
All Grades ELA/Reading	2023	35%	34%	32%	*	42%	29%	-	-	-	*	0%	17%	36%	21%	34%	0%
All Grades Mathematics	2023	40%	42%	28%	0%	35%	24%	-	-	-	57%	16%	50%	31%	18%	28%	36%

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

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	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	2023	76%	70%	67%	-	-	-	-	-	-	54%	-	54%	-	70%	68%	56%	-
	2022	74%	69%	68%	-	-	-	-	-	-	70%	*	68%	-	-	68%	69%	-
At Meets Grade Level or Above	2023	49%	37%	33%	-	-	-	-	-	-	21%	-	21%	-	10%	35%	20%	-
	2022	48%	36%	38%	-	-	-	-	-	-	27%	*	26%	-	-	39%	27%	-
At Masters Grade Level	2023	20%	8%	10%	-	-	-	-	-	-	5%	-	5%	-	0%	10%	5%	-
	2022	23%	13%	16%	-	-	-	-	-	-	9%	*	8%	-	-	17%	9%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	74%	76%	-	-	-	-	-	-	72%	-	72%	-	*	76%	72%	-
	2022	75%	72%	75%	-	-	-	-	-	-	77%	*	75%	-	-	75%	78%	-
At Meets Grade Level or Above	2023	53%	43%	40%	-	-	-	-	-	-	31%	-	31%	-	*	42%	30%	-
	2022	53%	43%	45%	-	-	-	-	-	-	37%	*	36%	-	-	46%	38%	-
At Masters Grade Level	2023	20%	10%	13%	-	-	-	-	-	-	10%	-	10%	-	*	14%	9%	-
	2022	25%	16%	22%	-	-	-	-	-	-	17%	*	14%	-	-	22%	19%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	65%	57%	-	-	-	-	-	-	41%	-	41%	-	*	59%	42%	-
	2022	72%	63%	61%	-	-	-	-	-	-	60%	*	57%	-	-	61%	56%	-
At Meets Grade Level or Above	2023	45%	30%	26%	-	-	-	-	-	-	15%	-	15%	-	*	27%	14%	-
	2022	42%	24%	29%	-	-	-	-	-	-	23%	*	21%	-	-	29%	22%	-
At Masters Grade Level	2023	19%	8%	7%	-	-	-	-	-	-	3%	-	3%	-	*	8%	2%	-
	2022	20%	7%	10%	-	-	-	-	-	-	3%	*	4%	-	-	10%	3%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	73%	68%	-	-	-	-	-	-	44%	-	44%	-	*	72%	50%	-
	2022	76%	73%	70%	-	-	-	-	-	-	80%	-	80%	-	-	69%	80%	-
At Meets Grade Level or Above	2023	47%	38%	36%	-	-	-	-	-	-	11%	-	11%	-	*	41%	10%	-
	2022	47%	42%	44%	-	-	-	-	-	-	10%	-	10%	-	-	47%	10%	-
At Masters Grade Level	2023	18%	6%	7%	-	-	-	-	-	-	0%	-	0%	-	*	8%	0%	-
	2022	21%	13%	19%	-	-	-	-	-	-	0%	-	0%	-	-	21%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	59%	53%	-	-	-	-	-	-	53%	-	53%	-	*	53%	54%	-
All Grades ELA/Reading	2023	63%	56%	49%	-	-	-	-	-	-	50%	-	50%	-	*	48%	50%	-
All Grades Mathematics	2023	66%	63%	58%	-	-	-	-	-	-	56%	-	56%	-	*	58%	57%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	39%	29%	-	-	-	-	-	-	24%	-	24%	-	*	30%	26%	-

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	34%	32%	-	-	-	-	-	-	0%	-	0%	-	-	35%	0%	-
All Grades Mathematics	2023	40%	42%	28%	-	-	-	-	-	-	33%	-	33%	-	*	27%	36%	-

* 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
2022-23 STAAR Participation (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	100%	94%	95%	*	100%	*	100%	97%	100%	99%	87%	94%	98%
Not Included in Accountability: Mobile	4%	5%	5%	0%	6%	5%	*	0%	*	0%	3%	0%	1%	13%	6%	2%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	95%	100%	93%	95%	*	*	*	100%	96%	100%	98%	87%	94%	98%
Not Included in Accountability: Mobile	4%	5%	5%	0%	7%	5%	*	*	*	0%	4%	0%	2%	13%	6%	2%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	100%	93%	95%	*	*	*	100%	98%	100%	98%	87%	94%	98%
Not Included in Accountability: Mobile	5%	5%	5%	0%	7%	5%	*	*	*	0%	2%	0%	2%	13%	6%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	95%	*	97%	95%	-	*	-	100%	96%	100%	99%	86%	95%	100%
Not Included in Accountability: Mobile	4%	4%	5%	*	3%	5%	-	*	-	0%	4%	0%	1%	14%	5%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	State	District	Campus	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)
Absent	1%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	96%	100%	99%	99%	*	100%	-	100%	97%	96%	97%	93%	99%	97%
Not Included in Accountability: Mobile	5%	5%	4%	0%	1%	1%	*	0%	-	0%	3%	4%	3%	7%	1%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	96%	100%	99%	99%	*	*	-	100%	98%	95%	97%	92%	99%	97%
Not Included in Accountability: Mobile	5%	5%	4%	0%	1%	1%	*	*	-	0%	2%	5%	3%	8%	1%	3%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	96%	100%	99%	99%	*	*	-	100%	98%	95%	97%	92%	99%	97%
Not Included in Accountability: Mobile	5%	5%	4%	0%	1%	1%	*	*	-	0%	2%	5%	3%	8%	1%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	*	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	98%	*	100%	98%	-	*	-	100%	94%	*	98%	97%	99%	100%
Not Included in Accountability: Mobile	4%	4%	2%	*	0%	2%	-	*	-	0%	6%	*	2%	3%	1%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	State	District	Campus	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)
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	0%	*	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	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
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	92.9%	93.4%	93.9%	92.5%	*	*	-	92.8%	91.8%	92.7%	94.9%
2020-21	95.0%	94.8%	95.1%	90.5%	96.2%	95.0%	*	*	-	94.5%	93.8%	94.6%	96.4%
Chronic Absenteeism													
2021-22	25.7%	29.4%	23.9%	10.0%	18.5%	26.0%	*	*	-	23.5%	28.1%	26.5%	19.4%
2020-21	15.0%	15.5%	12.9%	25.0%	6.8%	13.7%	*	*	-	21.4%	19.2%	15.1%	5.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	93.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	84.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	87.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	85.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	85.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	120	368,686
By Ethnicity:				
African American	-	-	8	45,227
Hispanic	-	-	21	191,125
White	-	-	89	103,171
American Indian	-	-	1	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	1	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	16	51,023
Foundation H.S. Program (Endorsement)	-	-	2	14,179
Foundation H.S. Program (DLA)	-	-	102	302,917
Special Education Graduates	-	-	12	32,447
Economically Disadvantaged Graduates	-	-	71	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	40,398
At-Risk Graduates	-	-	40	159,689
CTE Completers	-	-	35	107,502

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	385	100.0%	1,753	5,504,150	385	100.0%	1,754	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	3.8%	4.4%	0	0.0%	3.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	0	0.0%	7.2%	6.7%	0	0.0%	7.2%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 3	134	34.8%	7.6%	7.2%	134	34.8%	7.6%	7.1%
Grade 4	116	30.1%	6.6%	7.2%	116	30.1%	6.6%	7.1%
Grade 5	135	35.1%	7.7%	7.2%	135	35.1%	7.7%	7.2%
Grade 6	0	0.0%	7.5%	7.3%	0	0.0%	7.5%	7.2%
Grade 7	0	0.0%	8.3%	7.4%	0	0.0%	8.3%	7.4%
Grade 8	0	0.0%	8.5%	7.7%	0	0.0%	8.5%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	6.8%	7.9%	0	0.0%	6.8%	7.9%
Grade 11	0	0.0%	6.8%	7.0%	0	0.0%	6.8%	7.0%
Grade 12	0	0.0%	6.3%	6.6%	0	0.0%	6.3%	6.6%
Ethnic Distribution:								
African American	9	2.3%	2.9%	12.8%	9	2.3%	2.9%	12.8%
Hispanic	82	21.3%	19.5%	53.0%	82	21.3%	19.4%	52.9%
White	271	70.4%	71.7%	25.6%	271	70.4%	71.7%	25.7%
American Indian	3	0.8%	1.1%	0.3%	3	0.8%	1.1%	0.3%
Asian	2	0.5%	0.5%	5.1%	2	0.5%	0.5%	5.1%
Pacific Islander	2	0.5%	0.2%	0.2%	2	0.5%	0.2%	0.2%
Two or More Races	16	4.2%	4.2%	3.0%	16	4.2%	4.2%	3.0%
Sex:								
Female	175	45.5%	45.0%	48.8%	175	45.5%	45.0%	48.8%
Male	210	54.5%	55.0%	51.2%	210	54.5%	55.0%	51.2%
Economically Disadvantaged	239	62.1%	62.5%	62.1%	239	62.1%	62.5%	62.0%
Non-Educationally Disadvantaged	146	37.9%	37.5%	37.9%	146	37.9%	37.5%	38.0%
Section 504 Students	61	15.8%	13.7%	7.4%	61	15.8%	13.7%	7.4%
EB Students/EL	42	10.9%	8.2%	23.1%	42	10.9%	8.2%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	2.5%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	66	17.1%	12.4%	5.5%	66	17.1%	12.4%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	8	2.1%	2.5%	1.3%	8	2.1%	2.5%	1.3%
Immigrant	1	0.3%	0.2%	2.2%	1	0.3%	0.2%	2.2%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	385	100.0%	100.0%	64.6%	385	100.0%	100.0%	64.6%
Military Connected	22	5.7%	7.7%	3.6%	22	5.7%	7.7%	3.6%
At-Risk	243	63.1%	56.0%	53.3%	243	63.1%	55.9%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	38	9.9%	7.7%	23.2%	38	9.9%	7.7%	23.2%
Career and Technical Education	0	0.0%	33.9%	26.5%	0	0.0%	33.9%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	87.0%	72.3%	0	-	87.0%	72.2%
Gifted and Talented Education	21	5.5%	6.4%	8.2%	21	5.5%	6.4%	8.2%
Special Education	53	13.8%	15.0%	12.6%	53	13.8%	15.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	53							
By Type of Primary Disability								
Students with Intellectual Disabilities	22	41.5%	39.2%	44.1%				
Students with Physical Disabilities	12	22.6%	19.4%	20.0%				
Students with Autism	7	13.2%	**	15.5%				
Students with Behavioral Disabilities	12	22.6%	24.7%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	44	10.9%	13.0%	16.8%				
By Ethnicity:								
African American	3	0.7%	0.7%	3.3%				
Hispanic	9	2.2%	2.2%	8.7%				
White	27	6.7%	9.0%	3.4%				
American Indian	1	0.2%	0.2%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	4	1.0%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	7	12.1%	15.9%	18.6%				
Count and Percent of EB Students/EL who are Mobile	2	6.5%	7.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	15	6.9%	9.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	35	13.7%	15.0%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.3%	1.5%	-	11.8%	4.5%
Grade 1	-	9.8%	2.5%	-	3.6%	3.6%
Grade 2	-	0.9%	1.6%	-	5.6%	2.0%
Grade 3	1.8%	1.8%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.0%	0.4%	-	3.8%	0.5%
Grade 8	-	1.6%	0.4%	-	0.0%	0.5%
Grade 9	-	7.2%	8.7%	-	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.1	18.7
Grade 1	-	19.5	19.1
Grade 2	-	17.9	19.1
Grade 3	21.3	21.3	19.3
Grade 4	19.5	19.5	19.4
Grade 5	21.2	21.2	20.8
Grade 6	-	21.1	19.2
Secondary:			
English/Language Arts	-	19.6	16.2
Foreign Languages	-	19.8	18.8
Mathematics	-	17.9	17.5
Science	-	19.1	18.5
Social Studies	-	21.1	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	45.5	100.0%	100.0%	100.0%
Professional Staff:	29.2	64.2%	56.4%	64.1%
Teachers	27.9	61.3%	43.7%	48.7%
Professional Support	1.0	2.2%	7.6%	10.9%
Campus Administration (School Leadership)	0.3	0.7%	2.8%	3.3%
Educational Aides:	16.3	35.8%	18.9%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	3.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	4.9	10.8%	14.3%	53.2%
Teachers by Ethnicity:				
African American	1.0	3.5%	6.6%	11.8%
Hispanic	2.0	7.1%	3.6%	29.6%
White	24.9	89.4%	87.7%	54.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.4%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	22.1%	24.4%
Females	27.9	100.0%	77.9%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.7	2.6%	7.1%	2.0%
Bachelors	24.3	87.2%	76.4%	72.2%
Masters	2.8	10.2%	15.8%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.8	10.2%	9.6%	9.7%
1-5 Years Experience	4.9	17.7%	29.4%	26.3%
6-10 Years Experience	5.7	20.4%	13.5%	20.5%
11-20 Years Experience	8.2	29.4%	29.6%	27.2%
21-30 Years Experience	5.2	18.7%	13.6%	13.3%
Over 30 Years Experience	1.0	3.5%	4.2%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.8	n/a	12.7	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	7.8	6.1
Average Years Experience of Principals with District	0.0	2.5	5.3
Average Years Experience of Assistant Principals	0.0	6.3	5.2
Average Years Experience of Assistant Principals with District	0.0	6.3	4.4
Average Years Experience of Teachers:	12.3	11.4	11.0
Average Years Experience of Teachers with District:	6.9	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$42,847	\$42,529	\$53,300
1-5 Years Experience	\$42,245	\$44,011	\$56,516
6-10 Years Experience	\$43,797	\$44,150	\$59,732
11-20 Years Experience	\$54,343	\$54,748	\$63,389
21-30 Years Experience	\$58,287	\$61,927	\$67,876
Over 30 Years Experience	\$53,252	\$55,399	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$49,580	\$49,996	\$60,717
Professional Support	\$56,611	\$58,909	\$72,022
Campus Administration (School Leadership)	\$56,093	\$70,900	\$85,167
Instructional Staff Percent:	n/a	62.1%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.3	4.5%	1.7%	5.9%
Career and Technical Education	0.0	0.0%	9.9%	5.4%
Compensatory Education	1.4	5.0%	6.7%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	22.1	79.3%	69.3%	70.6%
Special Education	3.1	11.1%	9.5%	9.7%
Other	0.0	0.0%	2.9%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

- Indicates there is no data for the item.
 - * Indicates results are masked due to small numbers.
 - ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS EL

Campus Number: 190903101

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

This campus is not rated on STAAR Performance (TAPR).

Texas Education Agency
2022-23 Progress (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

Texas Education Agency
2022-23 STAAR Participation (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

This campus is not rated on STAAR Participation (TAPR).

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	92.6%	*	92.4%	92.7%	*	-	*	*	92.3%	92.0%	93.5%
2020-21	95.0%	94.8%	95.7%	*	96.2%	95.5%	*	-	*	96.7%	95.8%	95.1%	96.9%
Chronic Absenteeism													
2021-22	25.7%	29.4%	23.2%	*	28.0%	21.3%	*	-	*	50.0%	25.5%	25.5%	26.1%
2020-21	15.0%	15.5%	8.8%	*	11.5%	8.3%	*	-	*	11.1%	6.9%	13.1%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	93.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	84.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	87.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	85.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	85.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	120	368,686
By Ethnicity:				
African American	-	-	8	45,227
Hispanic	-	-	21	191,125
White	-	-	89	103,171
American Indian	-	-	1	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	1	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	16	51,023
Foundation H.S. Program (Endorsement)	-	-	2	14,179
Foundation H.S. Program (DLA)	-	-	102	302,917
Special Education Graduates	-	-	12	32,447
Economically Disadvantaged Graduates	-	-	71	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	40,398
At-Risk Graduates	-	-	40	159,689
CTE Completers	-	-	35	107,502

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	436	100.0%	1,753	5,504,150	437	100.0%	1,754	5,518,432
Students by Grade:								
Early Childhood Education	4	0.9%	0.2%	0.3%	5	1.1%	0.3%	0.5%
Pre-Kindergarten	67	15.4%	3.8%	4.4%	67	15.3%	3.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	67	15.4%	3.8%	3.7%	67	15.3%	3.8%	3.7%
Kindergarten	126	28.9%	7.2%	6.7%	126	28.8%	7.2%	6.7%
Grade 1	114	26.1%	6.5%	7.2%	114	26.1%	6.5%	7.2%
Grade 2	125	28.7%	7.1%	7.2%	125	28.6%	7.1%	7.2%
Grade 3	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 6	0	0.0%	7.5%	7.3%	0	0.0%	7.5%	7.2%
Grade 7	0	0.0%	8.3%	7.4%	0	0.0%	8.3%	7.4%
Grade 8	0	0.0%	8.5%	7.7%	0	0.0%	8.5%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	6.8%	7.9%	0	0.0%	6.8%	7.9%
Grade 11	0	0.0%	6.8%	7.0%	0	0.0%	6.8%	7.0%
Grade 12	0	0.0%	6.3%	6.6%	0	0.0%	6.3%	6.6%
Ethnic Distribution:								
African American	11	2.5%	2.9%	12.8%	11	2.5%	2.9%	12.8%
Hispanic	87	20.0%	19.5%	53.0%	87	19.9%	19.4%	52.9%
White	314	72.0%	71.7%	25.6%	315	72.1%	71.7%	25.7%
American Indian	6	1.4%	1.1%	0.3%	6	1.4%	1.1%	0.3%
Asian	1	0.2%	0.5%	5.1%	1	0.2%	0.5%	5.1%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	16	3.7%	4.2%	3.0%	16	3.7%	4.2%	3.0%
Sex:								
Female	200	45.9%	45.0%	48.8%	200	45.8%	45.0%	48.8%
Male	236	54.1%	55.0%	51.2%	237	54.2%	55.0%	51.2%
Economically Disadvantaged	296	67.9%	62.5%	62.1%	296	67.7%	62.5%	62.0%
Non-Educationally Disadvantaged	140	32.1%	37.5%	37.9%	141	32.3%	37.5%	38.0%
Section 504 Students	17	3.9%	13.7%	7.4%	17	3.9%	13.7%	7.4%
EB Students/EL	39	8.9%	8.2%	23.1%	39	8.9%	8.2%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	2.5%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Students w/ Dyslexia	16	3.7%	12.4%	5.5%	16	3.7%	12.4%	5.5%
Foster Care	4	0.9%	0.2%	0.2%	4	0.9%	0.2%	0.2%
Homeless	8	1.8%	2.5%	1.3%	8	1.8%	2.5%	1.3%
Immigrant	0	0.0%	0.2%	2.2%	0	0.0%	0.2%	2.2%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	436	100.0%	100.0%	64.6%	437	100.0%	100.0%	64.6%
Military Connected	8	1.8%	7.7%	3.6%	8	1.8%	7.7%	3.6%
At-Risk	199	45.6%	56.0%	53.3%	199	45.5%	55.9%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	36	8.3%	7.7%	23.2%	36	8.2%	7.7%	23.2%
Career and Technical Education	0	0.0%	33.9%	26.5%	0	0.0%	33.9%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	87.0%	72.3%	0	-	87.0%	72.2%
Gifted and Talented Education	5	1.1%	6.4%	8.2%	5	1.1%	6.4%	8.2%
Special Education	79	18.1%	15.0%	12.6%	80	18.3%	15.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	79							
By Type of Primary Disability								
Students with Intellectual Disabilities	15	19.0%	39.2%	44.1%				
Students with Physical Disabilities	34	43.0%	19.4%	20.0%				
Students with Autism	16	20.3%	**	15.5%				
Students with Behavioral Disabilities	**	**	24.7%	18.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	32	11.7%	13.0%	16.8%				
By Ethnicity:								
African American	1	0.4%	0.7%	3.3%				
Hispanic	7	2.6%	2.2%	8.7%				
White	23	8.4%	9.0%	3.4%				
American Indian	0	0.0%	0.2%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	1	0.4%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	7	13.7%	15.9%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	13.0%	7.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	11	6.2%	9.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	61	19.2%	15.0%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.3%	2.3%	1.5%	11.8%	11.8%	4.5%
Grade 1	9.8%	9.8%	2.5%	3.6%	3.6%	3.6%
Grade 2	0.9%	0.9%	1.6%	5.6%	5.6%	2.0%
Grade 3	-	1.8%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.0%	0.4%	-	3.8%	0.5%
Grade 8	-	1.6%	0.4%	-	0.0%	0.5%
Grade 9	-	7.2%	8.7%	-	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.1	18.1	18.7
Grade 1	19.5	19.5	19.1
Grade 2	17.9	17.9	19.1
Grade 3	-	21.3	19.3
Grade 4	-	19.5	19.4
Grade 5	-	21.2	20.8
Grade 6	-	21.1	19.2
Secondary:			
English/Language Arts	-	19.6	16.2
Foreign Languages	-	19.8	18.8
Mathematics	-	17.9	17.5
Science	-	19.1	18.5
Social Studies	-	21.1	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	61.5	100.0%	100.0%	100.0%
Professional Staff:	36.4	59.2%	56.4%	64.1%
Teachers	32.4	52.7%	43.7%	48.7%
Professional Support	1.0	1.6%	7.6%	10.9%
Campus Administration (School Leadership)	3.0	4.9%	2.8%	3.3%
Educational Aides:	25.1	40.8%	18.9%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	3.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	5.9	9.7%	14.3%	53.2%
Teachers by Ethnicity:				
African American	1.0	3.1%	6.6%	11.8%
Hispanic	0.0	0.0%	3.6%	29.6%
White	29.4	90.8%	87.7%	54.9%
American Indian	1.0	3.1%	0.7%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	3.1%	1.4%	1.2%
Teachers by Sex:				
Males	1.0	3.1%	22.1%	24.4%
Females	31.4	96.9%	77.9%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7.1%	2.0%
Bachelors	30.4	93.9%	76.4%	72.2%
Masters	2.0	6.1%	15.8%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.1%	9.6%	9.7%
1-5 Years Experience	4.9	15.3%	29.4%	26.3%
6-10 Years Experience	5.9	18.3%	13.5%	20.5%
11-20 Years Experience	10.9	33.6%	29.6%	27.2%
21-30 Years Experience	6.7	20.6%	13.6%	13.3%
Over 30 Years Experience	2.0	6.1%	4.2%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.5	n/a	12.7	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.8	6.1
Average Years Experience of Principals with District	3.0	2.5	5.3
Average Years Experience of Assistant Principals	1.0	6.3	5.2
Average Years Experience of Assistant Principals with District	1.0	6.3	4.4
Average Years Experience of Teachers:	14.9	11.4	11.0
Average Years Experience of Teachers with District:	9.8	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$41,697	\$42,529	\$53,300
1-5 Years Experience	\$41,969	\$44,011	\$56,516
6-10 Years Experience	\$44,670	\$44,150	\$59,732
11-20 Years Experience	\$52,362	\$54,748	\$63,389
21-30 Years Experience	\$59,920	\$61,927	\$67,876
Over 30 Years Experience	\$60,183	\$55,399	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$50,752	\$49,996	\$60,717
Professional Support	\$63,000	\$58,909	\$72,022
Campus Administration (School Leadership)	\$66,068	\$70,900	\$85,167
Instructional Staff Percent:	n/a	62.1%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	2.2%	1.7%	5.9%
Career and Technical Education	0.0	0.0%	9.9%	5.4%
Compensatory Education	7.9	24.4%	6.7%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	21.8	67.2%	69.3%	70.6%
Special Education	2.0	6.1%	9.5%	9.7%
Other	0.0	0.0%	2.9%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

**2021 - 2022 Actual Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,727**

	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)	\$7,559,191	43.89%	\$4,377	\$7,559,191	33.68%	\$4,377	\$26,795,122,749	39.67%	\$4,960
State Operating Funds	\$8,596,133	49.91%	\$4,977	\$8,677,909	38.67%	\$5,025	\$24,396,897,632	36.12%	\$4,516
Federal Funds	\$631,321	3.67%	\$366	\$5,114,181	22.79%	\$2,961	\$14,103,811,039	20.88%	\$2,611
Other Local	\$435,397	2.53%	\$252	\$1,091,109	4.86%	\$632	\$2,250,851,644	3.33%	\$417
Total Operating Revenue	\$17,222,042	100.00%	\$9,972	\$22,442,390	100.00%	\$12,995	\$67,546,683,064	100.00%	\$12,504
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$1,051,376	96.88%	\$609	\$8,860,960,306	86.81%	\$1,640
State Assistance for Debt Service	\$0	0.00%	\$0	\$32,221	2.97%	\$19	\$319,288,915	3.13%	\$59
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$1,589	0.15%	\$1	\$75,078,438	0.74%	\$14
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$952,245,471	9.33%	\$176
Total Other Revenue	\$0	0.00%	\$0	\$1,085,186	100.00%	\$628	\$10,207,573,130	100.00%	\$1,890
Subtotal: Operating and Other Revenue	\$17,222,042	100.00%	\$9,972	\$23,527,576	100.00%	\$13,623	\$77,754,256,194	100.00%	\$14,394
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	100.00%	\$556
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	100.00%	\$556
Subtotal: Operating, Other and Recaptured Revenue	\$17,222,042	100.00%	\$9,972	\$23,527,576	100.00%	\$13,623	\$80,756,295,511	100.00%	\$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,864,835,809	65.96%	\$901
Estimated State TRS Contributions	\$894,433	100.00%	\$518	\$919,558	100.00%	\$532	\$2,510,251,870	34.04%	\$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$894,433	100.00%	\$518	\$919,558	100.00%	\$532	\$7,375,087,679	100.00%	\$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$18,116,475	100.00%	\$10,490	\$24,447,134	100.00%	\$14,156	\$85,129,343,873	100.00%	\$15,759
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$13,571,988	85.31%	\$7,859	\$16,397,997	78.50%	\$9,495	\$50,301,683,879	77.97%	\$9,312

2021 - 2022 Actual Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,727

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$655,634	4.12%	\$380	\$1,517,497	7.26%	\$879	\$6,402,537,996	9.92%	\$1,185
Supplies & Materials (Object 63xx)	\$1,216,452	7.65%	\$704	\$2,494,079	11.94%	\$1,444	\$5,961,153,130	9.24%	\$1,104
Other Operating Expenditures (Object 64xx)	\$465,506	2.93%	\$270	\$480,631	2.30%	\$278	\$1,852,436,057	2.87%	\$343
Total Operating Expenditures by Object	\$15,909,580	100.00%	\$9,212	\$20,890,204	100.00%	\$12,096	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.23%	\$9
Debt Services (Object 65xx)	\$0	0.00%	\$0	\$1,060,237	60.93%	\$614	\$9,844,903,533	48.41%	\$1,822
Capital Outlay (Object 66xx)	\$546,959	100.00%	\$317	\$679,922	39.07%	\$394	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Object	\$546,959	100.00%	\$317	\$1,740,159	100.00%	\$1,008	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	\$16,456,539	100.00%	\$9,529	\$22,630,363	100.00%	\$13,104	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$9,391,939	59.03%	\$5,438	\$11,477,235	54.94%	\$6,646	\$36,035,016,731	55.85%	\$6,671
Instructional Resources & Media Services (Function 12)	\$180,048	1.13%	\$104	\$184,855	0.88%	\$107	\$646,159,944	1.00%	\$120
Curriculum & Staff Development (Function 13)	\$202,081	1.27%	\$117	\$221,904	1.06%	\$128	\$1,570,292,996	2.43%	\$291
Instructional Leadership (Function 21)	\$350,159	2.20%	\$203	\$610,434	2.92%	\$353	\$1,113,087,133	1.73%	\$206
School Leadership (Function 23)	\$973,715	6.12%	\$564	\$998,073	4.78%	\$578	\$3,715,762,954	5.76%	\$688
Guidance Counseling Services (Function 31)	\$573,670	3.61%	\$332	\$812,889	3.89%	\$471	\$2,527,496,320	3.92%	\$468
Social Work Services (Function 32)	\$70,920	0.45%	\$41	\$70,920	0.34%	\$41	\$230,790,970	0.36%	\$43
Health Services (Function 33)	\$109,022	0.69%	\$63	\$114,614	0.55%	\$66	\$753,509,900	1.17%	\$139
Transportation (Function 34)	\$732,963	4.61%	\$424	\$746,255	3.57%	\$432	\$1,904,677,571	2.95%	\$353
Food Services (Function 35)	\$0	0.00%	\$0	\$1,200,869	5.75%	\$695	\$3,228,715,442	5.00%	\$598
Extracurricular (Function 36)	\$831,457	5.23%	\$481	\$1,081,910	5.18%	\$626	\$1,918,276,966	2.97%	\$355
General Administration (Function 41,92)	\$681,499	4.28%	\$395	\$688,654	3.30%	\$399	\$2,123,586,250	3.29%	\$393
Facilities Maintenance & Operations (Function 51)	\$1,674,816	10.53%	\$970	\$2,214,111	10.60%	\$1,282	\$6,359,467,682	9.86%	\$1,177
Security & Monitoring Services (Function 52)	\$67,734	0.43%	\$39	\$95,876	0.46%	\$56	\$710,274,203	1.10%	\$131
Data Processing Services (Function 53)	\$69,557	0.44%	\$40	\$123,451	0.59%	\$71	\$1,330,336,046	2.06%	\$246
Community Services (Function 61)	\$0	0.00%	\$0	\$248,154	1.19%	\$144	\$326,634,310	0.51%	\$60
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$23,725,644	0.04%	\$4

2021 - 2022 Actual Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,727

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	\$15,909,580	100.00%	\$9,212	\$20,890,204	100.00%	\$12,096	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$1,060,237	60.93%	\$614	\$9,844,903,533	48.41%	\$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$546,959	100.00%	\$317	\$679,922	39.07%	\$394	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Function	\$546,959	100.00%	\$317	\$1,740,159	100.00%	\$1,008	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	\$16,456,539	100.00%	\$9,529	\$22,630,363	100.00%	\$13,104	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$6,770,063	42.55%	\$3,920	\$7,446,095	35.64%	\$4,312	\$26,146,309,896	40.53%	\$4,840
Gifted and Talented (PIC 21)	\$38,672	0.24%	\$22	\$38,825	0.19%	\$22	\$395,634,789	0.61%	\$73
Career and Technical (PIC 22)	\$576,388	3.62%	\$334	\$903,129	4.32%	\$523	\$2,129,549,811	3.30%	\$394
Students with Disabilities (PICs 23,33,43)	\$2,262,521	14.22%	\$1,310	\$2,834,687	13.57%	\$1,641	\$7,957,924,392	12.33%	\$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,207,309	7.59%	\$699	\$1,888,535	9.04%	\$1,094	\$6,383,291,216	9.89%	\$1,182
Bilingual (PICs 25,35)	\$69,782	0.44%	\$40	\$124,403	0.60%	\$72	\$731,950,646	1.13%	\$135
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,905,874	0.02%	\$2
PreKindergarten (PIC 32)	\$47,443	0.30%	\$27	\$47,443	0.23%	\$27	\$522,860,562	0.81%	\$97
Early Education Allotment (PIC 36)	\$648,002	4.07%	\$375	\$659,245	3.16%	\$382	\$1,241,323,456	1.92%	\$230
Dyslexia or Related Disorder Services (PIC 37)	\$159,866	1.00%	\$93	\$161,912	0.78%	\$94	\$348,794,218	0.54%	\$65
College, Career, and Military Readiness (CCMR) (PIC 38)	\$112,003	0.70%	\$65	\$113,240	0.54%	\$66	\$340,365,348	0.53%	\$63
Athletics/Related Activities (PIC 91)	\$747,017	4.70%	\$433	\$749,061	3.59%	\$434	\$1,264,746,717	1.96%	\$234
Un-Allocated (PIC 99)	\$3,270,514	20.56%	\$1,894	\$5,923,629	28.36%	\$3,430	\$17,044,154,137	26.42%	\$3,155
Total Operating Expenditures by Program Intent Code (PIC)	\$15,909,580	100.00%	\$9,212	\$20,890,204	100.00%	\$12,096	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$1,060,237	60.93%	\$614	\$9,844,903,533	48.41%	\$1,822
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$546,959	100.00%	\$317	\$679,922	39.07%	\$394	\$10,445,000,110	51.36%	\$1,934

2021 - 2022 Actual Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,727

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$546,959	100.00%	\$317	\$1,740,159	100.00%	\$1,008	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$16,456,539	100.00%	\$9,529	\$22,630,363	100.00%	\$13,104	\$84,854,165,916	100.00%	\$15,708
Disbursements									
Total Disbursements									
Operating Expenditures	\$15,909,580	94.88%	\$9,212	\$20,890,204	91.06%	\$12,096	\$64,517,811,062	71.92%	\$11,943
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	3.35%	\$556
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,174,039,601	1.31%	\$217
Intergovernmental Charge	\$311,240	1.86%	\$180	\$311,240	1.36%	\$180	\$681,506,755	0.76%	\$126
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.05%	\$9
Debt Service (Object 65xx)	\$0	0.00%	\$0	\$1,060,237	4.62%	\$614	\$9,844,903,533	10.97%	\$1,822
Capital Projects (Object 66xx)	\$546,959	3.26%	\$317	\$679,922	2.96%	\$394	\$10,445,000,110	11.64%	\$1,934
Total Disbursements	\$16,767,779	100.00%	\$9,709	\$22,941,603	100.00%	\$13,284	\$89,711,751,589	100.00%	\$16,607
Tax Rates									
2021 - 2022 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.8720			0.9543		
Interest & Sinking Tax Rate				0.1200			0.2270		
Total Tax Rate				0.9920			1.1813		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8220			0.8616		
Tier I Tax Rate				0.8220			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.0500			0.0928		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$0		\$0	\$14,206		\$8	\$390,605,886		\$78
Restricted Fund Balance	\$0		\$0	\$476,554		\$276	\$24,753,496,577		\$4,926

**2021 - 2022 Actual Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,727**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Committed Fund Balance	\$0		\$0	\$285,361		\$165	\$4,412,645,483		\$878
Assigned Fund Balance	\$82,000		\$47	\$82,000		\$47	\$4,020,147,608		\$800
Unassigned Fund Balance	\$4,149,456		\$2,403	\$4,149,456		\$2,403	\$17,164,429,624		\$3,416
Total Fund Balance**	\$4,231,456		\$2,450	\$5,007,577		\$2,900	\$50,741,325,178		\$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	\$2,885,405		\$1,691	\$3,504,667		\$2,054			
2021-2022 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$0		\$0	\$-7,094,836,097		\$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$13,356,331,866		\$2,658
2021-2022 Uncommon Items	\$1,346,051		\$779	\$1,502,910		\$870			
2021-2022 Total Fund Balance	\$4,231,456		\$2,450	\$5,007,577		\$2,900			

2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS H S (190903001)
RAINS ISD

Total Enrolled Membership: 507

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$4,551,859	100.00%	\$8,978	\$4,705,859	100.00%	\$9,282
Operating-Payroll	\$3,709,111	81.49%	\$7,316	\$3,709,111	78.82%	\$7,316
Other Operating	\$772,748	16.98%	\$1,524	\$926,748	19.69%	\$1,828
Non-Operating(Equipt/Supplies)	\$70,000	1.54%	\$138	\$70,000	1.49%	\$138
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$4,481,859	100.00%	\$8,840	\$4,635,859	100.00%	\$9,144
Instruction (11,95) *	\$3,097,332	69.11%	\$6,109	\$3,097,332	66.81%	\$6,109
Instructional Res/Media (12) *	\$51,325	1.15%	\$101	\$51,325	1.11%	\$101
Curriculum/Staff Develop (13) *	\$41,176	0.92%	\$81	\$41,176	0.89%	\$81
Instructional Leadership (21) *	\$67,184	1.50%	\$133	\$67,184	1.45%	\$133
School Leadership (23) *	\$293,012	6.54%	\$578	\$293,012	6.32%	\$578
Guidance/Counseling Svcs (31) *	\$244,661	5.46%	\$483	\$244,661	5.28%	\$483
Social Work Services (32) *	\$36,479	0.81%	\$72	\$36,479	0.79%	\$72
Health Services (33) *	\$16,244	0.36%	\$32	\$16,244	0.35%	\$32
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$154,000	3.32%	\$304
Extracurricular (36) **	\$634,446	14.16%	\$1,251	\$634,446	13.69%	\$1,251
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS H S (190903001)
RAINS ISD**

Total Enrolled Membership: 507

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$4,481,859	100.00%	\$8,840	\$4,635,859	100.00%	\$9,144
Regular	\$1,723,387	38.45%	\$3,399	\$1,723,387	37.18%	\$3,399
Gifted & Talented	\$7,484	0.17%	\$15	\$7,484	0.16%	\$15
Career & Technical	\$1,012,784	22.60%	\$1,998	\$1,012,784	21.85%	\$1,998
Students with Disabilities	\$445,047	9.93%	\$878	\$445,047	9.60%	\$878
State Compensatory ED	\$487,773	10.88%	\$962	\$487,773	10.52%	\$962
Bilingual	\$800	0.02%	\$2	\$800	0.02%	\$2
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$170,138	3.80%	\$336	\$170,138	3.67%	\$336
Athletic Programming	\$590,688	13.18%	\$1,165	\$590,688	12.74%	\$1,165
Un-Allocated	\$43,758	0.98%	\$86	\$197,758	4.27%	\$390

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS H S (190903001)
RAINS ISD**

Total Enrolled Membership: 507

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS J H (190903041)
RAINS ISD

Total Enrolled Membership: 433

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$2,744,455	100.00%	\$6,338	\$3,489,752	100.00%	\$8,059
Operating-Payroll	\$2,548,931	92.88%	\$5,887	\$3,039,814	87.11%	\$7,020
Other Operating	\$193,739	7.06%	\$447	\$432,702	12.40%	\$999
Non-Operating(Equip/Supplies)	\$1,785	0.07%	\$4	\$17,236	0.49%	\$40
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$2,742,670	100.00%	\$6,334	\$3,472,516	100.00%	\$8,020
Instruction (11,95) *	\$2,075,590	75.68%	\$4,794	\$2,480,493	71.43%	\$5,729
Instructional Res/Media (12) *	\$48,239	1.76%	\$111	\$49,262	1.42%	\$114
Curriculum/Staff Develop (13) *	\$31,494	1.15%	\$73	\$31,494	0.91%	\$73
Instructional Leadership (21) *	\$91,324	3.33%	\$211	\$172,717	4.97%	\$399
School Leadership (23) *	\$205,408	7.49%	\$474	\$207,963	5.99%	\$480
Guidance/Counseling Svcs (31) *	\$140,819	5.13%	\$325	\$142,863	4.11%	\$330
Social Work Services (32) *	\$15,864	0.58%	\$37	\$15,864	0.46%	\$37
Health Services (33) *	\$33,535	1.22%	\$77	\$34,558	1.00%	\$80
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$164,518	4.74%	\$380
Extracurricular (36) **	\$100,397	3.66%	\$232	\$135,219	3.89%	\$312
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$37,565	1.08%	\$87
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS J H (190903041)
RAINS ISD**

Total Enrolled Membership: 433

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$2,742,670	100.00%	\$6,334	\$3,472,516	100.00%	\$8,020
Regular	\$1,654,553	60.33%	\$3,821	\$1,778,417	51.21%	\$4,107
Gifted & Talented	\$7,395	0.27%	\$17	\$7,395	0.21%	\$17
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$692,358	25.24%	\$1,599	\$704,116	20.28%	\$1,626
State Compensatory ED	\$249,893	9.11%	\$577	\$518,151	14.92%	\$1,197
Bilingual	\$37,609	1.37%	\$87	\$38,632	1.11%	\$89
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$465	0.02%	\$1	\$465	0.01%	\$1
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$81,851	2.98%	\$189	\$82,107	2.36%	\$190
Un-Allocated	\$18,546	0.68%	\$43	\$343,233	9.88%	\$793

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS J H (190903041)
RAINS ISD**

Total Enrolled Membership: 433

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS INT (190903051)
RAINS ISD

Total Enrolled Membership: 379

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$2,466,413	100.00%	\$6,508	\$3,170,101	100.00%	\$8,364
Operating-Payroll	\$2,304,755	93.45%	\$6,081	\$2,742,367	86.51%	\$7,236
Other Operating	\$159,978	6.49%	\$422	\$335,633	10.59%	\$886
Non-Operating(Equip/Supplies)	\$1,680	0.07%	\$4	\$92,101	2.91%	\$243
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$2,464,733	100.00%	\$6,503	\$3,078,000	100.00%	\$8,121
Instruction (11,95) *	\$1,931,416	78.36%	\$5,096	\$2,300,317	74.73%	\$6,069
Instructional Res/Media (12) *	\$31,563	1.28%	\$83	\$32,278	1.05%	\$85
Curriculum/Staff Develop (13) *	\$36,042	1.46%	\$95	\$36,042	1.17%	\$95
Instructional Leadership (21) *	\$66,288	2.69%	\$175	\$129,723	4.21%	\$342
School Leadership (23) *	\$240,898	9.77%	\$636	\$244,475	7.94%	\$645
Guidance/Counseling Svcs (31) *	\$108,293	4.39%	\$286	\$110,337	3.58%	\$291
Social Work Services (32) *	\$14,938	0.61%	\$39	\$14,938	0.49%	\$39
Health Services (33) *	\$29,263	1.19%	\$77	\$30,286	0.98%	\$80
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$130,930	4.25%	\$345
Extracurricular (36) **	\$6,032	0.24%	\$16	\$48,674	1.58%	\$128
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS INT (190903051)
RAINS ISD**

Total Enrolled Membership: 379

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$2,464,733	100.00%	\$6,503	\$3,078,000	100.00%	\$8,121
Regular	\$1,617,163	65.61%	\$4,267	\$1,689,652	54.89%	\$4,458
Gifted & Talented	\$12,813	0.52%	\$34	\$12,813	0.42%	\$34
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$449,794	18.25%	\$1,187	\$516,723	16.79%	\$1,363
State Compensatory ED	\$211,480	8.58%	\$558	\$386,342	12.55%	\$1,019
Bilingual	\$1,413	0.06%	\$4	\$53,988	1.75%	\$142
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$90,483	3.67%	\$239	\$91,506	2.97%	\$241
Dyslexia or Related Disorder Serv	\$75,555	3.07%	\$199	\$76,578	2.49%	\$202
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$6,032	0.24%	\$16	\$250,398	8.14%	\$661

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS INT (190903051)
RAINS ISD**

Total Enrolled Membership: 379

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS EL (190903101)
RAINS ISD

Total Enrolled Membership: 445

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,086,548	100.00%	\$6,936	\$3,593,950	100.00%	\$8,076
Operating-Payroll	\$2,848,008	92.27%	\$6,400	\$3,159,553	87.91%	\$7,100
Other Operating	\$236,199	7.65%	\$531	\$420,274	11.69%	\$944
Non-Operating(Equip/Supplies)	\$2,341	0.08%	\$5	\$14,123	0.39%	\$32
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$3,084,207	100.00%	\$6,931	\$3,579,827	100.00%	\$8,045
Instruction (11,95) *	\$2,490,579	80.75%	\$5,597	\$2,742,341	76.61%	\$6,163
Instructional Res/Media (12) *	\$53,239	1.73%	\$120	\$54,262	1.52%	\$122
Curriculum/Staff Develop (13) *	\$88,936	2.88%	\$200	\$88,936	2.48%	\$200
Instructional Leadership (21) *	\$90,805	2.94%	\$204	\$151,901	4.24%	\$341
School Leadership (23) *	\$222,744	7.22%	\$501	\$225,811	6.31%	\$507
Guidance/Counseling Svcs (31) *	\$83,063	2.69%	\$187	\$84,086	2.35%	\$189
Social Work Services (32) *	\$20,799	0.67%	\$47	\$20,799	0.58%	\$47
Health Services (33) *	\$31,875	1.03%	\$72	\$32,898	0.92%	\$74
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$169,701	4.74%	\$381
Extracurricular (36) **	\$2,167	0.07%	\$5	\$9,092	0.25%	\$20
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS EL (190903101)
RAINS ISD**

Total Enrolled Membership: 445

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$3,084,207	100.00%	\$6,931	\$3,579,827	100.00%	\$8,045
Regular	\$1,467,749	47.59%	\$3,298	\$1,539,446	43.00%	\$3,459
Gifted & Talented	\$18,438	0.60%	\$41	\$18,438	0.52%	\$41
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$508,679	16.49%	\$1,143	\$521,997	14.58%	\$1,173
State Compensatory ED	\$368,083	11.93%	\$827	\$522,564	14.60%	\$1,174
Bilingual	\$30,283	0.98%	\$68	\$31,306	0.87%	\$70
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$47,443	1.54%	\$107	\$47,443	1.33%	\$107
Early Education Allotment	\$557,519	18.08%	\$1,253	\$567,739	15.86%	\$1,276
Dyslexia or Related Disorder Serv	\$83,846	2.72%	\$188	\$84,869	2.37%	\$191
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$2,167	0.07%	\$5	\$246,025	6.87%	\$553

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS EL (190903101)
RAINS ISD**

Total Enrolled Membership: 445

Note: Some amounts may not total due to rounding.

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

2022-2023 Accreditation Statuses

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

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show 100 ▾ entries

Search: rains

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
190903	RAINS ISD	7	A - Superior Achievement	C	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries)

Previous

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Next

RAINS ISD

Rains ISD District Improvement Plan 2022/2023

Community. Commitment. Success.



Emory, TX
903-473-2222

Date Reviewed: 09/28/2022

DMAC Solutions ®

Page 1 of 19

Date Approved:

10/5/2022

RAINS ISD

Vision

*In the pursuit of excellence:
We value community partnerships.
We encourage communication.
We embrace challenges.
We celebrate growth and success.*

Nondiscrimination Notice

RAINS ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

RAINS ISD Site Base

Name	Position
Gowin, David	Business Member
Johnson, Jennifer	District Administrator
Wasson, Holly	District Administrator
Bounds, Rachel	District Administrator
Hobbs, Kamesha	ELEM Teacher
Williams, Whitney	INT Teacher
Morgan, Donna	Director of Special Education
Hill, Jennifer	Parent
Thurman, Karen	Community Member
Curry, Daniel	HS Teacher
Jenkins, Laura	HS Teacher
Kratzmeyer, Lena	HS Teacher
Stephenson, Mariah	INT Teacher
Miller, Lawonda	INT Teacher
Barrios, Saylor	JH Teacher
Bohannon, Brandon	JH Teacher
Lynn, Cortney	ELEM Teacher
Marrone, Serennah	ELEM Teacher
Clayton, Kortney	District Professional Staff

Resources

Resource	Source
No rows defined.	

RAINS ISD

Goal 1. Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Objective 1. The district will use in-person, written, digital, and/or social media to keep parents, students, staff, and community members in the district informed of news one time weekly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will hire, train, and maintain district staff to produce in-person, written, digital, and/or social media communications. (Target Group: All) (ESF: 3.2,3.4)	Central Office Administration	June 2023	(L)Local budget	Criteria: Social media posts, Rains County Leader, Skyward emails
2. Rains ISD will have 1,000 stakeholders download the Rains ISD digital application to their phone for communication by the end of the 21-22 school year. (Title I SW Elements: 2.1,3.1) (Title I TA: 7) (Target Group: All) (ESF: 3.4)	Assistant Superintendent for Curr/Instruction	June 2023		Criteria: RISD app analytics
3. Based on feedback from parents / guardians, Rains ISD will increase the number of Skyward emails embedded with posts and written communication from social media. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3.4)	Administrators	June 2023		Criteria: Criteria: Skyward parent / guardian email analytics, Stakeholder surveys
4. The district will engage stakeholders in the school improvement process through committees for Strategic Planning, district and campus site-based decision-making committees (DEIC, CPOC), and Superintendent's Council (student membership). (Title I SW Elements: 2.1,2,3,3.1,3.2) (Target Group: All) (ESF: 3.4)	Administrators	May 2023		Criteria: Criteria: Agendas and sign-in sheets from DEIC, CPOC, Superintendent's Council, and Strategic Planning
5. The superintendent will engage community stakeholders in Wildcat University to give them an inside look at the school business and provide a forum for reciprocal learning. (Title I SW Elements: 2.1,2,3,3.1) (Target Group: All) (ESF: 3.4)	Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Superintendent	May 2023		Criteria: Criteria: Agendas and sign-in sheets from Wildcat University along with feedback from participants

RAINS ISD

Goal 2. Develop partnerships within the community to support our students' well-being.

Objective 1. Increase student performance by involving parents and the community, along with teachers, in the learning process at least three times per year for the 2022-2023 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities to increase parental involvement: Back to School Fair, grade level parent meetings, PTO, CPOC, DEIC, parent conferences, meet the teacher, booster organizations. (Title I SW Elements: 3.1) (Title I TA: 4,7) (Target Group: All) (ESF: 3,3.4)	All Professional Staff, Assistant Superintendent for Curr/Instruction, Principals	May 2023		Criteria: calendar activities, sign-in sheets
2. Rains ISD will conduct migrant/special programs parent meetings bi-annually. (Title I TA: 1,7) (Target Group: ECD,ESL,Migrant,EB,SPED,GT,CTE,AtRisk,Dys,504) (ESF: 3.2,3.3)	Administrators	December 2022, June 2023	(L)Campus Budgets	Criteria: special program sign-in sheets and agendas
3. Meetings will be offered at times and ways that are convenient for families, such as virtual and evening meetings. (Title I SW Elements: 2.3,3.1) (Target Group: All) (ESF: 3.3,3.4)	All Professional Staff	June 2023		Criteria: calendar Zoom links and scheduled events
4. Target student mental health and social-emotional learning (SEL) by partnering with community agencies and programs such as SHAC, Communities in Schools, Andrews Center, and TCHATT. (Title I SW Elements: 2.1,2.6) (Target Group: All) (ESF: 3.3,3.4)	Administrators, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Nurse, Parent Volunteers	May 2023		Criteria: Agendas, sign-in sheets, calendar events / assemblies addressing mental health

RAINS ISD

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 1. Rains ISD will lower the turnover rate by 10% by the year 2022-2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Rains ISD will support first-year teachers' knowledge, mental health, and growth with programs such as First-Year Teacher Academy, Mentor Program for first-year teachers, Instructional Coaching, and a grow-your-own grant with TCLASS. (Title I TA: 5,6) (Strategic Priorities: 1) (ESF: 5)	Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Instructional Coach(es), Mentors	March 2023	(F)ESSER, (F)Grants, (L)Local funds	Criteria: agendas and sign-in sheets, surveys, TCLASS compliance report, turnover rate tracking
2. Recruit highly-qualified teachers and staff to Rains ISD using marketing materials at career fairs and on social media. (Strategic Priorities: 1) (ESF: 2.1)	Administrators, Assistant Superintendent for Curr/Instruction	May 2023		Criteria: Marketing material artifacts, career fair attendance, Skyward employment application "How did you hear about us?", website materials for "Careers" page
3. Provide new employees with helpful guides to set job expectations and acclimate them to the Rains ISD culture and climate (New Employee Guide, Coaches Playbook, Substitute Handbook). (ESF: 2.1)	Central Office Administration	October 2022		Criteria: New Employee Guide, Coaches Playbook, Substitute Handbook, agendas / sign-in sheets from inductions and orientations
4. Attempt to pass voter-approved TRE. (Strategic Priorities: 1) (ESF: 2)	Central Office Administration	November 2023		Criteria: VATRE results

RAINS ISD

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 2. Provide student, teacher and staff awareness of safety, internet safety, violence prevention, suicide prevention, conflict resolution and bullying/cyberbullying a minimum of three times per year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor and evaluate Rains ISD Emergency Operations Plan for effectiveness (safety training). (Target Group: All) (ESF: 3.1)	District Administration	On-Going		Criteria: Emergency Drill logs
2. Practice Emergency Operations Plan (Building evacuations, Shelter for Weather, Shelter in Place and Site Evacuation). (Target Group: All) (ESF: 3.1)	Principals	On-Going		Criteria: Emergency Drill logs
3. Provide school resource officer and random drug testing to promote a safe and drug free culture. (Target Group: All) (ESF: 3.1,3.2,3.3)	District/Campus Personnel	On-Going	(F)Title IV Funding - \$25,000	Criteria: drug testing results
4. Provide staff development on bullying, cyber-bullying, internet safety, CPR, child abuse, suicide, CPI, and violence prevention. (Title I TA: 6) (Target Group: All)	Assistant Superintendent for Curr/Instruction, Principals	December 2022	(F)Title I Funds - \$9,950	Criteria: staff development agendas & sign in sheets
5. Provide student awareness/instruction on internet safety, cyberbullying, bullying, character education, teen dating violence, and good decision-making through curriculum, assemblies, etc. (StopIt app, Play It Safe with the NE Texas Child Advocacy Center, etc.) (Target Group: All) (Strategic Priorities: 3) (ESF: 3)	All Professional Staff	May 2023		Criteria: student activity calendar, StopIt app analytics
6. Maintain a relationship with Communities in Schools and site coordinators for the secondary and primary campuses. (Title I TA: 1) (Target Group: AtRisk) (ESF: 3.3)	Director of Federal Programs and Accountability	June 2023	(F)ESSER - \$70,000	Criteria: CIS program data submissions
7. Proactively update the RIPICS plan to coordinate with maintaining a safe and secure environment for staff and students. (Title I TA: 4) (Target Group: All) (ESF: 3.1)	Central Office Administration, Director of Federal Programs and Accountability	On-Going		Criteria: RIPICS plan

RAINS ISD

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 3. Increase the visibility of law enforcement district-wide to include at a minimum 1 visit per day per campus for the 2022-2023 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Enlist the services of reserve peace officers. (Target Group: All)	RISD Chief of Police	ongoing		Criteria: Reserve Officer schedule
2. Develop Threat Assessment Team. (Target Group: All)	Administrators	ongoing		Criteria: Threat Assessment Team sign in sheets and agendas
3. Safety Audit. (Target Group: All)	Administrators	ongoing		Criteria: safety audit data

RAINS ISD

Goal 4. Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 1. Staff members will participate in data meetings that disaggregate student demographic achievement results, discipline reports, graduation rates, and more to correlate outcomes with root causes at least once every grading period.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus teams will participate in interim data meetings to look at academic and social data related to student subpopulations such as at-risk, special education, 504, dyslexia, GT, ESL, and race / ethnicity. (Title I SW Elements: 2.4,2.6) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,GT,CTE, AtRisk,Dys,FC,HS,504) (Strategic Priorities: 4) (ESF: 3.3,5.3,5.4)	Academic Teams, Administrators, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Instructional Coach(es)	June 2023		Criteria: data meetings, Closing the Gaps data

RAINS ISD

Goal 5. Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 1. Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom by the end of 2022-2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain computers/chromebooks that are operational with current hardware/software. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 4)	Technology Department	On-Going	(L)Local budget	Criteria: Tech tickets
2. Prioritize the purchase of appropriate hardware and software packages in various subject areas to accelerate instruction in all curricular areas. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4)	District Administration, Principal(s), Technology Director	October 2023		Criteria: Technology purchases and inventory
3. Provide staff development to enhance technology skills and software knowledge. (Title I TA: 2,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 5.1,5.2)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Technology Staff	June 2023		Criteria: Staff development agendas & sign-in sheets
4. Increase communication from the Technology Department to staff members through Potty PD, emails, protocols, and status reports.	Technology Staff	June 2023		Criteria: Potty PD newsletters, surveys, email, protocols
5. Evaluate possibility of new technology ticket software that will provide enhanced user experience and a more comprehensive inventory of devices.	Technology Director	June 2023		Criteria: budget report

RAINS ISD

Goal 6. Allocate funds to prepare all students while maintaining effective and efficient operations.

Objective 1. Funds for the 2022-2023 fiscal year will be added to the District Improvement Plan for each goal and objective to track spending.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use Program Funding worksheet to allocate federal and state funds for a direct resource to the CIP and DIP. (Title I TA: 1) (Target Group: All)	Director of Federal Programs and Accountability	On-Goinh		

RAINS ISD

Goal 6. Allocate funds to prepare all students while maintaining effective and efficient operations.

Objective 2. Funds for the 2022-2023 fiscal year will be allocated to the identified priority levers on the Effective Schools Framework.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Complete a diagnostic for the Jr. High campus with Region 7 Center for Effective Schools staff to identify priorities and high-leverage areas for school improvement. (Title I SW Elements: 1.1,2.4) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,3,4,5)	Administrators, Instructional Coach(es)	March 2023		Criteria: Effective Schools Framework diagnostic report
2. Allocate and spend money on agreed upon, high-leverage areas that are identified in the campus / district ESF diagnostic. (Title I SW Elements: 2.4) (Strategic Priorities: 4) (ESF: 1.2)	Administrators, Superintendent	May 2023		Criteria: budget reports

RAINS ISD

Goal 7. Improve student achievement.

Objective 1. Increase the level of student performance in those who approach grade level in Reading as measured by state assessment from 72% to 85% and Math from 63% to 75% in 2022-2023 for all grade levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development on as needed basis in the use of DMAC Solutions. (Target Group: All)	Assistant Superintendent for Curr/Instruction	ongoing	(F)Title I Funds - \$4,500	Criteria: PD calendar, staff development agendas, sign-in sheets
2. Provide staff development opportunities with emphasis on reading and literacy. (Target Group: All)	Assistant Superintendent for Curr/Instruction	ongoing	(F)ESSER - \$15,000	Criteria: PD calendar, staff development agendas, sign-in sheets
3. Implement Leveled Literacy Intervention in K-8 with fidelity and progress monitoring. (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5.3)	Academic Teams	ongoing		Criteria: LLI program results, MAP testing results
4. Disaggregate data from STAAR, curriculum-based assessments, grade reporting, and other testing. (Target Group: All) (ESF: 1.2,5.2,5.3)	Academic Teams	June 2022		Criteria: STAAR, CBAs, TXKEA, MAP, CIRCLE, TPRI
5. Provide tutorials before, during, and after school. (Target Group: All,AtRisk) (Strategic Priorities: 4)	Academic Teams	ongoing		Criteria: Tutorial sign-in sheets
6. Eligible students will receive instruction by highly qualified personnel in an inclusive environment. (Title I TA: 2) (Target Group: SPED) (ESF: 3.3)	Special Education Department	ongoing	(F)Special Education Funding - \$344,148	Criteria: student schedules
7. Provide TEKS Resource System curriculum tool and time for cross-curriculum and vertical team meetings to share strategies and ensure curriculum alignment in core areas. (RLIS). (Target Group: All)	Assistant Superintendent for Curr/Instruction	ongoing	(F)Title I Funds - \$12,472	Criteria: TEKS RS login data and PLC agendas
8. Provide staff development on literacy to K-3 teachers and administrators through participation in Reading Academy.	Academic Teams	ongoing	(L)Budget Allocations for Teacher Training	Criteria: Reading Academy completion certificates
9. Use MTSS process to remediate students,	Academic Teams	ongoing		Criteria: DMAC Student Plan data

RAINS ISD

Goal 7. Improve student achievement.

Objective 1. Increase the level of student performance in those who approach grade level in Reading as measured by state assessment from 72% to 85% and Math from 63% to 75% in 2022-2023 for all grade levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
including all special program struggling students. (Target Group: AtRisk)				
10. Test and monitor student performance levels three times per year in math and reading using MAP (RLIS). (Target Group: All)	Administrators	June 2022		Criteria: MAP test data
11. Continue implementation of dyslexia program with reliability and fidelity. (Target Group: Dys)	Assistant Superintendent for Curr/Instruction	ongoing		Criteria: dyslexia PLC agendas and program evaluation

RAINS ISD

Goal 7. Improve student achievement.

Objective 2. Reduce the dropout rate to <1% in 2022-2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with RISD police, parents, and local agencies to pursue truancy action against students and parents who violate district absentee policy. (Target Group: All,AtRisk)	Administrators, RISD Chief of Police	ongoing		Criteria: attendance committee data, Skyward attendance reports
2. Continue credit recovery programs for students at risk of failing or dropping out of school. (Target Group: AtRisk)	Academic Teams	ongoing		Criteria: Edgenuity completion data
3. Create programs and activities to increase student attendance and lower truancy. (Target Group: AtRisk)	Administrators	ongoing		Criteria: incentive program data

RAINS ISD

Goal 7. Improve student achievement.

Objective 3. Maintain district attendance above the state average of 95.8% for the 2022-2023 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RISD Police/truancy officer in coordination with attendance clerks and principals track absentees. (Target Group: All,AtRisk)	Administrators, RISD Chief of Police	ongoing		Criteria: attendance reports
2. Contact parents when students are absent beyond two consecutive days. (Target Group: All)	All Professional Staff	ongoing		Criteria: call logs, emails

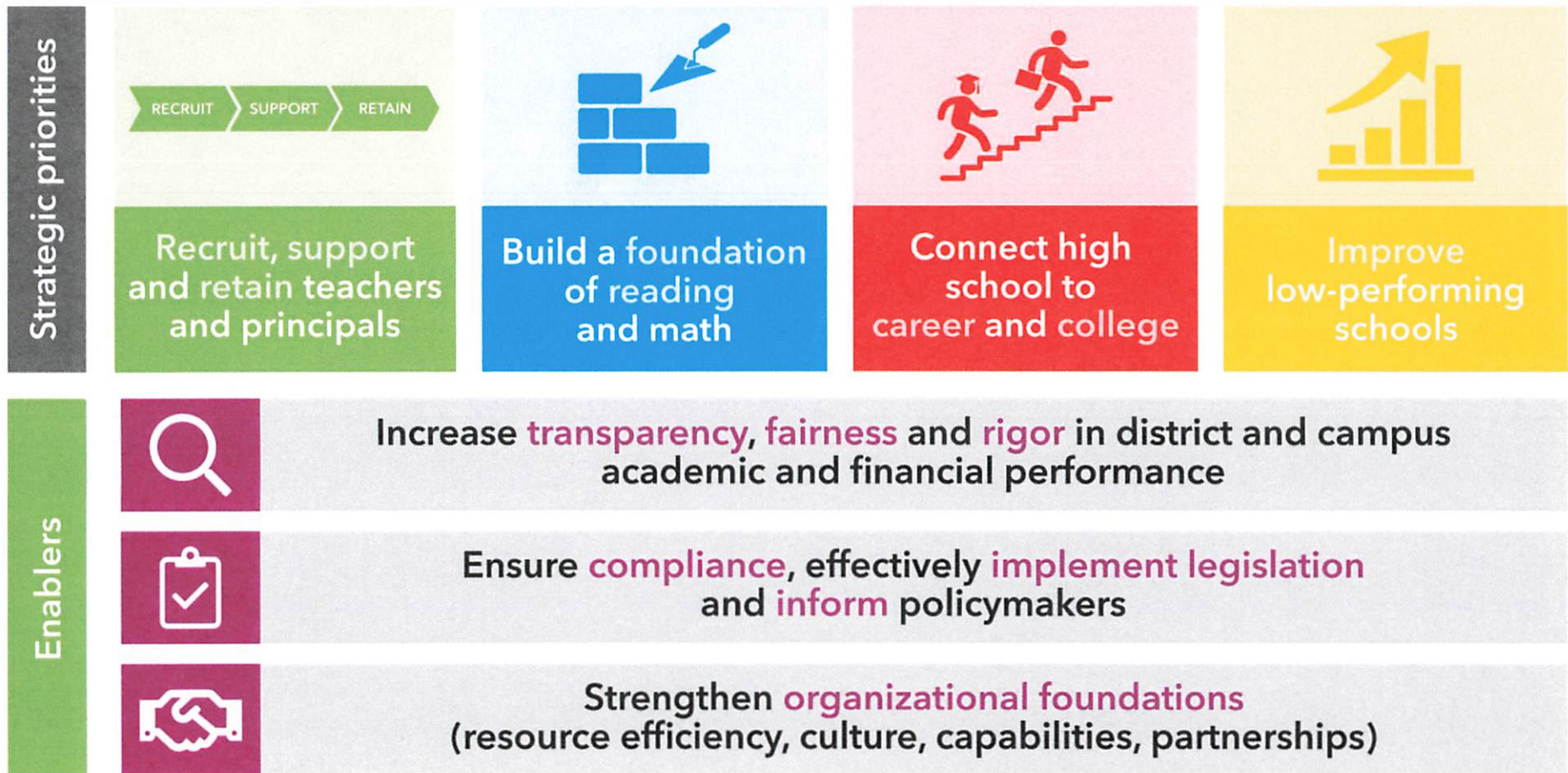
RAINS ISD

Goal 7. Improve student achievement.

Objective 4. Students in the following programs will show measurable progress as indicated by the 2022-2023 RDA and Accountability Reports: Special Education, English as a Second Language (ESL), Other Special Populations, and Career and Technical Education (CTE).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development to ensure teachers understand and are able to implement instructional modifications and accommodations to appropriate student needs. (Title I TA: 6) (Target Group: EB,SPED,Dys,504) (Strategic Priorities: 4) (ESF: 2)	Administrators, Special Education Department	June 2023		Criteria: Staff development agendas and sign-in sheets
2. Provide/maintain accurate tracking of progress by report cards and teacher 9-week assessments during data meetings and PLCs. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 4) (ESF: 2)	Academic Teams, Administrators, Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Teachers	June 2023		
3. Provide training to all LPAC (Language Proficiency Assessment Committee) members annually. (Target Group: EB)	Assistant Superintendent for Curr/Instruction	September 2022		Criteria: LPAC sign in sheet and agenda
4. Encourage all staff to pursue additional certifications (GT, ESL, SPED). (Target Group: EB,SPED,GT,CTE)	Administrators	ongoing		Criteria: SBEC certification records
5. Provide opportunities for students to obtain industry certifications. (Target Group: CTE)	CTE Department	ongoing	(F)Carl Perkins - \$18,000	Criteria: industry certifications
6. Increase options for graduation plan endorsements. (Target Group: All)	Administrators	ongoing		Criteria: course catalogue for HS

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

RAINS HIGH SCHOOL

Rains High School Campus Improvement Plan 2022/2023

Community. Commitment. Success.



Lindsay Morgan
1651 US-69 Emory, TX 75440
903-473-2222
morganl@rainsisd.org

RAINS HIGH SCHOOL

Mission

Rains ISD provides a safe and innovative learning environment that nurtures a growth mindset, offers resources and opportunities that maximize each student's potential, and inspires life-long learners in an ever-changing world.

Vision

*In the pursuit of excellence:
We value community partnerships.
We encourage communication.
We embrace challenges.
We celebrate growth and success*

Nondiscrimination Notice

RAINS HIGH SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

RAINS HIGH SCHOOL Site Base

Name	Position
Morgan, Lindsay	Principal
Russell, Jackie	Assistant Principal
Moore, Jennifer	Dean of Students
Penny, Jeana	Counselor
Wallace, Shannon	Teacher
Wade, Kasey	Instructional Support / Paraprofessional
Prinz, Seyward	Special Education Rep
King, Melissa	Teacher / GT
Pool, Danyelle	Teacher
Evans, Madalyn	Teacher / Fine Arts
Griffith, Melinda	Instructional Support Aide
Poe, Kristen	Instructional Coach
Bounds, Rachel	District Administrator
Kreck, Neil	Business Rep
Patterson, Sarah	Parent Rep
Myers, Teresa	Community Rep

Resources

Resource	Source
Carl Perkins	Federal
Special Education Funding	Federal
Title I Funds	Federal
Title IIA Budget	Federal
Title III	Federal
Budget Allocations for Teacher Training	Local
Counseling Budget	Local
Facilities Maintenance Budget	Local
Instructional (Supplies) Budget	Local
Local UIL Budget	Local
Technology Budget	Local
CTE Budget	State
High School Allotment	State

RAINS HIGH SCHOOL

Goal 1. Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Objective 1. During the 2022-2023 school year, RHS will increase communication with students, parents, and community members to a minimum of two times a week.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite the parents and/or community into the school with events; including: Meet-the-Teacher, Open House (1 per semester), College & Career Expo, FAFSA Night, It's a Different World, Senior Walkthrough, Baccalaureate/Last Supper, and various banquets. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Campus Administration, Classroom Teachers, Counselor, Dean of Student Services	By June 2023 & Ongoing	(F)Title I Funds, (L)Counseling Budget, (L)Local UIL Budget, (S)CTE Budget	Criteria: Calendar evidence of events; minutes and agendas; sign-in sheets.
2. Use a variety of communication methods to reach all stakeholders; including: the campus and district website, the district app, social media, Skyward Message Center (email/family student access), and weekly newsletters. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 3,3.4)	Campus Administration, Counselor, CTE Director, Dean of Student Services, Department Head(s), Teacher(s)	Ongoing	(L)Technology Budget	Criteria: Email record, social media record, Skyward Message Center record, Smore newsletter record.
3. All stakeholders will be meaningfully involved in campus decision-making through scheduled CPOC (Site Based Decision Making Committee) meetings throughout the year. (Title I SW Elements: 1.1,2.1,2.3,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,2.1,3,3.1,3.4,5,5.3)	Campus Administration, Counselor, CPOC	Ongoing	(F)Special Education Funding, (F)Title I Funds, (F)Title IIA Budget, (F)Title III, (L)Budget Allocations for Teacher Training, (L)Counseling Budget, (L)Facilities Maintenance Budget, (L)Instructional (Supplies) Budget, (L)Local UIL Budget, (L)Technology Budget, (S)CTE Budget	Criteria: Notification of meetings (calendar); agendas; minutes; sign-in sheets. Development of shared goals/plans.

RAINS HIGH SCHOOL

Goal 1. Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Objective 2. Students and parents will be provided with current information regarding curriculum choices, endorsements, and information pertaining to higher education for all students in grades eight through twelve at least once a month.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host an "Incoming Freshman Orientation" to meet with 8th graders and their parents to showcase CTE offerings, and educate students and families regarding their course options at the high school level. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: 8th,9th) (Strategic Priorities: 2,3) (ESF: 3.3.1,3.3,3.4)	Campus Administration, Counselor, CTE Director, CTE Teachers, Dean of Student Services, Department Head(s)	By April 2023	(F)Title I Funds, (L)Instructional (Supplies) Budget, (S)CTE Budget	Criteria: Calendar event, Skyward notification, Sign-in Sheet, course selections.
2. RHS will meet with each cohort of students and their parents regarding course options for the coming academic year; Personal Graduation Plans will be updated accordingly. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.3.3,3.4)	Campus Administration, Counselor, Dean of Student Services	By April 2023	(L)Counseling Budget	Criteria: Record of meetings; student course selections; Personal Graduation Plans.
3. The RHS Course Catalog will be evaluated and updated annually and as needed, and placed online for public record. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1.1,2,3,3.4,4.1,5,5.3)	Campus Administration, Counselor, CTE Director, Dean of Student Services	Ongoing	(L)Counseling Budget, (L)Technology Budget	Criteria: Updated and published course catalog.
4. Parents will have real-time access to digital student records through Skyward Family and Student Access. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3.3,3.4)	Counselor, Dean of Student Services, PEIMS Coordinator	Ongoing	(L)Curriculum, (L)Technology Budget	Criteria: Skyward accessibility.
5. RHS will inform parents and community of existing college and university partnerships and the associated dual credit offerings. (Title I SW Elements: 1.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1,3.3,3.4)	Counselor, Dean of Student Services, Principal(s)	Ongoing	(L)Campus Budgets, (L)Counseling Budget	Criteria: Course catalog, RHS web page, Counselor page, RHS social media.

RAINS HIGH SCHOOL

Goal 1. Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Objective 3. By the end of the 2022-2023 school year, the campus attendance rate will increase to greater than or equal to the state average.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All,ECD) (Strategic Priorities: 4) (ESF: 3,3.2,3.3,3.4)	Campus Administration, PEIMS Department, Registrar	Ongoing	(F)PEIMS office, (S)Attendance records	Criteria: Attendance letters; email records.
2. Students will be recognized and rewarded for attending school through the use of perfect attendance luncheons and Wildcat Bucks. (Title I SW Elements: 1.1,2.4,2.6,3.1) (Target Group: All,ECD) (Strategic Priorities: 4) (ESF: 3,3.2,3.3,3.4)	Campus Administration, Counselor	By June 2023 & Ongoing	(L)Counseling Budget	Criteria: Attendance records, Wildcat Store opening/sales, purchase of attendance luncheon.
3. RHS will continue the use of semester exams exemptions through the established criteria outlined in the RHS Grading Policy. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3.3)	Campus Administration	Ongoing	(O)Time	Criteria: Semester exam exemption lists. Increased attendance rate.
4. RHS will create and implement a streamlined system to better communicate tardy and absences with parents, as well as enforce tardiness and absenteeism in a timely manner by following the tiered consequences outlined in the Discipline Management Policy. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3)	Administrators, Attendance Clerk	August 2022 & Ongoing		Criteria: Improved attendance rate, record of Saturday school attendance and detention.

RAINS HIGH SCHOOL

Goal 2. Develop partnerships within the community to support our students' well-being.

Objective 1. RHS will partner with the community to provide additional supports for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partners from the community will be invited to share guidance, experience, and resources to students to prepare them for college, career, and the military, as well as to inform students of potential internship opportunities. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3,3.3,3.4)	Campus Administration, Counselor, Dean of Student Services	By June 2023 & Ongoing	(F)Carl Perkins, (L)Counseling Budget, (S)CTE Budget	Criteria: Guest speaker attendance, calendar items, sign-in sheets, agendas, meetings.
2. RHS will continue to partner with Communities in Schools to provide an on-site social worker to at-risk students Monday, Wednesday, and Fridays. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3,3.2,3.3,3.4)	Campus Administration, Counselor, Dean of Student Services	Ongoing	(F)Federal Grants	Criteria: CIS sign-in sheets; resources directed to families.
3. Students will be provided with educational off-campus learning opportunities that peak their interests and assist in establishing relevancy and real-world connections to their learning. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.3)	Teachers	Ongoing	(L)Instructional (Supplies) Budget	Criteria: Scheduled and attended field trips; increased student engagement.
4. The RHS work program will be improved through more frequent on-site monitoring, as well as the development of key skills; including: cover sheet and resume development, interview skills, budgeting, and increased awareness of characteristics that will set students apart favorably in the workforce. (Title I SW Elements: 1.1,2.4) (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 3,3.2,3.3)	CTE Teachers	By June 2023 and Ongoing	(S)CTE Budget	Criteria: Work program contract; CTE teachers/employer contact hours; student artifacts (cover sheet, resume, etc.); mock-interviews.
5. Consider the feasibility of partnering through the NCAASI (National Church Adopt a School Initiative). (Title I SW Elements: 1.1,2.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	CPOC	By June 2023	(O)Time	Criteria: Established partnership, improved student morale and achievement.
6. RHS will partner with local banks / financial	Campus Administration,	By June 2023 &	(L)Campus Budgets, (O)Time	Criteria: Established partnerships,

RAINS HIGH SCHOOL

Goal 2. Develop partnerships within the community to support our students' well-being.

Objective 1. RHS will partner with the community to provide additional supports for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
institutions to educate the students on checking and savings accounts, assist them in opening them, and gaining and maintaining good credit scores. (Title I SW Elements: 1.1) (Target Group: 12th) (Strategic Priorities: 3) (ESF: 3,3.3)	Counselor	Ongoing		scheduled presentations / guest speakers.
7. RHS staff sponsors and student organizations will partner with local businesses to help "paint the town blue"; encouraging businesses to feature the wildcat logo and other school branding. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.4)	Campus Administration, Classroom Teachers, Club Sponsors, Counselor, CPOC	By June 2023 & Ongoing	(L)Campus Budgets	Criteria: Increased sense of school ownership and community support, increased visibility of the school logo/brand throughout town.

RAINS HIGH SCHOOL

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 1. Increase student, staff, and community awareness of physical safety, internet safety, violence prevention, suicide prevention, conflict resolution and bullying/cyber bullying throughout high school by public service announcements, training, guest speakers, and/or communications at least once a month during the 22-23 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RHS will provide the capability for students and families to anonymously report bullying and other violations of the student code of conduct via the STOP-it app and the high school web-page. (Title I SW Elements: 2.4,2.6) (Target Group: All) (ESF: 3,3.2,3.3)	Campus Administration, Counselor, Dean of Student Services, SRO Officer	Ongoing	(F)Safe & Drug Free Schools & Communities, (L)RISD Chief of Police	Criteria: Stop It! App records.
2. RHS will conduct the required drills regarding the procedures that will be used as written in the Emergency Operations Plan. (Title I SW Elements: 1.1,2.4) (Target Group: All) (ESF: 3,3.2)	Campus Administration, SRO Officer	Ongoing	(F)Safe & Drug Free Schools & Communities	Criteria: Evidence of drill completion; Fire Drill form completion.
3. Students, staff, and community will be educated on drug and alcohol awareness, and students will participate in Red Ribbon Week activities. (Title I SW Elements: 1.1,2.1,2.4) (Target Group: All) (ESF: 3,3.2,3.3)	Campus Administration, Counselor	Ongoing	(L)Counseling Budget	Criteria: Red Ribbon Week activities.
4. RHS will commit to hosting 9-week initiatives to address teen safety and cover timely issues involving: social media, situational awareness, texting/driving, and interactions with peace officers. (Title I SW Elements: 1.1,2.4) (Target Group: All) (ESF: 3,3.2,3.3)	Campus Administration, Counselor, Dean of Student Services, SRO Officer	By June 2023 & Ongoing	(F)Safe & Drug Free Schools & Communities, (L)Counseling Budget	Criteria: Record of guest speakers, calendar events.
5. Staff will be trained on ALICE/CRASE and Standard Response Protocol. (Title I SW Elements: 1.1,2.4) (Target Group: All) (ESF: 2,2.1,3,3.1,3.2,3.3)	Campus Administration, RISD Chief of Police	By November 2022	(F)Safe & Drug Free Schools & Communities	Criteria: Certificates of training completion; calendar event; sign-in sheets.
6. Programmed student badges will be created and implemented to assist with secured entrances. (Title I SW Elements: 1.1,2.4) (Target Group: All) (ESF: 3,3.1,3.2,3.3)	Campus Administration	By August 2023	(F)Safe & Drug Free Schools & Communities	Criteria: Programmed badges.

RAINS HIGH SCHOOL

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 2. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators will work to keep staff informed through streamlined and timely staff communication via Remind and RHS Week-at-a-Glance. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2)	Campus Administration	Ongoing	(O)Time	Criteria: Email and Smore record of Week-at-a-Glance.
2. New RHS teachers will continue to be paired with established mentor teachers to provide ongoing, job-embedded support throughout the year. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1)	Campus Administration	Ongoing	(L)Instructional (Supplies) Budget, (O)Time	Criteria: Improved staff retention rate; staff survey responses.
3. RHS administration will provide non-monetary incentives, and appreciation gifts throughout the school year; which may include: Teacher Appreciation Luncheons, Celebration of T.A. Week, Jeans Day Passes, Crash Cart (Snack/Candy Cart), Once-per-month teacher drawings to include reprieve of basic chores (car wash, house cleaning, lawn service, etc.)/gifts of classroom wants (as evidenced by Amazon wish lists). (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1)	Campus Administration, Counselor	Ongoing	(L)Campus Budgets	Criteria: Improved staff retention rate.
4. RHS staff will be recognized through a variety of means; including: Wildcat teachers of the month; recognize 'Teacher of the Year' at the academic banquet. Select and nominate a teacher to be included in the Region VII Teacher of the Year Program. Recognize teachers weekly through Teacher-of-the-Week (parking spot) and through Honor's Breakfast. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1)	Campus Administration	Ongoing	(L)Campus Budgets	Criteria: Improved staff recognition and retention.

RAINS HIGH SCHOOL

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 3. Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom management and student discipline will be handled through the Restorative Practices model. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	All Staff Members	By June 2023 & Ongoing	(L)Campus Budgets, (O)Time	Criteria: Decreased exclusionary placements.
2. Incentives for good character and citizenship will be provided through the RHS Character Program, which includes the Wildcat Store and the use of Wildcat Bucks. (Title I SW Elements: 1.1,2.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3.3)	All Professional Staff, Campus Administration, Counselor, Dean of Student Services	By June 2023 & Ongoing	(L)Counseling Budget	Criteria: Decreased exclusionary placements.
3. Teachers will follow the PBIS flow-chart when determining whether offenses should result in the removal from the classroom. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2)	Campus Administration, Teachers	By June 2023 and Ongoing	(L)Instructional (Supplies) Budget	Criteria: Decreased office referrals; improved academic achievement.
4. Students will be recognized academically for A and A/B Honor Roll and attendance once per 9-weeks; and will be nominated and recognized monthly for outstanding character once per month through "Wildcat of the Month." (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)	Campus Administration, Counselor, Teachers	By June 2023	(L)Counseling Budget, (L)Instructional (Supplies) Budget	Criteria: Wildcat of the Month recognition; A and A/B Honor Roll recognition; Attendance recognition; improved student behavior (as indicated by fewer referrals) and improved student performance (as indicated by grades/failure rates).
5. RHS will adopt and implement a character-building curriculum (such as Capturing Kids' Hearts) that supports empathy-development, and includes service learning opportunities for all students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Campus Administration, Counselor, Instructional Coach	By June 2023 & Ongoing	(L)Instructional (Supplies) Budget	Criteria: Decreased student discipline referrals; decreased recorded instances of bullying (via bullying reports); increased attendance rate; improved student satisfactory responses on annual surveys.

RAINS HIGH SCHOOL

Goal 4. Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 1. RHS will annually provide the necessary support for all student groups, with specific focus on economically disadvantaged, sped, at-risk students, resulting in student growth, as evidenced by their STAAR EOC results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RHS staff will use data collection through the MTSS process, to direct research-based interventions and accelerated instruction, to student groups who are showing discrepancies on local assessments, and/or who are not being successful on state assessments. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: H,W,AA,ECD,ESL,EB,SPED,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 5,5.3,5.4)	All Professional Staff, Campus Administration, Counselor, Dean of Student Services, Department Head(s)	Ongoing	(L)Instructional (Supplies) Budget	Criteria: Increased performance of all student groups; use of MTSS as evidenced through DMAC.
2. RHS will use Accelerated Learning Committees to plan necessary and targeted interventions and associated curriculum to be used during WIN time. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.3,5.4)	Campus Administration, Dean of Student Services	Ongoing	(L)Instructional (Supplies) Budget	Criteria: AIC documentation.
3. Teachers will have access to timely information/data on students with academic needs, and will be trained on effective implementation of the IEP and 504 plans. (Title I SW Elements: 2.6) (Target Group: SPED,AtRisk,504) (Strategic Priorities: 2,4) (ESF: 3,3.3,5,5.1,5.4)	All Professional Staff, Campus Administration, Instructional Coach	Ongoing	(F)Federal Grants, (F)Special Education Funding, (F)Title I Funds, (L)Instructional (Supplies) Budget	Criteria: Evidence of training through agenda, minutes, training certificates; improved academic performance of students in special programs.

RAINS HIGH SCHOOL

Goal 4. Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 2. Provide challenging, effective instruction and activities to students identified as Gifted and Talented (GT).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PLC's will be implemented to plan and implement cross-curricular and collaborative efforts to directly impact instructional rigor and student learning. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: GT) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.3,5.4)	Campus Administration, Counselor, Dean of Student Services, Department Head(s)	Ongoing	(L)Campus Budget, (O)Time	Criteria: Improved performance and monitoring of GT students.
2. RHS will systemically expand and improve the performance of students enrolled in AP courses, through the addition of AP Calculus & AP Statistics, and through the creation of Pre-AP English and Pre-AP Social Studies courses. (Title I SW Elements: 2.2) (Target Group: All,GT) (Strategic Priorities: 2,3) (ESF: 1,1.2)	Campus Administration, Counselor, Dean of Students	By September 2023	(L)Counseling Budget, (L)Curriculum, (L)Instructional (Supplies) Budget, (S)High School Allotment	Criteria: Creation of Pre-AP English I/II, and Pre-AP History; evidence of Pre-AP/AP teacher training and partnership with The College Board.
3. RHS will create extension opportunities for GT students to be implemented through a common WIN Time. (Title I SW Elements: 1.1) (Target Group: GT) (Strategic Priorities: 3) (ESF: 3,3.3,5,5.3)	Campus Administration, Dean of Students, Gifted/Talented Teachers	September 2022 & Ongoing	(L)Instructional (Supplies) Budget, (S)GT Allotment	Criteria: Common WIN schedule; improved performance of GT students.

RAINS HIGH SCHOOL

Goal 5. Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 1. By the end of the 2022-2023 school year, Rains High School CTE department will increase the number of students that earn a certificate/license by 25% (current rate from 2021-2022 is 11%).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CTE enrollment and progress toward certification will be monitored through monthly CTE departmental meetings. (Title I SW Elements: 2.2) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 3,3.3)	Campus Administration, Counselor, CTE Director, CTE Teachers	By June 2023 and Ongoing	(F)Carl Perkins, (S)CTE Budget	Criteria: Agendas and minutes; increased attainment of certifications.
2. The CTE department will collaborate to determine the best use of Carl Perkins funds to contribute to the growth and capabilities of the CTE course offerings. (Title I SW Elements: 1.1) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2)	Campus Administration, Counselor, CTE Director, CTE Teachers	By July 2023 & Ongoing	(F)Carl Perkins	Criteria: Agenda and minutes; Carl Perkins budget allocations; Carl Perkins purchases.
3. Implement, build/strengthen additional CTE and Career and Technical Student Organization (CTSO) opportunities that will better prepare students for success on Industry-Based Certifications. (Title I SW Elements: 1.1,2.2) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2)	Campus Administration, Counselor, CTE Director, CTE Teachers, Dean of Student Services	By June 2023 & Ongoing	(S)CTE Budget	Criteria: CTSO offerings (FCCLA, FFA, TAFE, Skills USA, BPA, etc.); increased certifications.
4. Increase CTE enrollment and persistence in coherent sequence(s) by polling student interests and considering workforce needs. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.3,3.4)	Campus Administration, Counselor, CTE Director, CTE Teachers, Dean of Student Services	By June 2023 and Ongoing	(O)Time, (S)CTE Budget	Criteria: Student survey; student course selections; parent and community surveys.
5. Expand CTE offerings to include more health science courses and Public Service (law enforcement) courses. (Title I SW Elements: 2.1,2.2) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2,2.2.1)	Campus Administration, Counselor, CTE Director, CTE Teachers, Dean of Student Services	By September 2023	(S)CTE Budget	Criteria: Course catalog and CTE course offerings.

RAINS HIGH SCHOOL

Goal 5. Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 2. Provide on-going, job-embedded, and data-based training opportunities, rigorous and relevant curriculum, access to instructional technology resources, and varied instructional strategies to best support staff and improve the outcomes of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Streamline technology support for teachers through the creation of on-campus and job-embedded instructional technology training; including PD surveys, content-specific PD's, 'Lunch & Learns', and learning field trips. (Title I SW Elements: 2.1,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Campus Administration, Instructional Coach, Technology Department	By June 2023	(L)Technology Budget, (O)Time	Criteria: Campus-based technology help procedures.
2. Create and implement an equipment replacement cycle on campus to include student computers, teacher computers, and projectors. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2)	Campus Administration, Instructional Coach, Technology Department, Technology Director	By June 2023 and Ongoing	(L)Instructional (Supplies) Budget, (L)Technology Budget	Criteria: Replacement schedule; timely replacements.
3. In addition to the completion of the Year-at-a-Glance (YAG), RHS teachers will participate in mid-year and end-of-year reviews of the YAG, making unit adjustments based on student progress as needed. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 4,4.1)	Campus Administration, Instructional Coach	By June 2023	(L)Curriculum, (L)Instructional (Supplies) Budget	Criteria: Completion of YAGs, Mid-Year Review data, End-of-Year Review data.
4. The campus leadership team will meet regularly throughout the school year and for two days in June 2023 to consider campus progress towards district and campus goals, teacher and student needs, community input, and implications for new goals. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,3,4,5)	Campus Administration, CPOC	By June 2023	(L)Campus Budgets	Criteria: CPOC agenda and minutes; updated CNA; updated CIP.

RAINS HIGH SCHOOL

Goal 5. Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 3. By the end of the 2022-2023 school year, Rains High School will prepare 95% of students to leave as College, Career or Military Ready, as compared to the 2021-2022 school year with approximately 92% of students graduating with a CCMR indicator.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase student focus on ACT/SAT/TSI and post-high school college, military, trades, and career options. (Title I SW Elements: 1.1,2.4) (Target Group: All,CTE) (Strategic Priorities: 3,4) (ESF: 1.2,3.3)	Campus Administration, Counselor, CTE Director, CTE Teachers	By September 2023	(F)Carl Perkins, (L)Campus Budget, (S)CTE Budget	Criteria: Number of students enrolled in courses; endorsement completion.
2. Improve test scores on college entrance tests; including: ACT-SAT-TSI, with emphasis on ELA/Rdg performance. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 5.5,1.5.3)	Campus Administration, Counselor, Department Heads	By September 2023	(L)Counseling Budget, (L)Instructional (Supplies) Budget	Criteria: ACT, SAT, TSI results
3. Enroll seniors who have not been successful on TSI into college prep and/or Texas College Bridge ELA/Math classes, allowing them to meet CCMR indicator through course completion. (Title I SW Elements: 1.1,2.2) (Strategic Priorities: 2,3) (ESF: 4.4,1.5,5.3)	Campus Administration, Counselor, Dean of Student Services, Teachers	By June 2023 and Ongoing	(L)Counseling Budget, (L)Instructional (Supplies) Budget	Criteria: Texas College Bridge and College Prep course rosters; TSI results.
4. Provide targeted information to students and parents that will help them to choose between dual credit courses and a growing number of Advanced Placement courses. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3,4,4.1)	Campus Administration, Counselor, Dean of Student Services	By June 2023 and Ongoing	(L)Counseling Budget, (L)Instructional (Supplies) Budget	Criteria: Parent nights offered - specific to grade level. Freshman Parent Night, Sophomore Parent Night, Junior Parent Night, and Senior Parent Night. Newsletter.
5. Increase dual-credit course enrollment and advise students and families on which courses would be most beneficial given the individual needs and future goals of each student. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3,3.5,5.3)	Campus Administration, Counselor, Dean of Student Services	By June 2023	(L)Counseling Budget, (L)Instructional (Supplies) Budget	Criteria: Parent nights offered - specific to grade level. Freshman Parent Night, Sophomore Parent Night, Junior Parent Night, and Senior Parent Night. Newsletter; PGP's.
6. Encourage all willing sophomores and juniors to participate in PSAT assessments. (Title I SW Elements: 1.1) (Target Group: 10th,11th) (Strategic Priorities: 3) (ESF: 3.3,3)	Campus Administration, Counselor, Dean of Student Services	By June 2023 and Ongoing	(L)Campus Budget, (L)Counseling Budget	Criteria: PSAT rosters; newsletters; Parent meetings.

RAINS HIGH SCHOOL

Goal 6. Allocate funds to prepare all students while maintaining effective and efficient operations.

Objective 1. Ensure effective monitoring and use CTE funds to continue to expand the CTE program, and effective coordination of federal grant funds to best meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Complete grant applications/proposals for College, Career, Military-based and CTE-based opportunities. (Title I SW Elements: 1.1,2.4) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2)	Campus Administration, CTE Director	By June 2023	(F)Carl Perkins, (S)CTE Budget	Criteria: Grant applications, Notice of Grant Awards (NOGA); Perkins.
2. Use Perkins funds to make purchases for CTE classes. (Title I SW Elements: 1.1) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2)	CTE Director	By August 2023	(F)Carl Perkins	Criteria: Perkins expenses; CTE meeting agendas/minutes.
3. Grow the current CTE endorsement program by the number of students who receive endorsements on their diplomas annually. (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2)	Counselor, CTE Director, Dean of Student Services	By June 2023	(F)Carl Perkins, (S)CTE Budget	Criteria: Evidence of endorsements earned on student transcripts.
4. Assemble and maintain a CTE Advisory Board that meets regularly through the school year to facilitate future planning. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.4)	Campus Administration, Counselor, CTE Director	By June 2023 and Ongoing	(F)Carl Perkins, (S)CTE Budget	Criteria: CTE Advisory Board agendas, minutes.

RAINS HIGH SCHOOL

Goal 6. Allocate funds to prepare all students while maintaining effective and efficient operations.

Objective 2. Effectively plan and budget to ensure the upkeep and appeal of the Rains High School campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Consider the feasibility of adding additional lighting to the parking areas. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administration, Maintenance Director	By September 2023	(L)Campus Budget	Criteria: Additional lights in parking area.
2. Contribute to student/community school pride through aesthetic improvements to include landscaping, power-washing, replacement of ceiling tiles, and painting of the classrooms. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administration, Maintenance Director	By September 2023	(L)Campus Budget	Criteria: Improved appearance of halls, classroom, and exterior.
3. Peak student interest and comfort through the modernization of student common areas (library, cafeteria, collaborative learning spaces, etc.). (Title I SW Elements: 1.1) (Target Group: All)	Campus Administration, Librarians, Maintenance Director, Teachers	By December 2023	(L)Campus Budget, (L)Facilities Maintenance Budget	Criteria: Evidence of improved appearance and student engagement within the physical space.
4. Add outdoor on-campus learning areas/opportunities for students. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administration, Maintenance Director, Teachers	By June 2023	(L)Campus Budget, (L)Facilities Maintenance Budget	Criteria: Evidence of available outdoor learning area for students.
5. Purge, store, organize, and/or dispose of items that are no longer viable to learning; including: aged technology, out-of-adoption curriculum, aged furniture. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administration, Maintenance Director	By September 2023	(O)Time	Criteria: Cleaned, organized storage areas; properly inventoried and easily accessible stored technology.
6. Consider the feasibility of replacing the PA/Bell system with a modern, Internet-based system that connects the main campus to the CTE wing. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administration, District Administration	By September 2023	(F)Safe & Drug Free Schools & Communities, (L)Facilities Maintenance Budget	Criteria: Replacement of aged system; ability to simultaneously communicate with CTE.

RAINS HIGH SCHOOL

Goal 7. Improve student achievement.

Objective 1. By the end of the 2022-2023 school year, greater than or equal to 50% of students will meet the growth index in English I and English II.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Department PLCs will review student data from local assessments / DMAC, 9-weeks assessments, and unit tests in order to drive instruction and target areas that need improvement. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,3.3,5.3,5.4)	Assistant Superintendent for Curr/Instruction, Campus Administration, Dean of Student Services, Department Heads, Teachers	By December 2023	(F)Title I Funds, (L)Instructional (Supplies) Budget	Criteria: Minutes, agendas, improved student performance.
2. Students at risk of not meeting state targets for achievement and growth will receive accelerated instruction or tutoring. (Title I SW Elements: 2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.3,5.3,5.4)	Campus Administration, Dean of Student Services, Department Heads, Instructional Coach, Teachers	By June 2023	(F)Title I Funds, (L)Instructional (Supplies) Budget	Criteria: Roster and planned interventions, improved student performance.
3. Special education teachers and staff will offer remedial and reteach instruction to special education students during study skills, before school, and after school. (Title I SW Elements: 1.1,2.6) (Target Group: SPED) (Strategic Priorities: 2) (ESF: 3.3,5.1,5.3,5.4)	Campus Administration, Dean of Student Services, Instructional Coach, Special Ed Teachers, Special Education Department	By June 2023	(F)Special Education Funding, (F)Title I Funds	Criteria: IEPs, roster and planned interventions/schedules for support, improved student performance.
4. Curricular alignment of writing strategies and creation/implementation of literacy building techniques through departmental PLCs. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.3,4.1,5.1)	Assistant Superintendent for Curr/Instruction, Campus Administration, Dean of Student Services, Department Heads, Instructional Coach, Teachers	By June 2023	(L)Instructional (Supplies) Budget	Criteria: Curricular guides and artifacts; lesson plans, assessments, improved student performance.

RAINS HIGH SCHOOL

Goal 7. Improve student achievement.

Objective 2. By the end of 2022-2023 school year, students will perform at or greater than the state's "approaches" and "meets" achievement standard on Algebra I STAAR End-of-Course.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Purchase, implement, and monitor proven mathematics curriculum supports (Stemscopes, IXL Math). (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Superintendent for Curr/Instruction, Campus Administration, Dean of Student Services, Department Heads, Teachers	By June 2023	(L)Curriculum, (L)Instructional (Supplies) Budget	Criteria: Purchase and implementation of math curriculum.
2. Incorporate the use of guided notes and student binders. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Campus Administration, Department Heads, Teachers	By June 2023	(L)Instructional (Supplies) Budget	Criteria: Evidence of student binders and guided notes within the math classrooms.
3. Provide targeted and data-based remediation for students who were unsuccessful in the prior testing year. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.3,5.3,5.4)	Campus Administration, Dean of Student Services, Department Heads, Teachers	By June 2023	(F)Title I Funds, (L)Instructional (Supplies) Budget	Criteria: Intervention schedule/roster; improved student performance.
4. B.O.Y. Assessments in August 2022, potential Interim Assessments in January 2023, and Algebra I EOC benchmark in Spring 2023. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.3,5.4)	Campus Administration, Dean of Student Services	By April 2023	(L)Instructional (Supplies) Budget	Criteria: Administration of spring benchmark; data meetings.
5. Purchase and implement the effective use of course-appropriate calculators (additional TI-84+ calculators). (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Superintendent for Curr/Instruction, Campus Administration, Dean of Student Services, Department Heads, Teachers	By June 2023	(L)Curriculum, (L)Instructional (Supplies) Budget	Criteria: Purchase and use of calculators.
6. Plan and implement intensive remediation (STAAR Blitz) no later than 4 weeks prior to the End-of-Course exam. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 3.3,5.3)	Campus Administration, Dean of Student Services, Department Heads, Teachers	By April 2023	(L)Instructional (Supplies) Budget	Criteria: Schedule of intensive remediation; purchased accelerated curriculum; improved student performance.

RAINS HIGH SCHOOL

Goal 7. Improve student achievement.

Objective 3. Continue to target efforts on student 'meets', 'masters' and cohort growth in performance on STAAR EOCA Algebra I, Biology, English I, English II, and U.S. History in order to improve student performance on college entrance exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that coursework in the classrooms is presented at an appropriate level of rigor and challenge. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.1)	Campus Administration, Department Heads, Instructional Coach, Teachers	By June 2022 and Ongoing	(L)Instructional (Supplies) Budget, (O)Time	Criteria: Lesson plans; formative assessments; overall improved student performance.
2. Ensure more timely and efficient tracking of student performance, feedback to teachers, and adjustment to instruction, using grade details, and benchmarking. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.3)	Campus Administration, Department Heads, Instructional Coach	By June 2022 and Ongoing	(L)Instructional (Supplies) Budget, (O)Time	Criteria: Data reports, data meeting agenda/minutes, improved student performance.
3. Provide teacher training on 'depth of knowledge' in TEKS, which allows the categorizing tasks according to the complexity of thought. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 2.1,4.1,5.1)	Assistant Superintendent for Curr/Instruction, Campus Administration, Instructional Coach	By December 2023	(F)Title IIA Budget, (L)Curriculum, (L)Instructional (Supplies) Budget	Criteria: Training sign-in, lesson plans, improved student performance.

RAINS HIGH SCHOOL

Goal 7. Improve student achievement.

Objective 4. RHS will improve student performance in all areas through the cross-curricular embedding of writing and academic vocabulary in all subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. With assistance of department heads, establish campus-wide universal standards for the convention of writing, to include a rubric, key vocabulary words, and campus-wide expectations. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Campus Administration, Department Heads, Instructional Coach, Teachers	By January 2023	(L)Instructional (Supplies) Budget, (O)Time	Criteria: Rubrics, lesson plans, improved student achievement.
2. RHS students will write in complete sentences in all disciplines. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Teachers	By December 2022	(L)Instructional (Supplies) Budget, (O)Time	Criteria: Elimination of short-answer responses; improved student achievement.
3. The use of novels will be encouraged throughout the humanities (ELA, History), to include fiction, historical fiction/non-fiction, documentaries, primary sources, etc. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Campus Administration, Dean of Student Services, Department Heads, Instructional Coach, Teachers	By December 2022	(L)Curriculum, (L)Instructional (Supplies) Budget, (S)High School Allotment	Criteria: Purchase and use of reading materials.
4. Consider the feasibility of creating the high school equivalence of DEAR/SSI during WIN with the use of common novels (by grade level), comprehension questions, and critical evaluation. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Campus Administration, Dean of Student Services, Department Heads, Teachers	By January 2023	(L)Curriculum, (L)Instructional (Supplies) Budget, (S)High School Allotment	Criteria: Purchase of novels; creation and implementation of comprehension materials; scheduling; improved student performance.

RAINS HIGH SCHOOL

Goal 7. Improve student achievement.

Objective 5. By the end of the 2022-2023 school year, the failure rate for students failing one or more courses, will decrease by greater than or equal to 15% overall, as compared to the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each grading period, parents will be contacted by teachers (via email, phone call, or conference) when posted grades fall below passing. (Title I SW Elements: 2.2,2.5,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Campus Administration, Teachers	By June 2023 and Ongoing	(O)Time	Criteria: Parent contact logs.
2. RHS administration will participate in improved monitoring of grades, grade postings, and grade reporting through the use of Skyward reports and timely/effective communication to teachers. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,5.3)	Campus Administration, Counselor, Dean of Student Services	By June 2023	(O)Time	Criteria: Teacher contact; departmental meetings; email.
3. WIN time will be strategically used to both remediate for prior failure and prevent future failure through student requests by teachers based on need. (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3.3,5.3,5.4)	Campus Administration, Dean of Student Services, Department Heads, Teachers	By June 2023 and Ongoing	(F)Title I Funds, (L)Instructional (Supplies) Budget	Criteria: WIN time rosters; accelerated instruction materials; improved student performance.
4. To reduce the potential loss of course credit, RHS will offer Voluntary Time Out (VTO) to assist students in grade recovery when/if they've gotten behind. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3.3,5.3,5.4)	Campus Administration, Counselor, Teachers	By June 2023 and Ongoing	(O)Time	Criteria: Creation of VTO; improved student outcomes and credit attainment; improved on-time graduates.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

PEIMS Attendance Summary
PEIMS Discipline Reporting
TAPR

Demographics Strengths

Rains High School has many programs that benefit students, including a growing CTE program, annual additions to availability of Industry-Based Certifications, a growing dual credit program that yields "core complete" for graduates, success UIL Academics and Athletics programs, and a number of character/culture building opportunities for students.

Rains High School is experiencing student growth with more growth projected in the future.

Demographics Weaknesses

The attendance rate is 1.1% below state, and .8% below district. The lowest attendance group is the economically disadvantaged.

There is a need to improve school culture to be one of higher expectations (academics and character) as well as school connectedness, belonging, and parent involvement.

Demographics Needs

Rains High School students in special programs would benefit from an improved use of BEST and PASS as alternatives to exclusionary disciplinary placement.

Rains High School students would benefit from an altered Discipline Management Plan that reflects the use of restorative discipline practices and decreased use of DAEP in circumstances that fall under "may" in the discipline matrices.

Comprehensive Needs Assessment

Demographics Needs (Continued)

Rains High School students and staff would benefit from a stronger bond with the community at-large through more parent involvement and partnership, as well as positive community PR and branding.

Demographics Summary

Rains High School is a 3A campus, located in Emory, Texas (Rains County). The campus serves approximately 505 students from grades 9-12.

Cohort Numbers

Freshman: 156
Sophomore: 120
Junior: 119
Senior: 110
Total Campus: 505

Ethnic Breakdown

Black: 2.7%
Hispanic: 17.2%
White: 75.6%
American Indian: 1.4%
Asian: 0.2%
Pacific Islander: 0.1%
Two or More Races: 2.9%

Special Programs

Economically Disadvantaged: 55.1%
Special Education: 11.3%
Section 504 (ADA): 19%
Emergent Bilingual / English Learners: 2.3%

Student Achievement

Comprehensive Needs Assessment

Student Achievement Data Sources

Comparable Campuses Report
STAAR EOC Group Report (E1, A1, E2, Bio, U.S.)
STAAR EOC Summary (Student Demographics)

Student Achievement Strengths

English I:

- Approaches: 65%
- Meets: 47%
- Masters: 5%

English II:

- Approaches: 73%
- Meets: 55%
- Masters: 4%

Summary of Strengths in English:

- Students at Rains High School show strengths in their ability to edit a variety of texts in both English I & English II.
- Students perform at or better in "Approaches" and "Meets", compared to state levels.
- Students at Rains High School met performance targets in for ELA in the "All Students", "Hispanic", and "Economically Disadvantaged" groups.

Mathematics (Algebra I):

- Approaches: 78%
- Meets: 33%
- Masters: 11%

Summary of Strengths in Mathematics (Algebra I):

- Students at RHS show strengths in their ability to write and solve linear functions, equations, and inequalities.
- Students at RHS show strengths in their ability to describe and write exponential functions and equations.
- Students at RHS performed above State and Region in "Approaches", "Meets", and "Masters" on the Algebra I EOC.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Science (Biology):

- Approaches: 89%
- Meets: 58%
- Masters: 12%

Summary of Strengths in Biology:

- Students at Rains High School show strengths in their understanding that cells are the basic unit of structure and function of all living things.
- Students at RHS were able to demonstrate their understanding of biological evolution and the hierarchical classification of organisms.
- Students at RHS were able to demonstrate their understanding of the interdependence and interactions that occur within environmental systems.

U.S. History:

- Approaches: 91%
- Meets: 60%
- Masters: 31%

Summary of Strengths in U.S. History:

- Students at Rains High School show strengths in their understanding of the role of government and the civic process in the U.S. History.

Distinction Designation: Rains High School received a distinction designation for Top 25% in Comparative Academic Growth, from the Texas Education Agency.

Student Achievement Weaknesses

Summary of Weaknesses in English Student Performance:

- Students at Rains High School need support in order to understand and analyze a variety of written texts across reading genres, compose a variety of written texts clearly and concisely using effective language conventions.

Summary of Weaknesses in U.S. History Student Performance:

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

- Students at Rains High School need support in understanding issues and events in US History, understanding geographic, economic, technological, and cultural influences on US History.

Summary of Weaknesses in Algebra I Student Performance:

- Students at Rains High School show weaknesses in understanding how to use algebraic methods to manipulate numbers, expressions, and equations.
- Students at RHS also show weaknesses in their ability to describe, write, graph, and solve, linear functions, equations, quadratic functions, and inequalities.

Summary of Weaknesses in Biology Student Performance:

- Students at Rains High School exhibit weaknesses in mechanism of genetics, evolution, and classification of organisms.
- The students also struggle with their understanding of metabolic processes, energy conversions, and interactions and functions of systems in organisms.

Student Achievement Needs

Humanities:

- Once a month, half-day PLC's containing the English and US History departments for cross-curricular planning.
- Smaller class sizes for tested subject areas in order to ensure more individualized instruction.
- Extra planning period for tested subjects to allow for more time to prepare for instruction and for PLC's.
- Students need authentic experiences concerning the US history curriculum, specifically the civic processes of US history

Mathematics & Science:

- Mechanism of genetics is a very broad concept. We cover this concept at the end of the school year right before the test is administered.
- The district needs to continue to support instructors by allowing time for professional development such as workshops, conferences, etc.
- Targeted use of IPC in place for Biology for freshman (as evidenced by data);
- Rains ISD needs to provide updated technology and curriculum materials.
- Students should be provided with the most current graphing calculator at a 1:1 ratio.
- Instructors should be trained on how to utilize the technology to support core content as well as college/career readiness.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

- Rains High School needs to reduce core class sizes and improve instructor to student ratios.
- Twice per month the math and science department need to collaborate during PLCs to evaluate cross curricular activities.

Student Achievement Summary

Problem Statements:

Reading across genres is the weakest reporting category for both English I and English II.

- Students are not reading across subject areas.
- Students lack grade level critical thinking skills.

US history courses need a more student-centered curriculum.

- Students are not engaged with the current curriculum.
- Students do not understand the relevance of the current curriculum to the civic process.

Due to the high-rate of teacher turnover in both the English and US History departments, students have been subjected to inconsistent instruction.

- There is a lack of qualified candidates.
- The district salary scale is not competitive to surrounding districts.
- Core teachers attached to coaching duties impacts the turnover rate.

Productive PLC's are needed in order to collaborate on goals and facilitate products that directly impact student learning.

- Teachers do not have enough time to plan.
- Oftentimes, there is not a chance for communication among departments.

The STAAR percentage at "meets grade level" for Algebra I (33%) is lower than the State (46%).

- Students are not practicing basic mathematical skills outside of the classroom.
- Students are not practicing real-world math outside of the classroom.
- Students are not able to utilize a graphing calculator in all classes and practice these skills at home.

The STAAR percentage at "masters grade level" for Algebra I (11%) is lower than the State (30%).

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

- Students have lacked a strong enough foundation to support more complex understanding of the concepts and application of the math concepts.

The STAAR percentage at “masters” for Biology (12%) is lower than the State (23%).

- Students are not reading for enjoyment which is impacting comprehension.
- Students need more opportunities to evaluate maps, graphs, and charts and answer comprehensive questions related to those.

School Culture and Climate

School Culture and Climate Data Sources

Parent, Staff, and Student District Survey
Safe Schools Checklist
Staff Plus Delta

School Culture and Climate Strengths

Summary of Strengths identified by student self-reporting on RISD Survey:

The majority of students feel encouraged to work hard to be successful in college, career, or in the military. Students report that teachers are helpful and give them opportunities to take part in class discussions. The majority of parents report that their child is making progress in the program he/she participates in and that they are informed at least once per year. In addition to this, the majority of parents understand their rights, being a parent of a child with a disability or specific educational need.

The Physical Environment:

- Neat and tidy classrooms.
- Students respect school property.
- Easy to navigate building for new students.

Campus Safety Features:

- Guard shack
- Driveway gates

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

- Lock blocks on classroom doors
- Badge scanners
- District Police
- Drug Testing
- Secured Entrances

School Culture and Climate Weaknesses

Culture/Climate:

- We have experienced too many exclusionary placements.
- Students have learned to equate "struggling" with "failure"; therefore, they are lacking the support and tools to persist through challenges.
- Outside authorities on subjects have not been utilized to educate students on safety, healthy/wholesome life choices, safe use of technology/social media and other important real-world topics.

The Physical Environment:

- Insufficient parking space for staff and students.
- Student common areas are antiquated and unappealing to students.
- The campus grounds lack landscaping and include dead/dying plants and shrubbery.
- Ceiling tiles need to be replaced where leaks were present.

Safety

- Students must walk between the vocational building and the main building. Student parking lot is far from main building; students getting back from sporting events late at night must walk far from the main building to get to their cars.
- Building scan cards need to be updated to better secure exterior doors.
- Glass foyer at main entrance needs to be wrapped to prevent viewing of students down the hall.

School Culture and Climate Needs

Climate/Culture:

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

- Student perception of academic rigor and support indicates the need for more opportunities for student success.
- There is a need to balance positive reinforcements with negative consequences.
- Better care and maintenance of the building is needed to encourage students to also take pride of their learning environment.
- Connected intercom system is necessary to bridge communication from the main campus to the exterior learning facilities (CTE, DAEP, ISS, etc.).

The Physical Environment:

- Landscaping is needed to beautify the campus.
- Many repairs needed- ceiling tiles, mold, roof, clocks in rooms.
- Badge scanners are needed at back 300 doors.
- "Branding" needs to be unified.
- Incorporate an outdoor classroom area on the East side of the cafeteria.
- Update common areas for students to make these places more appealing to them.
- Purge outdated equipment and furniture in closets to organize and maximize campus storage.
- Future planning to include more parking.
- Repaint throughout the campus.

Safety:

- Teacher training on modern safety protocols.
- The use of student badges for doors.
- More lighting needed on outside of building and parking lot.

School Culture and Climate Summary

While Rains High School has much to offer students, specific strategies are needed to address the culture of low performance. Additionally, the students will benefit from the instructional and motivational support to help them persist. Improvements to the physical environment and staff safety training will contribute to a safer, more structured learning environment, in which all students take pride and feel safe.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Comprehensive Needs Assessment

Parent, Staff, and Student District Survey
Staff Plus Delta
TAPR
Teacher Turnover Rates

Staff Quality, Recruitment and Retention Strengths

The number of students per teacher (12.5%) is lower than the state average (15.1%).

The average years of experience for teachers (11.4%) is higher than the state average (11.1%).

Staff Quality, Recruitment and Retention Weaknesses

The current staff turnover rate of 23.1% is higher than the state average of 16.8%.

Teachers report that they are not involved in decisions regarding needed or prospective opportunities for staff development.

Staff Quality, Recruitment and Retention Needs

- "Pick your own" PD and ability for Rains ISD staff to provide for professional development.
- Increased communication from administration.
- Clear expectations from administration.
- Teacher involvement in decision-making regarding professional development initiatives.
- Job-embedded professional development initiatives.
- Staff morale boosters: recognition, rewards (jeans passes, lunches, birthday celebrations).
- Comp time for early June Campus Needs Assessment.
- Permanent sub to allow for professional development.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Current Staff Turnover Rate (ISD): 23.1%

Comprehensive List of Current Attempts to Ensure Quality of Staff:

- Committee interviews;
- Job Fairs;
- Recruiting from Universities/Colleges/Alternative Teaching Programs;
- Region 7 and Region 10 service centers for job postings;
- Walkthroughs;
- T-TESS;
- Trainings.

Comprehensive List of Methods Used to Retain Quality Staff:

- Cost of living increases;
- Supportive and caring environment for teachers and staff;
- Mentor program;
- Department Heads;
- Longevity pay;
- Autonomy;
- Child Development Center.

Comprehensive List of Methods Used to Provide Professional Development:

- Region 7 co-op, as well as the Region 10 co-op;
- Professional development (on-site) during in-service;
- Webinars;
- District support/pay portion for conferences;
- Instructional Coach.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources (Continued)

ACT Results
AP Testing Results
CCMR Verification
Grade Detail Reports (by grading cycle)
Promotion/Retention Rates
TSIA Results

Curriculum, Instruction and Assessment Strengths

Instructional Staff:

Teachers have access to an aligned curriculum through the TEKS Resource System;
All seniors were promoted.

Student Success in the Curriculum:

In 2021-2022, the following percentage of students achieved "A Honor Roll".

- **9th:** 15.45%
- **10th:** 12.71%
- **11th:** 19.47%
- **12th:** 24.77%

In 2021-2022, the following percentage of students achieved "A/B Honor Roll".

- **9th:** 26.02%
- **10th:** 24.58%
- **11th:** 36.28%
- **12th:** 42.20%

CTE/CCMR:

Rains High School offers a competitive selection of offerings and pathways.

Failure Rate:

The campus failure rate has decreased drastically in one academic year, from 27% retention in 20/21 to 8.23% in 21/22.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

Instructional Staff:

Little accountability or oversight has been given for the sequence and pace in which material is covered.
Monitoring of student mastery of the curriculum has been insufficient to prevent mass failure within the courses.
Formative assessments have not been used by administration to assist teachers in targeting and intervention prior to failure.

Student Success in the Curriculum:

Sophomore retention rate is concerning due to the lack of time to receive credits needed for graduation;
8.23% of the student population has failed one core course or more.

CTE / CCMR:

Students are not persisting in the strands/pathways that would lead to certifications.
A limited number of certifications are available.
A limited number of dual credit offerings are available.
100% of RHS students do not meet the CCMR indicator.
Students struggle to be successful on TSIA.
Students are not competitive with the state/national performance averages on SAT and ACT.

Curriculum, Instruction and Assessment Needs

Core Curriculum (Including Foreign Language):

- TEKS SE training for staff;
- Increased academic support and rigor;
- Inclusion of Pre-AP courses;
- Authentic reporting of units through the Year-at-a-Glance (YAG);
- Creation of Unit Calendars;
- Embedded formative and summative assessments designed to evaluate student mastery of the curriculum;
- Redesign of the 9-week assessments;
- EOC-format of spring benchmarks;
- Timely monitoring and intervention to prevent mass student failure;
- Efficient use of WIN time;
- Efficient use of data to target instruction; to include staff training in academic data.

CTE / CCMR:

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

- Encourage students to persist through their strands.
- Expand and invest in student certification opportunities.
- Expand CTSO opportunities through the campus.
- Expand dual credit offerings.
- Monitor graduating cohorts over the course of the high school career to ensure that 100% of RHS students meet CCMR criteria.
- Strategic TSIA testing, based on students' future plans/goals and need for dual credit.
- Offer bootcamp and testing strategy seminars to increase performance on ACT/SAT.
- Boost overall student performance in math and reading to contribute to improved performance on ACT/SAT.

Curriculum, Instruction and Assessment Summary

Comprehensive List of Current CTE Strands:

Animal Science ,Applied Agricultural Engineering, Environmental and Natural Resources, Plant Science, Carpentry, Design and Multimedia, Accounting and Financial Services, Teaching and Training, Culinary Arts, Cosmetology, Healthcare Diagnostics, Nursing Science.

Comprehensive List of Current Certifications:

Cosmetology, Welding, OSHA

Core Curriculum (Including Foreign Language):

While the staff has access to an aligned and research-based curriculum, formative student success within the curriculum, and teacher adherence to this curriculum has been largely un-monitored.

Family and Community Involvement

Family and Community Involvement Data Sources

Parent, Staff, and Student District Survey

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Summary of Strengths / Successful Ways that RHS Involves Parents:

Guest speakers;
College and Career Expo;
It's a Different World;
Extra/Co-Curricular.

Family and Community Involvement Weaknesses

Community partnership is lacking due to lack of communication with ALL demographics.

The newspaper (print media) presence for our older demographics is not strong.
RHS has not engaged with the Community leadership as needed to spread communication and information.
RHS needs to increase community leaders coming into the school to bring awareness of what we are doing.

Parent partnership is lacking due to past history of inactivity with parents and requesting parent involvement.

In the past, parents were not asked to be involved in activities at RHS.
Students struggle with communication with parents and bringing information home to family.

Family and Community Involvement Needs

- Provide more meaningful opportunities for parents/communities to be involved in the schools.
- Create an open-door policy and friendly and inviting atmosphere for parents and community.
- Provide purposeful and consistent communication using a variety of methods (print, social media, open meetings, email, phone calls, etc.).

Family and Community Involvement Summary

Comprehensive List of Methods Used to Meaningfully Involve Parents:

Guest speakers for Next Step and other classes, College and Career Expo, It's a Different World, extra curricular activities (theater, sports, etc) pep rallies.

Comprehensive List of Methods Used to Communicate with Parents:

Social media, digital mail, newspaper, newsletter

Comprehensive List of Methods Used to Engage Community:

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Social media, newspaper

School Context and Organization

School Context and Organization Data Sources

Parent, Staff, and Student District Survey
Staff Plus Delta
TAPR

School Context and Organization Strengths

Rains ISD has provided a robust system of support for Rains High School at multiple levels; which include:

Leadership: Principal, Assistant Principal, Dean of Students, and Counselor.

Instructional Support: Instructional Coach, 3 Special Education Teachers, and several Instructional Aides.

Office Support: Secretary, Receptionist, Registrar.

Instructional Staff: Highly Qualified Teachers.

School Context and Organization Weaknesses

Rains High School lacks defined tasks for roles and defined procedures for systems. This lends itself to inefficient use of resources.

School Context and Organization Needs

Defined roles and tasks associated for the roles of:

- Leadership
- Instructional Coach

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

- Department Heads
- Instructional Aides

Defined procedures for systems of support:

- Special Programs
- Technology Use/Assistance
- Fundraising
- Field Trips
- Purchasing
- Maintenance / Custodial

School Context and Organization Summary

Staff, students, and stakeholders will benefit from improved structural and procedural norms throughout the campus. This will provide parents and community predictable methods of outreach/points of contacts, and will provide staff and students with a more defined and efficient system of support.

Technology

Technology Data Sources

Parent, Staff, and Student District Survey
Staff Plus Delta

Technology Strengths

Rains High School is a 1:1 student device campus.

The technology infrastructure is sound, providing a strong Internet connection for students and staff, and the availability of many networked printers/scanners for use.

Comprehensive Needs Assessment

Technology Strengths (Continued)

Teachers have access to many instructional technology supplements for use in their classrooms.

Technology Weaknesses

Many of the teachers' projectors and computers are aging.

Teachers struggle to get prompt technology assistance when devices are not working properly or break.

While many supplemental instructional technology programs/apps exist, teachers lack training in them; therefore - they are unused.

Teachers report that they do not feel that they have a voice in selecting the technology programs that will be beneficial to their instructional practices.

Technology Needs

- Replacement cycle for aging student and teacher technology devices; including: computers and Smart TV's.
- On-campus and more expedient technology support options.
- On-campus / job-embedded training for use of instructional technology.
- Teacher representation in decisions regarding the purchase and implementation of new instructional technology.

Rains High School 2021-2023 Comparable Campuses Summary

Algebra I	Rank	# Above Comparable Campuses	% Above Comparable Campuses
Did Not Meet	22	19	46%
Approaches	22	19	46%
Meets	30	11	27%
Masters	34	7	17%

Biology	Rank	# Above Comparable Campuses	% Above Comparable Campuses
Did Not Meet	22	19	46%
Approaches	22	19	46%
Meets	25	16	39%
Masters	32	9	22%

English I	Rank	# Above Comparable Campuses	% Above Comparable Campuses
Did Not Meet	31	10	24%
Approaches	31	10	24%
Meets	31	10	24%
Masters	37	4	10%

English II	Rank	# Above Comparable Campuses	% Above Comparable Campuses
Did Not Meet	28	13	32%
Approaches	27	14	32%
Meets	36	5	12%
Masters	34	7	17%

U.S. History	Rank	# Above Comparable Campuses	% Above Comparable Campuses
Did Not Meet	33	8	20%
Approaches	33	8	20%
Meets	39	2	5%
Masters	38	3	7%

Sum of All	Rank	# Above Comparable Campuses	% Above Comparable Campuses
Did Not Meet	27	14	34%
Approaches	27	14	34%
Meets	32	9	22%
Masters	35	6	15%

RAINS HS

District: Rains ISD

[PROFILE](#) [OTHER RESOURCES](#) 

ACCOUNTABILITY OVERVIEW

Overall Rating



79 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

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Change Over Time

Academic Year	Overall Rating	Score
2021-22	C	79

2020-21	Not Rated*	N/A
2019-20	Not Rated*	N/A
2018-19	B	83
2017-18	Met Standard	78

* Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2019-20 and 2020-21 accountability ratings.

This shows how overall performance at the school has changed over time.

Overall Performance Details

Student Achievement



77 out of 100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.

ADDITIONAL DETAILS

School Progress



83 out of 100

School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.

ADDITIONAL DETAILS

Closing the Gaps



70 out of 100

Closing the Gaps tells us how well a school is ensuring that all student groups are successful.

ADDITIONAL DETAILS

Distinction Designations



Academic
Achievement in
English/Language
Arts/Reading



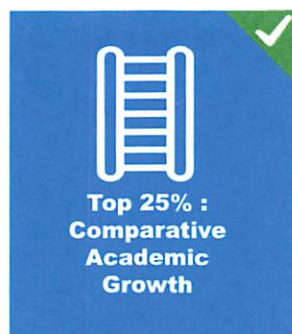
Academic
Achievement in
Mathematics



Academic
Achievement
in Science



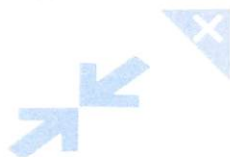
Academic
Achievement
in Social
Studies



**Top 25% :
Comparative
Academic
Growth**



Postsecondary
Readiness



Top 25% :
Comparative
Closing the
Gaps

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RAINS HS

District: Rains ISD

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CLOSING THE GAPS

Rating



70 out of 100

Closing the Gaps tells us how well a school is ensuring that all student groups are successful.

[TELL ME MORE](#)

Closing the Gaps Calculation

Component	Score	% of Grade
Academic Achievement	17.2	55.6%
Graduation Rate	11.1	11.1%

School Quality	0.0	33.3%
Total	28	100.0%

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Closing the Gaps Summary

Academic Achievement

% of Targets Met

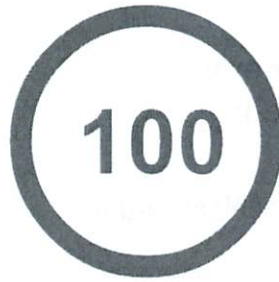


Academic Achievement measures STAAR performance at the Meets Grade Level or above standard in reading and math for all student groups.

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Graduation Rate

% of Targets Met



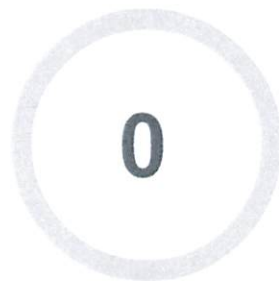
out of 100

Graduation Rate measures the percentage of students who graduate in 4 years for all student groups.

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School Quality

% of Targets Met



out of 100

School Quality measures readiness for college, the workforce, or the military across all student groups.

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Closing the Gaps Details

☒ Target Summary
☐ Target Details

✓ Met Target ✗ Did Not Meet Target

Academic Achievement	
ELA/Reading	Mathematics
% of Targets Met	
31% (4 out of 13)	
All Students	
✓	✗
African American	
n/a	n/a
Hispanic	
✓	✗
White	
✗	✗
American Indian	
n/a	n/a
Asian	
n/a	n/a
Pacific Islander	
n/a	n/a
Two or More Races	
n/a	n/a
Economically Disadvantaged	
✓	✗
Emergent Bilingual / English Learners	
n/a	n/a
Receiving Special Education Services	

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SCHOOL PROFILE

Overall Rating



79 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

[Tell Me More](#)[ADDITIONAL DETAILS](#)**Address:**

1755 W US Hwy 69
Emory, TX 75440

Phone:

(903) 473-2222

Principal Name:

Dr Lindsay Morgan

[!\[\]\(248b91fcdac4810ffd15cf33fb6aec6f_img.jpg\) SCHOOL WEBSITE](#)

+

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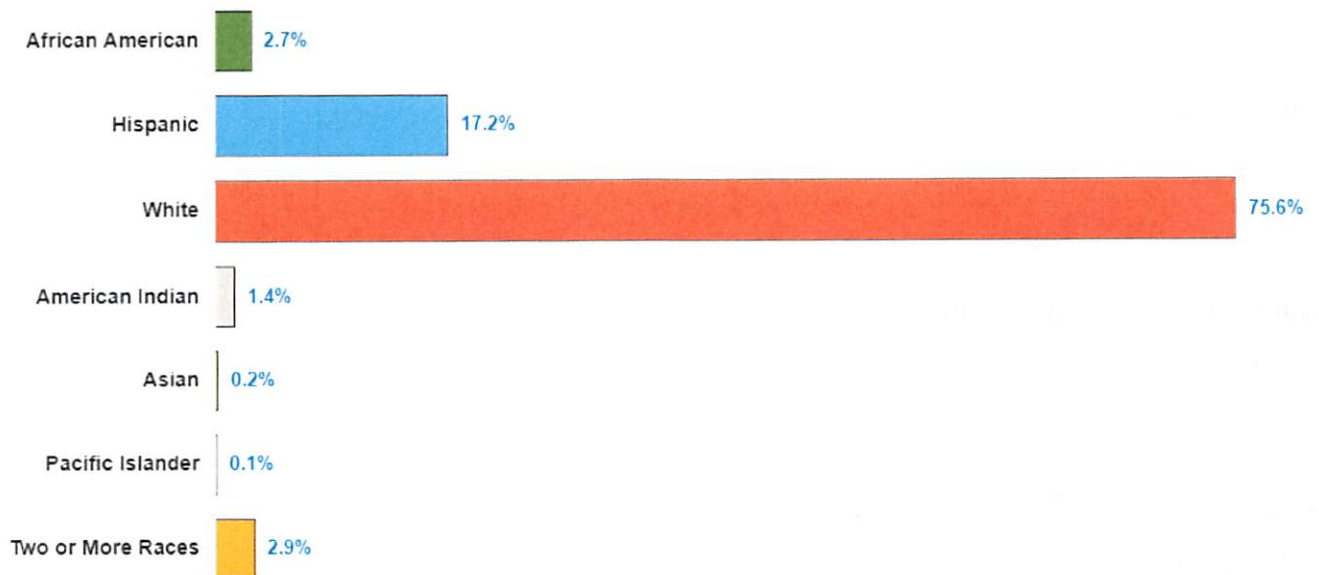
Powered by Esri

Student Information 2020-21

Total Student Enrollment

488

Student Enrollment by Race/Ethnicity



Student Enrollment by Type

Economically Disadvantaged



RAINS HS

District: Rains ISD

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Emergent Bilingual/English Learners



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Staff Information 2020-21

Number of Students Per Teacher

12.6

Number of Full-time Staff

55.9

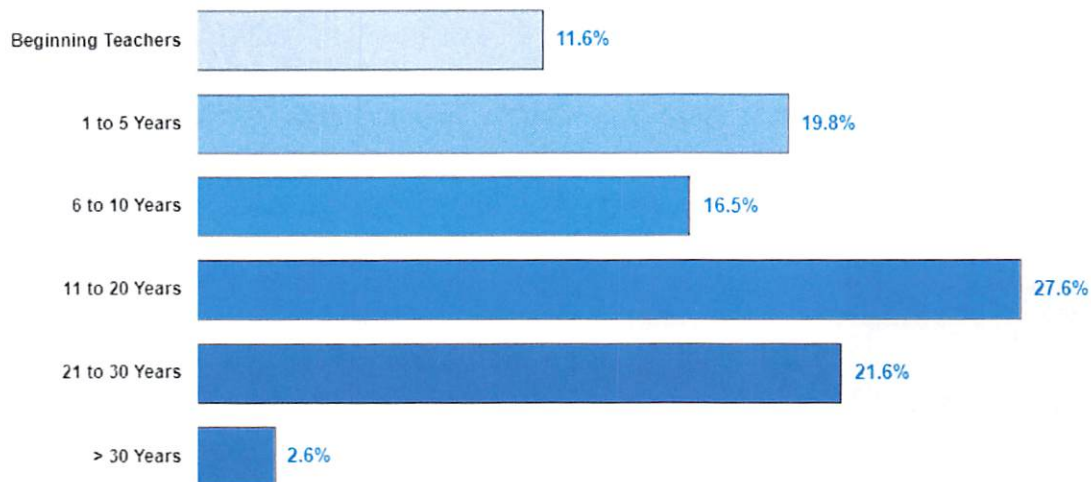
Number of Full-time Teachers

38.8

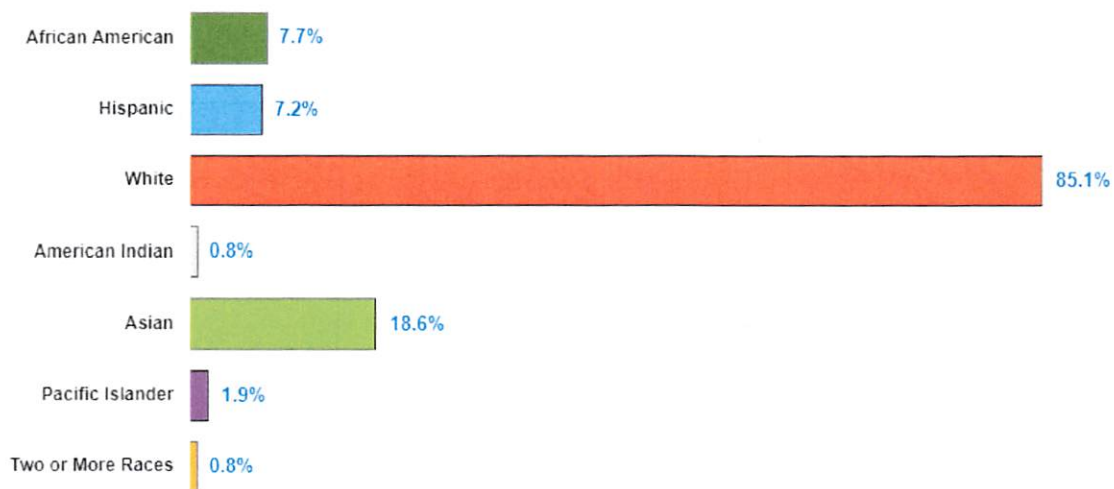
Average Teacher Salary

\$52,017

Teachers by Years of Experience,



Teachers by Race/Ethnicity



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Distinction Designations



Academic
Achievement in
English/Language
Arts/Reading



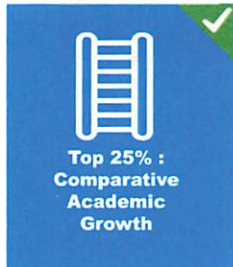
Academic
Achievement in
Mathematics



Academic
Achievement
in Science



Academic
Achievement
in Social
Studies



Postsecondary
Readiness



Top 25% :
Comparative
Closing the
Gaps

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Academic Programs

- Advanced Placement (AP) Course(s)
- Dual Credit Course(s)

[Tell Me More](#)

Advanced Placement (AP) Course(s)

- English Literature and Composition

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UIL Activities

- Baseball
- Boys Basketball
- Boys Cross Country
- Boys Golf
- Boys Tennis
- Boys Track

- Football
- Girls Basketball
- Girls Cross Country
- Girls Golf
- Girls Tennis
- Girls Track
- Softball
- Volleyball
- Academics
- One Act Play
- Marching Band
- Spirit

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RAINS HS

District: Rains ISD

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SCHOOL PROGRESS

Rating



83 out of 100

School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.

[TELL ME MORE](#)

School Progress Calculation

Component	Score	% of Grade
Academic Growth	83	100%
Relative	--	---

Relative Performance	75	0%
Total		100%

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School Progress Summary

Academic Growth



83 out of 100

Academic growth shows the amount of growth students make from year to year.

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Relative Performance



75 out of 100

Relative Performance measures how a school's performance compares to other schools with similar economically disadvantaged populations.

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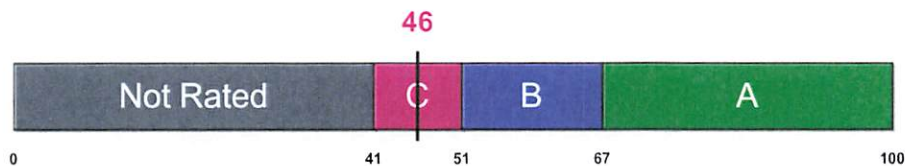
Academic Growth Details

	# of Tests	Points Earned
0 Points	35	0.0
1/2 Point	31	15.5
1 Point	122	122.0
Total	188	137.5

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Relative Performance Details

STAAR and College, Career, or Military Readiness Average Score



2021-22 Economically Disadvantaged: 53.8%



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RAINS HS

District: Rains ISD

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STUDENT ACHIEVEMENT

Rating



77 out of 100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rate and how prepared students are for success after high school.

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Student Achievement Calculation

Component	Score	% of Grade
STAAR Performance	74	40%
College, Career and Military Readiness	78	40%

Graduation Rate	80	20%
Total		100%

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Student Achievement Summary

STAAR Performance



STAAR Performance measures achievement at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level on the STAAR test.

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College, Career, and Military Readiness



out of 100

College, Career, and Military Readiness measures graduates' readiness for college, the workforce, or the military.

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Graduation Rate



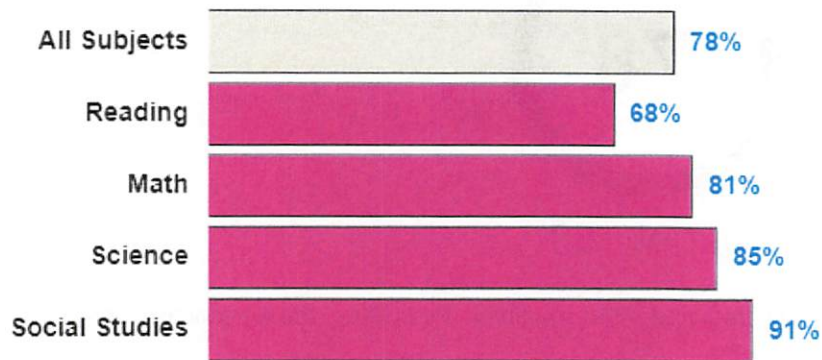
out of 100

Graduation Rate measures the percentage of students who graduate in 4, 5, or 6 years.

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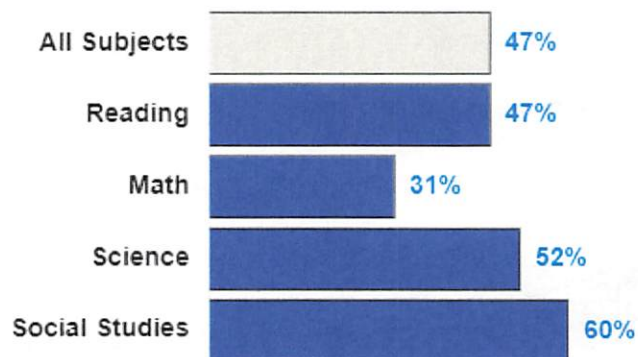
STAAR Performance Details

Percentage of Students Approaching Grade Level or Above



Subject	This School	District
All Subjects	78%	69%
Reading	68%	72%
Math	81%	63%
Science	85%	73%
Social Studies	91%	72%

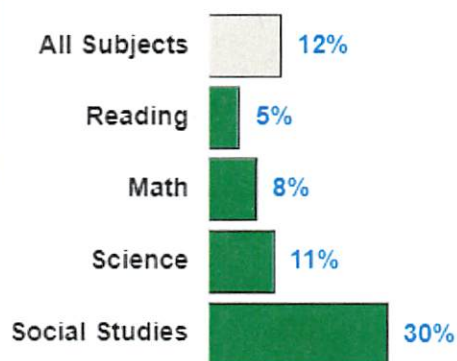
Percentage of Students Meeting Grade Level or Above



Subject	This School	District
All Subjects	47%	36%
Reading	47%	43%

Math	31%	24%
Science	52%	42%
Social Studies	60%	39%

Percentage of Students Mastering Grade Level or Above



Subject	This School	District
All Subjects	12%	13%
Reading	5%	16%
Math	8%	7%
Science	11%	13%
Social Studies	30%	19%

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

2021-22 STAAR Participation Rate: 100%

2020-21 STAAR Participation Rate: 100%

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College, Career, and Military Readiness Details

CCMR Criteria	This School	District
Total credit for CCMR criteria	46%	46%
Scored at or above the college ready standard on SAT, ACT, TSIA, or earned credit for a college prep course	34%	34%
Met criterion score on AP/IB exam(s)	0%	0%
Earned college credit for a dual credit course	27%	27%
Earned an industry-based certification	1%	1%
Earned a level I or level II certificate	1%	1%
Earned an associate degree	0%	0%
Completed an OnRamps course and qualified for college credit	0%	0%
Graduated with completed individualized education program (IEP) and workforce readiness	0%	0%
Graduated under an advanced diploma plan and identified as a current special education student	6%	6%

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Graduation Rate Details

	This School	District
Four-Year Graduation Rate	94.6%	94.6%
Five-Year Graduation Rate	93.5%	93.5%
Six-Year Graduation Rate	89.1%	89.1%

Dropout Rate

0.2%

0.2%

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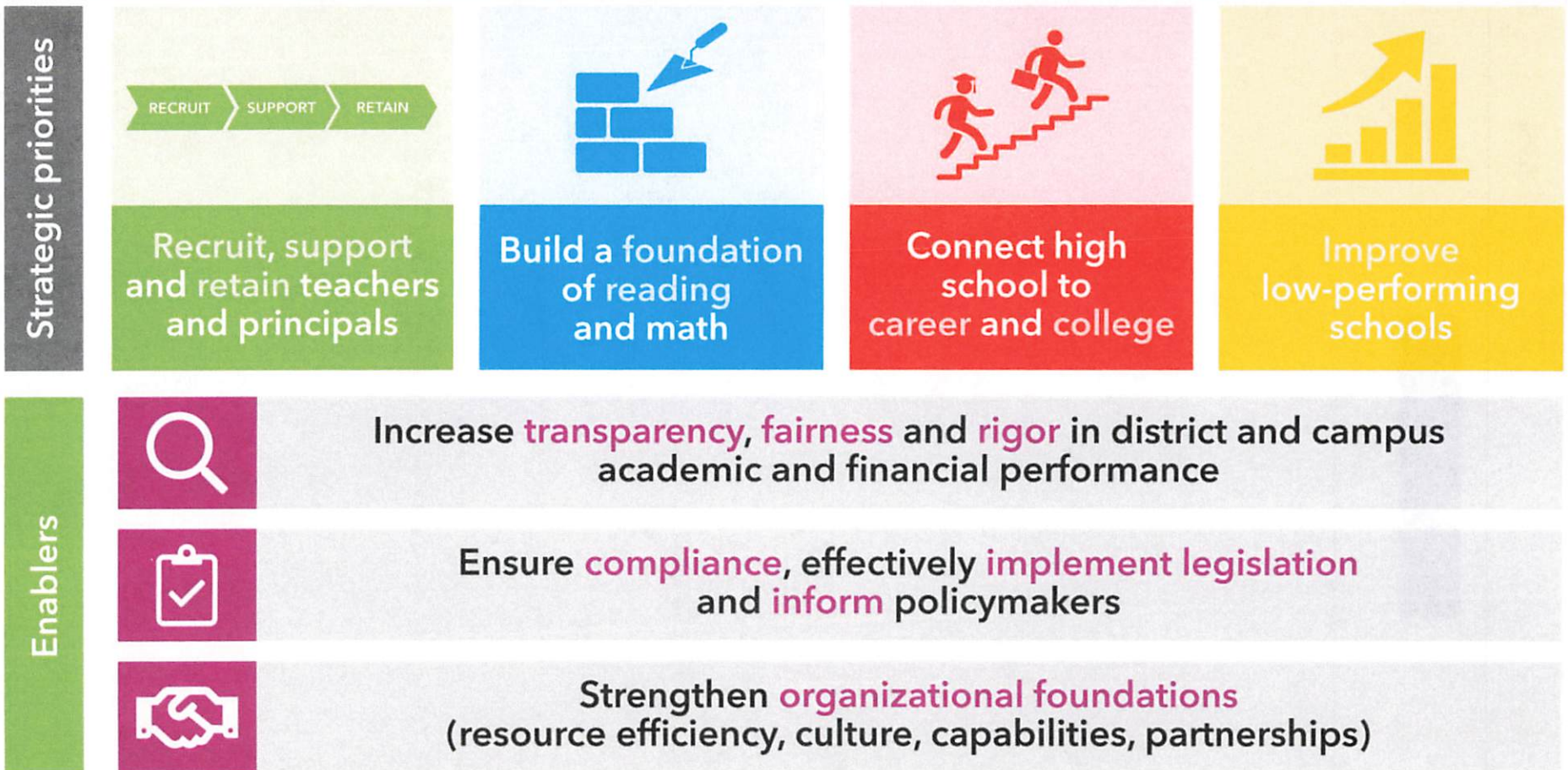
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Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

RAINS JR HIGH

Rains Jr. High Campus Improvement Plan 2022/2023

Community. Commitment. Success.



John Portwood
903-473-2222
portwoodj@rainsisd.org

Date Reviewed:

DMAC Solutions ®

Page 1 of 24

Date Approved:

11/9/2022

RAINS JR HIGH

Mission

All In. All Together. Investing in OUR kids. Rains County is Stronger Together.

Vision

*In the pursuit of excellence:
We value community partnerships.
We encourage communication.
We embrace challenges.
We celebrate growth and success.*

Nondiscrimination Notice

RAINS JR HIGH does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

RAINS JR HIGH Site Base

Name	Position
Knight, Mary Ellen	Counselor/LPC
Canaan, Ginger	Instructional Coach
Smith, Sundowne	RLA Teacher
Bohannon, Brandon	History Teacher
Peeples, Amanda	Technology Teacher
Portwood, John	Campus Administrator
Blalock, Heath	Campus Manager
Worley, Jennifer	Campus User
Cain, Cheryl	Paraprofessional
Alexa, White	RLA Teacher
Amanda, Walden	Math Teacher
Bell, Kylie	Parent
Lawrence, Megan	Parent
Chavez, Meredith	Community/Business
Salem, Maggie	Parent

Resources

Resource	Source
No rows defined.	

RAINS JR HIGH

Goal 1. (Intentional Communication) Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Objective 1. (Parent and Family Engagement) During the 2022-2023 school year, RJH will increase parent and family engagement through building relationships with community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will use in-person, written, digital, and/or social media to keep parents, students, staff, and community members in the district informed of campus events and student progress. (Title I TA: 7) (Target Group: 6th,7th,8th) (Strategic Priorities: 4) (ESF: 1,1.1,2,2.1,3,3.1,3.4)	Administrators, Coaches, Counselor, Instructional Coach(es), Librarians, Student Council Sponsor, Teachers	June, 2023	(L)Current staff - \$0	Criteria: Weekly staff newsletters, frequent social media posts (Facebook, Instagram, Twitter), Skyward Family emails, paper forms home, progress reports and report cards mailed/sent home, informational family nights (virtual/in-person), Meet the Teacher, emails, phone calls, What-a-Wildcat Awards, Parent-Teacher Conferences, ARDs, 504 meetings, MTSS meetings, Special Programs Night, 8th-grade Transition Meetings, Open House, sporting events, theatre productions, band performances, NJHS Night, etc. 11/02/22 - Significant Progress
2. Families will be invited to participate in school events. Events may include: Meet the Teacher Night, Special Programs Night, Open House, Site-Based Decision-Making Team meetings (SBDM Team), theatre productions, band productions, and NJHS Induction Night, sporting events, 8th-grade Transition Meeting, etc. (Title I TA: 4,7,8) (Target Group: 6th,7th,8th) (Strategic Priorities: 2,3,4) (ESF: 1,1.2,3,3.1,3.3,3.4)	Administrators, Teachers	June 2023		Criteria: Agendas and sign-in sheets, presentation materials 11/02/22 - Significant Progress

RAINS JR HIGH

Goal 1. (Intentional Communication) Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Objective 2. (Attendance Rate) Increase the attendance rate by 1% by the end of 22-23

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued. (Title I TA: 1,4,7,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4,5,5.4)	Administrators, All Professional Staff, ARD Committee, Attendance Clerk	June, 2023	(L)Campus Budget - \$500	Criteria: Attendance rates from PEIMS reports 11/02/22 - Significant Progress

RAINS JR HIGH

Goal 2. (Community Partnerships) Develop partnerships within the community to support our students' well-being.

Objective 1. (Community Partnerships) RJH will partner with the community to provide additional supports for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Guest speakers from the community will be invited to share guidance, experience, and resources to students to address violence prevention, bullying, safety, mental health, etc. (Title I TA: 4,6,7,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 3,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,5,5.1,5.4)	Administrators, Counselor, Teachers	June 2023		Criteria: JH calendar of events 11/02/22 - Some Progress
2. RJH will partner with Communities in Schools to provide an on-site social worker to at-risk students. (Title I TA: 1,2,3,4,7,8) (Target Group: AtRisk,6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 3,3.1,3.2,3.3,3.4,5,5.4)	Administrators, All Staff Members	June 2023	(F)Budget Allocations Federal - \$15,000	Criteria: CIS documentation of services 11/02/22 - On Track

RAINS JR HIGH

Goal 3. (Safe and Supportive Learning Environment) Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 1. (Staff Retention) Rains ISD will lower the turnover rate by 10% by the year 2023-2024

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. New to Rains ISD teachers will be paired with veteran RJH teachers that will serve as mentors to provide ongoing, job-embedded support throughout the year. (Title I TA: 4) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1) (ESF: 2,2.1)	Administrators, Mentors	June, 2023	(F)N/A - \$0	Criteria: Retention of new to Rains ISD teachers at Rains ISD. 11/02/22 - On Track
2. Rains ISD will attend at least one job fair a year to recruit certified teachers. (Title I TA: 5) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,2.1,3,3.1,5)	Administrators	June, 2023	(L)Campus principal - \$500	Criteria: New candidates will apply for positions at RJH. 11/02/22 - Some Progress

RAINS JR HIGH

Goal 3. (Safe and Supportive Learning Environment) Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 2. (Safety and Security of All) Provide student, teacher, and staff awareness of internet safety to include bullying, suicide prevention, and cyberbullying a minimum of three times per year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RJH will provide the capability for students and families to anonymously report bullying and other violations of the student code of conduct via the STOP-it app and the district webpage. (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,4) (ESF: 1,2,3,3.2,3.3,3.4)	Administrators, Counselor	June, 2023	(L)Campus Budget - \$2,165	Criteria: Students and families will have a confidential and anonymous means to report bullying and other violations of the student code of conduct via the STOPit app and district webpage. 11/02/22 - On Track
2. RJH will conduct the required emergency drills outlined in the Emergency Operations Plan. (Target Group: 6th,7th ,8th) (Strategic Priorities: 1) (ESF: 1,3,3.3)	Administrators, RISD Chief of Police	June, 2023	(F)crash buckets - \$400	Criteria: RJH will conduct the required emergency drills outlined in the Emergency Operations Plan and each classroom will have procedures posted. 11/02/22 - Some Progress
3. Students, staff, and the community will be educated on drug and alcohol abuse, and students will participate in Red Ribbon Week activities. (Title I TA: 4,6,7) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,4) (ESF: 1,1.1,2,2.1,3,3.3,3.4)	Counselor	June, 2023	(L)Counselor - \$1,000	Criteria: Students, staff, and the community will be made aware of the dangers associated with drug and alcohol abuse. 11/02/22 - Significant Progress
4. Increase the visibility of law enforcement district-wide to include multiple visits per week for the 22-23 school year. (Target Group: 6th,7th ,8th) (Strategic Priorities: 1) (ESF: 3,3.1,3.2,3.3)	RISD Chief of Police	June, 2023	(F)N/A - \$0	Criteria: Law enforcement will visit the campus a minimum of three times per five-day school week. 11/02/22 - On Track

RAINS JR HIGH

Goal 3. (Safe and Supportive Learning Environment) Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 3. (Discipline Management) Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom management techniques will include a variety of tools with an emphasis on Restorative Practices. Campus Discipline Management Plan will be aligned with HS Discipline plan to create unified discipline procedures in secondary schools and will be followed with fidelity. (Title I TA: 1,3,4,6,7,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,3,3.1,3.2,3.3,3.4,5,5.1)	All Professional Staff, All Staff Members	June, 2023	(O)Region VII (Federal & State) - \$0, (S)Region VII ESC/Code VII consultants - \$0	Criteria: The total number of days of removals from the classroom environment (ISS, OSS, DAEP) will be reduced. 11/02/22 - On Track

RAINS JR HIGH

Goal 4. (Technology Integration) Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 1. (Innovative Course Design) Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom by the end of 2021-2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and staff will have access to multiple training opportunities, including: Region 7, Region 10, on-campus, and online. Staff will seek their own topics based on interest and need. (Title I TA: 1,2,3,4,5,6,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,2,2.1,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, All Staff Members, Department Heads, Instructional Coach(es)	June, 2023	(F)Region VII ESC Consultants \$6,960/yr - included wi - \$6,960, (L)Cross grade level teaming and horizontal teaming - \$0	Criteria: Staff selected professional development, professional development PLCs 11/02/22 - On Track

RAINS JR HIGH

Goal 4. (Technology Integration) Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 2. (Technology Use) By the end of their 8th grade year, students will be fluent in their use of technology resources and applications the CTE technology course.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All computers will be operated with current hardware and software. (Title I TA: 1) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2,3,4) (ESF: 3,3.1,3.3,4,4.1,5,5.3)	Technology Director, Technology Staff	June, 2023	(S)Budgeted through Technology Allocations	Criteria: District Technology Meeting Notes 11/02/22 - Some Progress

RAINS JR HIGH

Goal 5. (Allocation of Funds / Transition) Allocate funds to prepare all students for transitioning to and from RJH while maintaining effective and efficient operations.

Objective 1. (Transition/Course Design) Students will participate in an activity that will aid in the effectiveness and efficiency of students transitioning/promoting from one campus building to another.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students promoting from 5th grade to 6th grade (Rains Intermediate to RJH) and from 8th grade to 9th grade (RJH to RHS) will participate in a tour/seminar to help students transition from one campus to the other. (Title I TA: 1,2,4) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 3,3.1,3.2,3.3,5,5.1)	Administrators, All Professional Staff, Counselor	June, 2023	(L)No cost to district	Criteria: RJH Calendar of Events 11/02/22 - Some Progress
2. School staff, parents/guardians, and students will be asked to participate in completing an interest survey regarding pathways students are currently interested in participating in to drive innovative course development. (Title I TA: 2,4,5,7,8) (Target Group: 5th,6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.2,3.3,3.4,5.3)	Administrators, Counselor	June, 2023	(L)No cost to district	Criteria: Survey data 11/02/22 - Some Progress

RAINS JR HIGH

Goal 5. (Allocation of Funds / Transition) Allocate funds to prepare all students for transitioning to and from RJH while maintaining effective and efficient operations.

Objective 2. (Campus Budget) The campus budget will be carefully scrutinized and allocated according to instructional needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School staff will evaluate the needs of the campus, communicate those needs to school community members, and create a prioritized plan to address those needs. (Title I TA: 1,2,4,7,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,4) (ESF: 1,1.2,2.2.1,3,3.2,3.4)	Administrators, CPOC	June, 2023	(S)Staff	Criteria: Campus Budget; Expenditure Report 11/02/22 - Significant Progress 11/27/21 - Pending

RAINS JR HIGH

Goal 6. (Student Achievement) Improve student achievement.

Objective 1. (Student Achievement) Raise the RJH Report Card rating by a letter grade in the area of Student Achievement by the end of 22-23.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To raise the Student Achievement domain to a "B," increase the percentage of students who demonstrate Approaches, Meets, and Masters levels on all STAAR math, reading, writing, science, and social studies tests. (Title I TA: 1,2,3,4,5,8) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,6th,7th,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.1,3.1,3.3,4.1,5.1,5.3)	Administrators, All Professional Staff, All Staff Members, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator	June, 2023	(F)DMAC, (F)TEKS Resource System, (L)Campus Budgets, (L)Cross grade level teaming and horizontal teaming, (S)STAAR	Criteria: RJH will receive a "B" rating in the Student Achievement Domain on the STAAR tests. 11/02/22 - Some Progress

RAINS JR HIGH

Goal 6. (Student Achievement) Improve student achievement.

Objective 2. (School Progress) Raise the RJH Report Card rating by one letter grade in the area of School Progress by the end of the 22-23.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To raise the School Progress domain to a "B," increase the relative performance of economically-disadvantaged students, meaning more eco-dis students must earn Approaches on all STAAR exams. (Title I TA: 1,2,3,4,5,8) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,6th,7th,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.3,4,4.1,5,5.1,5.3)	Administrators, All Professional Staff, All Staff Members, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator	June, 2023	(F)DMAC, (F)TEKS Resource System, (L)Budget Allocations, (L)Cross grade level teaming and horizontal teaming, (S)STAAR	Criteria: RJH will score a "B" in the School Progress Domain for students identified as economically disadvantaged as identified on the STAAR Performance Reports. 11/02/22 - Some Progress
2. To raise the School Progress domain to a "B," increase the academic growth measure on all STAAR exams. This means that more students need to meet or exceed one year's worth of growth on each test. (Title I TA: 1,2,3,4,5,8) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,6th,7th,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.3,4,4.1,5,5.1,5.3)	Administrators, All Professional Staff, All Staff Members, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator	June, 2023	(F)DMAC, (F)TEKS Resource System, (L)Campus Budgets, (L)Cross grade level teaming and horizontal teaming, (S)STAAR	Criteria: RJH will score a "B" in the School Progress Domain on the STAAR Performance Reports. 11/02/22 - Some Progress

RAINS JR HIGH

Goal 6. (Student Achievement) Improve student achievement.

Objective 3. (Closing the Gaps) Raise the RJH Report Card by one letter grade in the area of Closing the Gaps by the end of the 22-23.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To raise the Closing the Gaps domain to a "B," increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. (Title I TA: 1,2,3,4,5,8) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,6th,7th,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3.3.1,3.3.4,4.1.5,5.1,5.3)	Administrators, All Professional Staff, All Staff Members, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator	June, 2023	(F)DMAC, (F)TEKS Resource System, (L)Campus Budget, (L)Cross grade level teaming and horizontal teaming, (S)STAAR	Criteria: RJH will raise the Closing the Gaps Domain score to a "B," to increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) as evidenced on all STAAR exams. 11/02/22 - Some Progress
2. To raise the Closing the Gaps domain to a "B," increase the academic growth of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must grow at least one academic year in order to get credit in this category. (Title I TA: 1,2,3,4,5,8) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,6th,7th,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3.3.1,3.3.4,4.1.5,5.1,5.3)	Administrators, All Professional Staff, All Staff Members, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator	June, 2022	(F)DMAC, (F)TEKS Resource System, (L)Campus Budget, (L)Cross grade level teaming and horizontal teaming, (S)STAAR	Criteria: RJH will raise the Closing the Gaps Domain score to a "B," to increase the academic growth of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must grow at least one academic year in order to get credit in this category. 11/02/22 - Some Progress
3. To raise the Closing the Gaps domain to a "B," increase the student achievement of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must meet the average percentage of students who approach, meet, and master grade level tests in order to get credit in this category. (Title I TA: 1,2,3,4,5,8) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,6th,7th,8th)	Administrators, All Professional Staff, All Staff Members, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator	June, 2023	(F)DMAC, (F)TEKS Resource System, (L)Campus Budget, (L)Cross grade level teaming and horizontal teaming, (S)STAAR	Criteria: RJH will raise the Closing the Gaps Domain score to a "B," to increase the student achievement of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must meet the average percentage of students who approach, meet, and master

RAINS JR HIGH

Goal 6. (Student Achievement) Improve student achievement.

Objective 3. (Closing the Gaps) Raise the RJH Report Card by one letter grade in the area of Closing the Gaps by the end of the 22-23.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
h,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.1,3,3.1,3.3,4,4.1,5,5.1,5.3)				grade-level tests in order to get credit in this category. 11/02/22 - Some Progress

RAINS JR HIGH

Goal 6. (Student Achievement) Improve student achievement.

Objective 4. (Literacy and Math Instruction) Teachers will support students who are struggling in literacy and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students who are identified with reading difficulties and are determined that remediation is needed...students will receive reading intervention using Leveled Literacy Intervention. (Title I TA: 1,3,4,5,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.2,3.3,4,4.1,5,5.3,5.4)	Classroom Teachers, Counselor, MTSS Committee, MTSS Coordinator, RLA Teachers	June, 2023	(L)Curriculum, (L)Principal/ELA Teachers, (L)Student work, (L)Teachers	Criteria: Increased Literacy Skills 11/02/22 - On Track
2. Students who are identified with math difficulties will be placed in a Math Plus class to provide remediation and accelerated instruction. (Title I TA: 1,3,4,5,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2,3,4) (ESF: 1,1.2,3,3.1,3.3,4,4.1,5,5.3,5.4)	Classroom Teachers, Counselor, Math Department, MTSS Committee, MTSS Coordinator	June, 2023	(L)Curriculum, (L)Teachers	Criteria: Increased Math Skills 11/02/22 - On Track
3. Teachers will meet twice every nine weeks to evaluate student performance data and progress during department PLC meetings. Teachers will pull and disaggregate data using Common Assessments, grades, 9 weeks tests, DMAC, BOY, MOY, Interim Assessments, etc. (Title I TA: 1,2,4,5,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,2,3,3.1,3.3,4,4.1,5,5.3,5.4)	Administrators, Classroom Teachers, Counselor, Instructional Coach(es), Interventionist(s), Math Department, MTSS Committee, MTSS Coordinator, RLA Teachers	June, 2023	(F)DMAC, (F)In place, (L)Committee, (L)Conduct sheets, (L)Schedule, (L)Six weeks grade report and attendance report, (L)Student work, (L)Teachers, (S)Attendance records, (S)STAAR	Criteria: Students in need of instructional remediation will be identified and receive targeted support. 11/02/22 - On Track

RAINS JR HIGH

Goal 6. (Student Achievement) Improve student achievement.

Objective 5. (Participation in Physical Activities) Students will participate in required physical activities to promote and track fitness and health.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will participate in 4 semesters of physical education while enrolled in grades 6-8. (Title I TA: 2,4) (Target Group: 6th,7th ,8th) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.3)	Administrators, Counselor	June, 2023	(S)Staff	Criteria: Student Transcripts 11/02/22 - On Track

RAINS JR HIGH

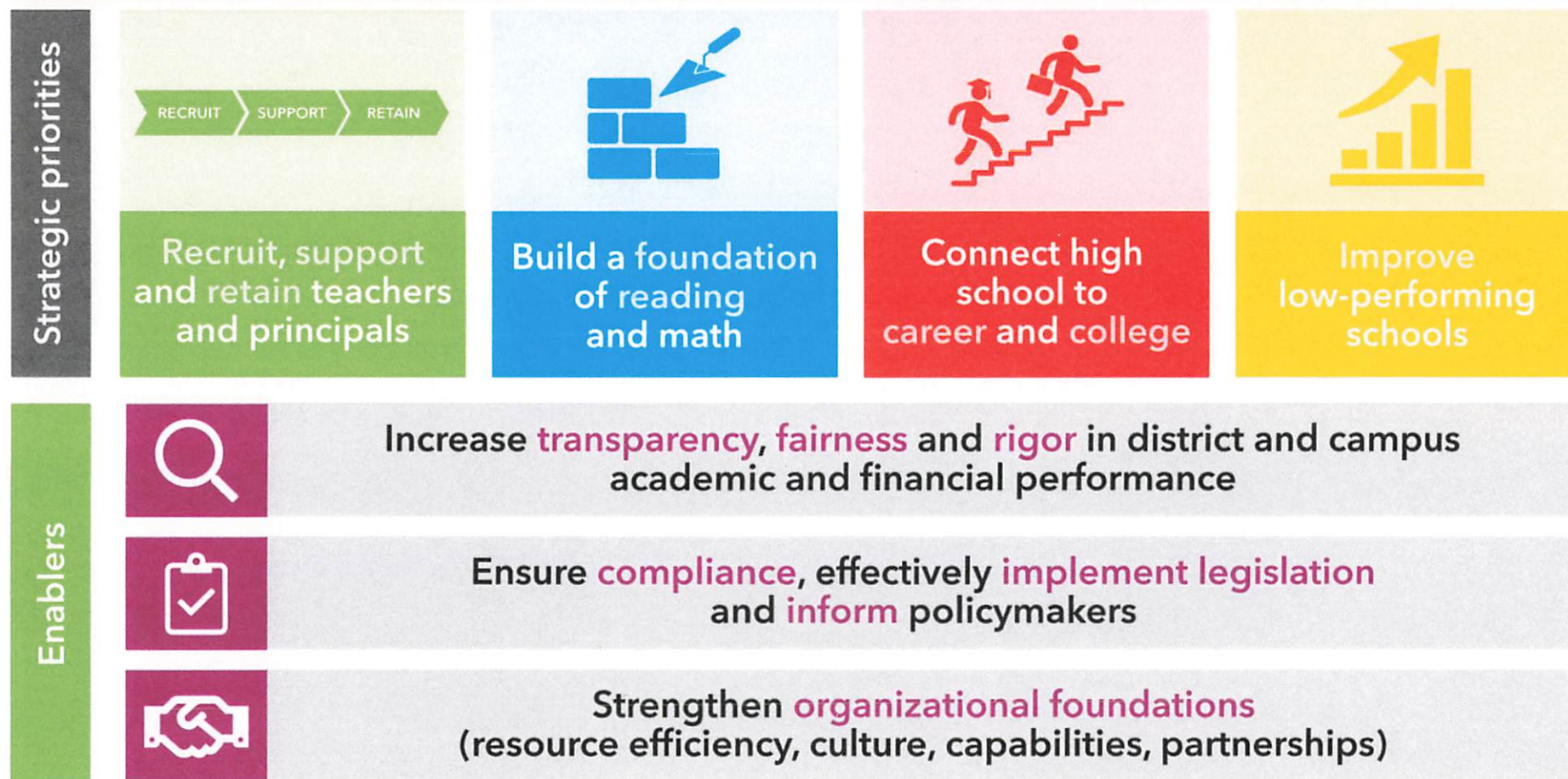
Goal 7. (School Culture and Climate) Provide programs and develop systems that promote character development. Enhancing our school culture and climate.

Objective 1. School will introduce and implement school wide character development programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Rains JH will participate in a year long competition that promotes character development and school culture. (Title I TA: 1,3,4) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,4) (ESF: 1,1.2,3,3.1,3.2,3.3)	Administrators, Aides, All Professional Staff	June, 2023		Criteria: Students will collaborate with teams to participate in the Tournament of Houses. School Climate and Culture will improve. 11/02/22 - On Track

Comprehensive Needs Assessment

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

RAINS INTERMEDIATE

Campus Improvement Plan

2022/2023

Community. Commitment. Success.



J C Vance
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903-473-2222
vancej@rainsisd.org

Date Reviewed:

DMAC Solutions ®

Date Approved:

11/9/2022

RAINS INTERMEDIATE

Mission

Rains ISD provides a safe and innovative learning environment that nurtures a growth mindset, offers resources and opportunities that maximize each student's potential, and inspires life-long learners in an ever-changing world.

Vision

*In the pursuit of excellence:
We value community partnerships.
We encourage communication.
We embrace challenges.
We celebrate growth and success.*

Nondiscrimination Notice

RAINS INTERMEDIATE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

RAINS INTERMEDIATE Site Base

Name	Position
Vance, Justin	Principal
Holmes, Amy	Assistant Principal
Asbill, Dusty	Counselor
Mcmullen, Kristin	Teacher
Bunch, Heather	Parent Representative
Marshall, Sarah	Business Representative
Couch, Christy	Teacher
Maberry, Tami	Teacher
Tunnell, Blair	Teacher
Banks, David	Community Member

RAINS INTERMEDIATE

Goal 1. Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Objective 1. During the 2022-2023 school year, Rains Intermediate school will increase parent and family engagement by having family Friday every Friday of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will use in-person, written, digital, and/or social media to keep parents, students, staff, and community members in the district informed of news. (Target Group: 3rd,4th,5th) (ESF: 3,3.4)	All Professional Staff	End of School Year		Criteria: Social Media shares and posts
2. Families will be invited to participate in school events. Events may be in-person or virtual and include: Meet the Teacher Night, Special Programs Night, PTO meetings, Open House, campus improvement committee meetings, award ceremonies, performances, etc. (Title I TA: 7) (Target Group: ESL,GT,Dys,3rd,4th,5th) (ESF: 3.4)	All Professional Staff	Ongoing		Criteria: Social Media Agendas Sign In Sheets

RAINS INTERMEDIATE

Goal 1. Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Objective 2. Increase the attendance rate from 92.85% to 96% by the end of 22-23.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued. (Target Group: 3rd,4th,5th)	Administrators	Quarterly		Criteria: Attendance Reports Skyward Letters
2. Work closely with the Rains ISD Chief of Police and Justice of the Peace as a deterrent for students with excessive absences for both in-person and online students (Target Group: 3rd,4th,5th)	Administrators	As Needed		Criteria: Attendance Reports Skyward

RAINS INTERMEDIATE

Goal 2. Develop partnerships within the community to support our students' well-being.

Objective 1. Rains Intermediate School will partner with the community to provide additional supports for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Rains Intermediate School will work with community programs such as the Andrews Center to allow their services, such as mental health, to be delivered to students at school during the instructional day. (Target Group: 3rd,4th,5th)	Counselor	As Needed		Criteria: Pamphlets Flyers Emails
2. Rains Intermediate will coordinate donations from community groups that support student well-being, such as shoes, coats, clothing, and food. (Target Group: ECD) (ESF: 3.3)	Counselor	Semester		Criteria: Donations
3. Rains Intermediate will participate in College Shirt day once a week to promote college, technical, and trade schools. (Target Group: 3rd,4th,5th) (Strategic Priorities: 3)	All Professional Staff, All Staff Members	Ongoing		Criteria: Observations

RAINS INTERMEDIATE

Goal 2. Develop partnerships within the community to support our students' well-being.

Objective 2. Increase student performance by engaging parents and the community in events at least four times per year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will host Meet the Teacher Night, Curriculum Night, Family Friday, and Texas Public Schools Week: Open House (Spring) activities. (Target Group: 3rd,4th,5th) (ESF: 3.4)	Administrators, Classroom Teachers, Counselor	End of Year		Criteria: Social Media Videos Social Media Shares
2. The Parent-Teacher Organization (PTO) will continue to grow in active membership from teachers and families. Events may include a spring and fall book fair, Christmas talent show, playground work day, and family-involvement nights. (Title I TA: 7) (Target Group: 3rd,4th,5th) (ESF: 3.4)	PTO	End of School Year		Criteria: Agendas Membership Total Book Fair Profit Totals

RAINS INTERMEDIATE

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 1. Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom management and student discipline will be handled through the Restorative Practices model and PBIS. (Target Group: 3rd,4th,5th) (ESF: 3.2)	Administrators, Classroom Teachers	End of School Year		Criteria: Referrals Discipline Report

RAINS INTERMEDIATE

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 2. Provide student, teacher, and staff awareness of physical safety, internet safety, violence prevention, suicide prevention, conflict resolution and bullying/cyber-bullying a minimum of three times per year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All doors on campus that do not have a manual locking mechanism on the inside of the door will have a strategy/product in place to aid in quick and easy lock-down procedures. (Target Group: 4th,5th,6th)	Administrators, Classroom Teachers, Maintenance Director	End of year		Criteria: Drills Observations
2. Continue to monitor and improve procedures for student pick up, campus visitors, and unauthorized people on campus. (Target Group: 3rd,4th,5th)	Administrators, All Staff Members	End of Year		Criteria: Sign In Sheets Observations
3. The school counselor and teachers will collaborate to incorporate relevant social skills, character development, and safety curriculum throughout the school year. (Target Group: 3rd,4th,5th) (ESF: 3.3)	Counselor, Teachers	End of School Year		Criteria: Lesson plans for SEL Observations

RAINS INTERMEDIATE

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 3. Students will participate in required physical activities to promote and track fitness and health.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Activities will be planned during PE to provide opportunities for fitness and health (Target Group: 3rd,4th,5th)	PE Teacher	Ongoing		Criteria: Physical Education Lesson Plans Observations of the PE Class Fitness Gram

RAINS INTERMEDIATE

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 4. Teachers will support students who are struggling in literacy and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students who are identified with reading difficulties will be tested with the BAS. If the BAS score indicates that remediation is needed, the student will receive reading intervention using Leveled Literacy Intervention as one of their WIN time assignments. Students in ESL and special education reading classes will also utilize LLI for accelerated instruction. (Title I TA: 1,2,3,4) (Target Group: ESL,SPED,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.4)	ESL Teacher(s), Reading Department, Reading Lab Instructor, Reading Teachers, Teachers	End of year		Criteria: Lab Group Totals DMAC Student LLI Record
2. English Learners will receive both pull-out instruction for ESL and/or have a teacher who is ESL-certified. Both teachers will provide an enhanced learning experience through differentiation. During ESL classes, students will increase vocabulary and literacy through the implementation of LLI curriculum. (Title I TA: 4) (Target Group: ESL) (Strategic Priorities: 2,4) (ESF: 5.3)	ESL Teacher(s), Reading Teachers	End of year		Criteria: Teacher Certifications Lesson Plans
3. All special education students who receive resource instruction in reading will be assessed, tutored, and monitored through an online intervention program and/or Leveled Literacy Intervention. (Target Group: SPED)	Special Education Department	End of year		Criteria: Student Grades DMAC LLI Progress

RAINS INTERMEDIATE

Goal 4. Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 1. Staff members will attend cultural awareness training to grow with the changing demographic.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Rains Intermediate will have a cultural awareness professional development during grade level PLCs (Target Group: 3rd,4th,5th)	Administration	End of Year		Criteria: PLC Agenda Certifications of completion

RAINS INTERMEDIATE

Goal 4. Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 2. With increased numbers of students receiving special services, such as ESL, dyslexia, 504, and special education, Rains Intermediate will ensure these populations receive quality Tier I instruction that aligns to state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The curriculum will be evaluated during implementation. Teachers who need PD to implement the curriculum will receive it throughout the school year. Data walks will be used to ensure student success. (Title I TA: 6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1) (ESF: 1.2,2.1,5.2)	Administrators	End of year		Criteria: Observations Evaluations Lesson Plans PLC Discussions
2. The master schedule will allow time during the regular school day for intervention in reading and/or math for all students who indicate a need. (Title I TA: 1,2,3,4) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.3,5.4)	Administrators, Counselor	End of year		Criteria: Master Schedule
3. Implement a pull-out program that gives ESL students approximately 30 minutes extra time in a program that implements Leveled Literacy Intervention. This support complements the fact that the majority of RLA teachers are ESL-certified and implementing ELPS in the Tier I RLA instruction. (Title I TA: 1,2,3,4) (Target Group: ESL)	ESL Teacher(s)	End of year		Criteria: Master Schedule
4. Incorporate an extended intervention time in the 22-23 master schedule to include up to two intervention opportunities for each student during a 45-minute period each day. (Title I TA: 1,2,3,4) (Target Group: 3rd,4th,5th) (ESF: 4.1,5.1,5.3,5.4)	Administrators, Counselor	End of year		Criteria: Master Schedule

RAINS INTERMEDIATE

Goal 4. Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 3. If the campus has any migrant students enrolled, the Region 7 SSA will be notified so that migrant services can begin to ensure that the students participate effectively in school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Notify Region 7 to request migrant services (Target Group: Migrant)	Counselor	End of Year		Criteria: Student Registration Records

RAINS INTERMEDIATE

Goal 5. Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 1. Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom by the end of 2022-2023

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus staff will seek their own training opportunities through the availability of free PD through Region 7, Region 10, and other providers. (Title I TA: 6) (Target Group: 3rd,4th,5th)	All Staff Members	Ongoing		Criteria: PLC Agendas
2. The campus will provide on-the-job training for teachers with specific professional development needs. (Title I TA: 6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1)	All Staff Members	End of year		Criteria: Surveys Professional Learning Communities Agendas Professional Development Certifications

RAINS INTERMEDIATE

Goal 5. Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 2. The district will provide enough devices to Rains Intermediate so that each student receives one for in-class and at-home instruction through the learning management system, Google Classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be assigned devices that can be used school to complete instructional assignments and investigations. (Target Group: 3rd,4th,5th)	Administration	End of year		Criteria: Chromebook Permission Slips

RAINS INTERMEDIATE

Goal 6. Allocate funds to prepare all students while maintaining effective and efficient operations.

Objective 1. The campus budget will be carefully scrutinized and allocated according to instructional needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School staff will evaluate the needs of the campus, communicate those needs to stakeholders, and create a prioritized spending plan to address those needs. (Title I TA: 8) (Target Group: 3rd,4th,5th)	All Staff Members, CPOC	End of year		Criteria: Survey Budget Social Media

RAINS INTERMEDIATE

Goal 6. Allocate funds to prepare all students while maintaining effective and efficient operations.

Objective 2. Students will participate in an activity that will aid in the effectiveness and efficiency of students transitioning/promoting from one campus building to another.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students promoting from 2nd grade to 3rd grade (Rains Elementary to Rains Intermediate) and from 5th grade to 6th grade (Rains Intermediate to Rains Jr. High) will participate in a 2-hour tour and seminar to help students transition from one campus to the other. (Target Group: 2nd,3rd,5th,6th)	Administrators, Counselor, Teachers	End of Year		Criteria: Agenda Calendar Observations

RAINS INTERMEDIATE

Goal 7. Improve student achievement.

Objective 1. Raise the Intermediate School Report Card rating from a "C" to a "B" in the Student Achievement domain by the end of 22-23 school year. The current score is 77 out of 100.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To raise the Student Achievement domain to a "B," increase the percentage of students who earn Approaches, Meets, and Masters levels on all STAAR math, reading, writing, and science tests. The current score is 70 in STAAR Performance. (Title I TA: 1,2,3,4) (Target Group: H,W,AA,ESL,EB,SPED,GT,AtRisk,Dys,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Classroom Teachers, Math Department Chair, Math Lab Instructor, Reading Department, Reading Lab Instructor	End of year		Criteria: DMAC STAAR Reports

RAINS INTERMEDIATE

Goal 7. Improve student achievement.

Objective 2. Raise the Intermediate Report Card rating from a "C" to a "B" in the School Progress domain by the end of the 20-21. The current score is 74 out of 100.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To raise the School Progress domain to a "B," increase the relative performance of economically-disadvantaged students, meaning more eco-dis students must earn Approaches on all STAAR exams. The current score in Relative Performance is 62. (Title I TA: 1,2,3,4) (Target Group: ECD) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, ESL Teacher(s), Math Department, Math Lab Instructor, Reading Lab Instructor, Reading Teachers, Teachers	End of year		Criteria: STAAR Reports DMAC
2. To raise the School Progress domain to a "B+," increase the academic growth measure on all STAAR exams. This means that more students need to meet or exceed one year's worth of growth on each test. The current score is 80. (Title I TA: 1,2,3,4) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, ESL Teacher(s), Grade Level Teachers, Math Lab Instructor, Reading Lab Instructor, Teachers	End of year		Criteria: DMAC STAAR Reports

RAINS INTERMEDIATE

Goal 7. Improve student achievement.

Objective 3. Raise the Intermediate Report Card rating from a "D" to a "B" in the Closing the Gaps domain by the end of the 20-21. The current score is 68 out of 100.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Raise the Closing the Gaps rating from a "D" to a "B" in the area of Grade Level Performance by the end of the 22-23. To raise the Closing the Gaps domain to a "B," increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. The current score is . (Target Group: H,W,AA,ECD,ESL,Migrant,EB,3rd,4th,5th)	Administrators, ESL Teacher(s), Grade Level Teachers, Math Lab Instructor, Reading Lab Instructor	End of year		Criteria: STAAR Reports DMAC
2. Raise the Closing the Gaps rating from "D" to a "B" in the area of Academic Growth by the end of the 22-23. To raise the Closing the Gaps domain to a "B," increase the academic growth of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must grow at least one academic year in order to get credit in this category. The current score is 38%. (Title I TA: 1,2,3,4) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,3rd,4th,5th) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, ESL Teacher(s), Math Lab Instructor, Reading Lab Instructor, Teachers	End of year		Criteria: DMAC STAAR Reports
3. To raise the Closing the Gaps domain to a "B," increase the percentage of English Learners who meet the target on the TELPAS Progress measure. The current score is 0. (Target Group: ESL,3rd,4th,5th)	Administrators, All Professional Staff	End of year		Criteria: STAAR Results DMAC TELPAS Results
4. To raise the Closing the Gaps domain to a "B," increase the student success status of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must	Administrators, All Professional Staff, All Staff Members	End of year		Criteria: DMAC STAAR Results

RAINS INTERMEDIATE

Goal 7. Improve student achievement.

Objective 3. Raise the Intermediate Report Card rating from a "D" to a "B" in the Closing the Gaps domain by the end of the 20-21. The current score is 68 out of 100.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
meet the average percentage of students who approach, meet, and master grade level tests in order to get credit in this category. The current score is 10%. (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,504,3rd,4th,5th)				

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Full time instructional coach to assist teachers with strengthening their tier 1 instruction.

Two interventionists who assist with closing gaps for the tier 3 students.

Student Achievement Weaknesses

Rains Intermediate special education students passed with a significantly lower percentage than the overall student population in math and reading.

Rains Intermediate was below the school average for math STAAR for African Americans compared to the overall student population.

Student Achievement Needs

Rains intermediate training in closing gaps and meeting the needs of sub-populations.

Student Achievement Summary

MAP (Fall 2021)

56 3rd grade students are at or above grade level on MAP BOY Math

66 3rd grade students are at or above grade level on MAP BOY RLA

47 4th grade students are at or above grade level on MAP BOY Math

66 4th grade students are at or above grade level on MAP BOY RLA

54 5th grade students are at or above grade level on MAP BOY Math

63 5th grade students are at or above grade level on MAP BOY RLA

56% Overall Approaches STAAR for all subjects

57% Overall Approaches STAAR for reading

58% Overall Approaches STAAR for math

55% Overall Approaches STAAR for science

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

43% Overall Approaches STAAR for writing

25% Overall Meets STAAR for all subjects

34% Overall Meets STAAR for reading

22% Overall Meets STAAR for math

35% Overall Meets STAAR for science

13% Overall Meets STAAR for writing

11% Overall Masters STAAR for all subjects

22% Overall Masters STAAR for math

35% Overall Masters STAAR for science

1% Overall Masters STAAR for writing

School Culture and Climate

School Culture and Climate Strengths

- Percentage of teachers who use TEKS Resource System consistently and accurately is people about 80%.
- All departments and grade levels meet at least once per month in PK-5.
- PLC's are now scheduled weekly and run by principals, assistant principals, and instructional coaches
- Aligning Reading and Math programs for consistency in vocab and strategies
- Access to multiple curricular resources.

The school environment is clean and in good condition.

90% of faculty and staff that completed the survey agree.

Students at this school are well-behaved.

64% of faculty and staff that completed the survey agree.

Students at this school don't care about learning.

36% of faculty and staff that completed the survey agree.

My class enrollments are too large.

18% of faculty and staff that completed the survey agree.

I have access to the tools I need to do my job.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

91 % of faculty and staff that completed the survey agree.

Teachers have close working relationships with each other.
100% of faculty and staff that completed the survey agree.

School administrators involve teachers in decision making and problem solving.
73% of faculty and staff that completed the survey agree.

School administrators and staff communicate with each other effectively.
73% of faculty and staff that completed the survey agree.

Parents know what is going on in this school. 73% of faculty and staff that completed the survey agree.

I spend a great deal of time dealing with students' social and emotional challenges. 54.6% of faculty and staff that completed the survey agree.

School Culture and Climate Weaknesses

- Turn over rates (increased numbers of first year teachers)
- Making resources suited to your own teaching style/ being vetted on resources
- Actually using resources and tools
- Unclear expectations for how to utilize resources
- Real- World PDs that is easily accessible and applicable

School Culture and Climate Needs

- More positive parental involvement to promote academic achievement
- Improved consistent classroom management technique
- Increased parental support in all aspects of our students' educational experience
- Provide an educational environment that is welcoming to all parents and community visitors
- Partner with universities for student teachers
- Attend Career Fairs

Comprehensive Needs Assessment

School Culture and Climate Summary

Rains Intermediate invests in building connections and provides a warm, inviting environment where all students feel supported and accepted. Expectations for students are high and we have respectful, confident students. This culture of respect also exists between staff and parents.

The faculty and staff were offered a survey to review the climate of the school.

Environment is safe and secure

Positive parental involvement is essential to the academic achievement of our students

Rains Intermediate maintains a positive environment in which all staff and faculty employee is appreciated and provided opportunities for professional growth.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Rains Intermediate teachers are skilled and motivated to learn. They take constructive feedback well and take initiative to improve their practice. Our administrative team and specialists have great experiences to draw from to help our staff grow and develop as instructional leaders.

Staff Quality, Recruitment and Retention Weaknesses

- Applicant pool is minimal with candidates who lack certification.
- High-rate of staff turnover

Staff Quality, Recruitment and Retention Needs

- Develop Professional Learning Communities to create a safe environment in which teachers can learn from one another, enhancing their instructional delivery. This creates confident teachers and this transfers to confidence within our students and their learning.
- Ability to hire quality certified staff earlier in the spring rather than during the summer when many quality applicants have already accepted other positions.
- Classroom Management Strategies for staff
- Quality professional development provided by region trainers in specific academic content areas and in behavior management
- Quality instruction using best practices
- Data driven decisions based upon multiple resources and teacher input

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

- Throughout the campus teachers have a variety of certifications/supplements in Special Education, Reading, ESL, Bilingual, and Gifted and Talented.
- Professional development is provided to support collaborative planning, goal setting, assessments, and lesson planning.
- New to teaching are assigned a mentor who assists in their transition to the professional community of educators.
- Rains ISD provides an exit survey to staff to review the feedback.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Percentage of teachers who use TEKS Resource System consistently and accurately is people about 80%.
- All departments and grade levels meet at least once per month in PK-5.
- PLC's are now scheduled weekly and run by principals, assistant principals, and instructional coaches
- Aligning Reading and Math programs for consistency in vocab and strategies
- Access to multiple curricular resources.

Curriculum, Instruction and Assessment Weaknesses

- Turn over rates (increased numbers of first year teachers)
- Making resources suited to your own teaching style/ being vetted on resources
- Actually using resources and tools
- Unclear expectations for how to utilize resources
- Real- World Professional Development that is easily accessible and applicable

Curriculum, Instruction and Assessment Needs

Clear expectations defining which resources are mandatory and which are supplementary

Consistent training for how to implement the resources in classroom daily

Rains Intermediate needs professional development for the consistent implementation of resources for easy, cohesive use of their available resources that can be used with fidelity.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

- Rains Intermediate School teachers consistently use the district's curriculum.
- Teachers use TEKS Resource pacing guide and resources to plan lessons
- The students are moving to online testing through DMAC.
- Walkthroughs and PLCs discussions are used to ensure that the expected TEKS are taught.
- The campus has data sheets for each class to monitor the progress of students.
- Teachers are working together to monitor student achievement, identify areas of need and strength, and plan instruction to meet the needs of all students
- Assessment is ongoing throughout each unit
- Teachers use data to drive instruction and design differentiation for students who are struggling.
- Teachers use data from both formal and informal assessments.

Family and Community Involvement

Family and Community Involvement Strengths

- 1,285 people follow Rains Intermediate on Facebook
- On average Rains Intermediate Facebook posts reach 600 or more individuals
- The community is good at sharing out information that is put out by the school

Family and Community Involvement Weaknesses

- Language Barriers (changing demographics)
- Lack of resources for Bilingual education
- Lack of knowledge of advantages that go with higher education
- High level of poverty

Family and Community Involvement Needs

- Family and community education
- Facebook posts in Spanish

Comprehensive Needs Assessment

Family and Community Involvement Summary

- Rains Intermediate provides opportunities for parent and community involvement.
- COVID-19 has restricted some in-person events

School Context and Organization

School Context and Organization Strengths

- Teachers accommodate special populations according to individual needs and plans
- A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
- Safety drills are scheduled and enacted as defined by Texas School Safety Center's Drill Requirements

School Context and Organization Summary

- Rains Intermediate School is respected for the feeling of safety at the school.
- Campus procedures are organized with efficiency and safety.
- The master schedule is designed for maximum academic time
- Expectations are for all are high

Technology

Technology Strengths

Rains Intermediate has 13 Interactive TVs

Each student at Rains Intermediate has a Chromebook

Comprehensive Needs Assessment

Technology Weaknesses

Sixteen classes have outdated interactive boards or no interactive board.

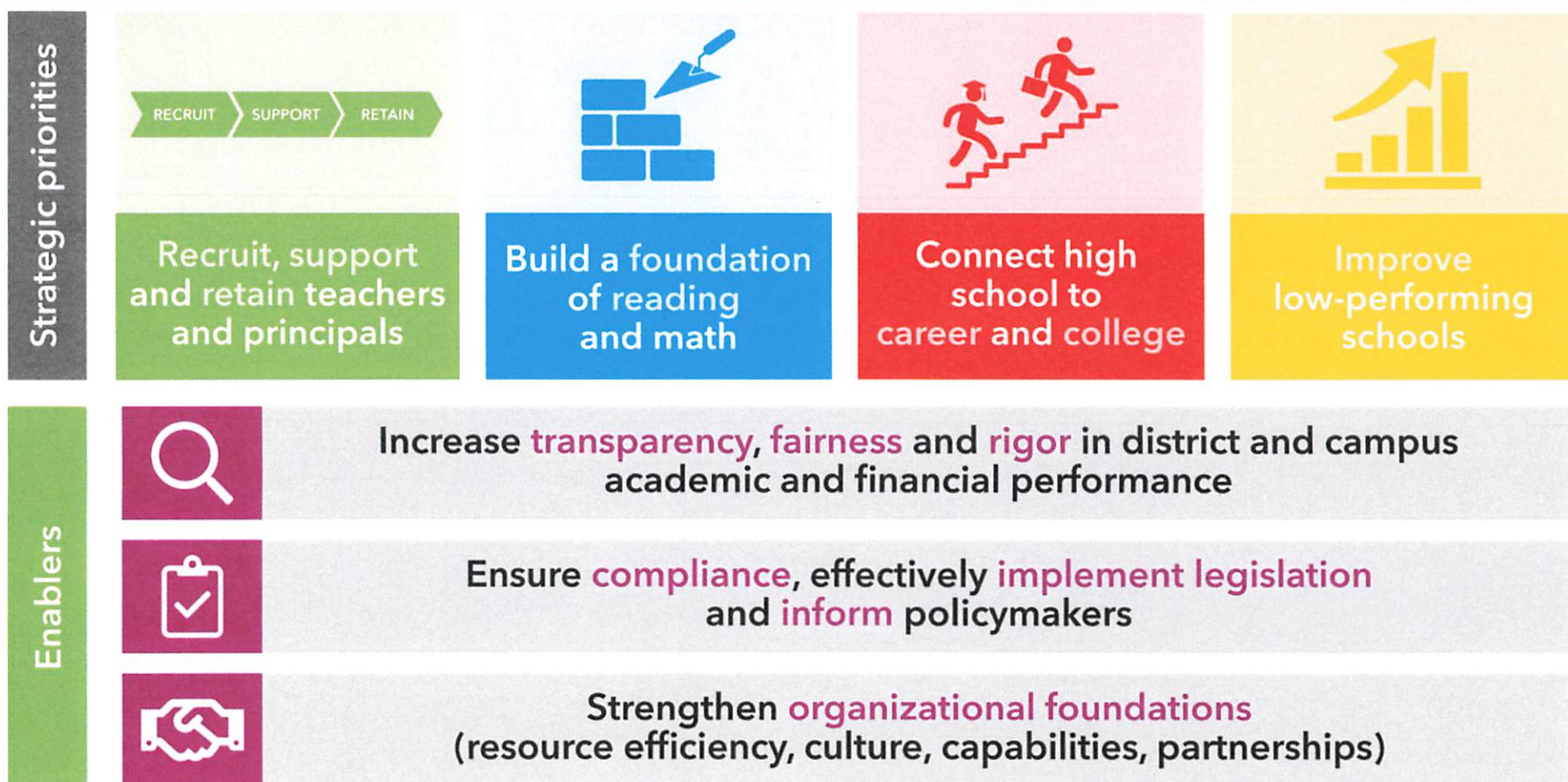
Technology Needs

Rains Intermediate needs 16 new interactive TVs

Technology Summary

Rains Intermediate is striving to create a school environment that aligned with current technology.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

RAINS ELEMENTARY

Rains Elementary Campus Improvement Plan 2022/2023

Community. Commitment. Success.



Bill Morgan
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903-473-2222
morganb@rainsisd.org

Date Reviewed:

DMAC Solutions ®

Page 1 of 23

Date Approved:

11/9/2022

RAINS ELEMENTARY

Mission

Rains ISD provides a safe and innovative learning environment that nurtures a growth mindset, offers resources and opportunities that maximize each student's potential, and inspires life-long learners in an ever-changing world.

Vision

*In the pursuit of excellence:
We value community partnerships.
We encourage communication.
We embrace challenges.
We celebrate growth and success.*

Nondiscrimination Notice

RAINS ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

RAINS ELEMENTARY Site Base

Name	Position
Morgan, Bill	Principal
Moore, Mandy	Assistant Principal
Ramsey, Kristi	Teacher
Veihl, Brandy	Teacher
Lynn, Cortney	Teacher
Ramsey, Kristi	Teacher
Beaird, Joy	Instructional Aide
Marrone, Serennah	Teacher
Carrillo, Doris	CIS

Resources

Resource	Source
Title I	Federal
Region VII (Federal & Local)	Other
State Compensatory Funds	State

RAINS ELEMENTARY

Goal 1. Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Objective 1. Uses a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community at least once a week.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain and recruit parents to participate in PTO activities (Volunteering, Parent/Principal Coffees, Family Fun Nights). (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administrators, PTO, Teachers	ongoing		Criteria: Volunteer sign in sheets, increase in PTO members, and attendance during family activities on campus.
2. Bilingual staff will be available to assist Spanish-speaking parents during parent/community involvement activities. (Title I TA: 7) (Target Group: ESL) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.4)	Assistant Principal, ESL Teacher(s), Principal(s)	ongoing		
3. Communicate with parents and families at least once a week through social media, notes home, newsletters, email, phone calls, and/or conferences. (Title I TA: 7) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3.1,3.2,3.3,3.4)	Assistant Principal, Counselor, Principal(s), Teachers	ongoing		Criteria: Contact logs and analyzing comments from social media posts.
4. Provide parent information nights, Facebook Live video updates, Facebook Friday morning meetings, and bimonthly newsletters. (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3,3.4)	Assistant Principal, Counselor, Principal(s)	ongoing		Criteria: Contact logs and feedback from the community on our various communication methods

RAINS ELEMENTARY

Goal 1. Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Objective 2. Increase the attendance rate from 92.6% to 97.6% by the end of 22-23.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued. (Title I TA: 7) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3)	Administrators, Attendance Clerk, RISD Chief of Police, Teachers	ongoing		Criteria: Skyward attendance reports

RAINS ELEMENTARY

Goal 2. Develop partnerships within the community to support our students' well-being.

Objective 1. Connect with the community to support students at school and outside of school in a variety of areas, from free school supplies to meals over the weekend. We will provide community engagement activities at least once a 9 weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide school supplies and food to students with district and community support. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Assistant Principal, Counselor, Principal(s)	ongoing		
2. Provide opportunities for families to received additional help and support through our counselor and Community in Schools liaison. (Title I TA: 4,7) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,1.2,3.2,3.3)	Administrators, Counselor	ongoing		Criteria: Communication log/notes from the counselor and CIS.

RAINS ELEMENTARY

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 1. The campus will retain 90% of the current staff for 22-23, not including retirements. Quality staff will also be recruited to join us. We will provide a safe and supportive learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will increase staff morale through various acts of appreciation including positive notes, special snacks, breakfast, etc. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1)	Administrators	ongoing		

RAINS ELEMENTARY

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 2. Provide student, teacher, and staff awareness of physical safety, internet safety, violence prevention, suicide prevention, conflict resolution and bullying/cyber-bullying a minimum of three times per year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All doors on campus will remain closed and locked at all times to protect our staff and students. The implementation of the Standard Response Protocol from the "I Love U Guys" Foundation will guide our required drills and provide the written procedures needed to follow. (Title I TA: 2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,1.2,2.1,3.3)	Administrators, All Staff Members, RISD Chief of Police	ongoing		Criteria: Emergency drill log
2. The school counselor and teachers will collaborate to incorporate relevant social skills, bullying, character development, and safety curriculum throughout the school year. A school-wide program "Play It Safe" will be utilized in the first semester to introduce the importance of safety. (Title I TA: 4,5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.2,3.2,3.3)	Counselor, Teachers	ongoing		Criteria: School and counselor calendar
3. The RISD police department will increase their presence on our campus and conduct weekly visits throughout the school year. (Title I TA: 2,8) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,3.3)	Administrators, RISD Chief of Police	ongoing		Criteria: RISD Police schedule

RAINS ELEMENTARY

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 3. Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom management and student discipline will be handled through the Restorative Practices model. (Title I TA: 2,3,4,5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,1.2,2.1,3.2,3.3,5.1)	Administrators, Teachers	ongoing		Criteria: Behavior referral data analysis and use of restorative circles in the classrooms

RAINS ELEMENTARY

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 4. Develop a campus Threat Assessment Team who is trained to identify and help in various situations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Threat Assessment Team will conduct meetings as needed to discuss safety of all students and staff on campus. (Title I TA: 8) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.3)	Administrators, Counselor, RISD Chief of Police, Threat Assessment Team	ongoing		Criteria: Meeting agendas and sign in sheets

RAINS ELEMENTARY

Goal 3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 5. Plan for rigorous, consistent instruction in Grades PK-2 that aligns with PK Standards/TEKS through weekly PLC/data meetings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly PLCs will be used to discuss, evaluate, and use current data to drive instruction. Professional development will be tailored to each team to support the instructional changes needed to add more rigor to our classrooms. (Title I TA: 1,6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.2,5.3)	Assistant Principal, Dyslexia Teacher, Gifted/Talented Teachers, Instructional Coach(es), Interventionist(s), Principal(s), Teachers	ongoing		Criteria: PLCs calendar and agenda

RAINS ELEMENTARY

Goal 4. Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 1. Student groups such as ESL, dyslexia, 504, special education, at-risk, and students in MTSS will be evaluated and monitored for academic growth that is comparable to their peers. Any student who needs accelerated instruction will receive it.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide additional literacy support for all student groups in need during WIN time using Leveled Literacy Intervention (LLI). Teachers will also provide remediation and acceleration for literacy in their classrooms during WIN time. (Title I TA: 3,4,5) (Target Group: All,ESL,GT,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 5.1,5.3)	Dyslexia Teacher, Gifted/Talented Teachers, Interventionist(s), Teachers	ongoing		Criteria: Benchmark data analysis
2. The campus will provide additional math support for all student groups who are in need during WIN Time. Teachers will also provide remediation and acceleration for math in their classrooms during WIN time. (Title I TA: 1,3,5) (Target Group: All,GT,AtRisk,504) (Strategic Priorities: 2,4) (ESF: 5.1,5.3)	Gifted/Talented Teachers, Interventionist(s), Teachers	ongoing		Criteria: Benchmark data analysis

RAINS ELEMENTARY

Goal 4. Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 2. Head Start Program funding \$75,000 for 4 year old students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RAINS ELEMENTARY

Goal 4. Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 3. If the campus has any migrant students enrolled, the Region 7 SSA will be notified so that migrant services can begin to ensure that the students participate effectively in school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RAINS ELEMENTARY

Goal 5. Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 1. Provide technology to the students at Rains Elementary by providing access to iPads and Chromebooks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain and utilize the chromebooks (1st & 2nd) and iPads (kindergarten) for students at Rains Elementary. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Teachers, Technology Staff	ongoing		Criteria: Classroom observations, technology assistance, tech tickets

RAINS ELEMENTARY

Goal 5. Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 2. Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will have access to multiple training opportunities, including: Region 7, Region 10, on-campus, and online. Staff will seek their own topics based on interest and need. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Teachers	ongoing		Criteria: Professional development certificates and use of skills within their classrooms

RAINS ELEMENTARY

Goal 6. Allocate funds to prepare all students while maintaining effective and efficient operations.

Objective 1. Instructional material will be frequently evaluated to ensure it is update and implemented with fidelity and consistency.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will purchase another set of kindergarten curriculum (Heggerty, HMH, and STEMscopes) to account for the additional kindergarten class that was added. (Title I TA: 1) (Target Group: K) (Strategic Priorities: 2,4) (ESF: 4.1)	Administrators, Instructional Coach(es), Interventionist(s), Teachers	ongoing		
2. Heggerty will be purchased for 2nd grade to provide consistency among the phonics program taught at Rains Elementary. (Title I TA: 1) (Target Group: 2nd) (Strategic Priorities: 4) (ESF: 4.1,5.1)	Administrators, Instructional Coach(es), Teachers	ongoing		

RAINS ELEMENTARY

Goal 6. Allocate funds to prepare all students while maintaining effective and efficient operations.

Objective 2. Students will participate in an activity that will aid in the effectiveness and efficiency of students transitioning/promoting from one campus building to another.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students promoting from 2nd grade to 3rd grade (Rains Elementary to Rains Intermediate) will participate in a tour/seminar to help students transition from one campus to the other. (Title I TA: 2) (Target Group: 2nd) (Strategic Priorities: 4) (ESF: 3.3)	Administrators, Teachers	ongoing		
2. 2nd grade students will transition between team teachers at Rains Elementary to practice the transition they will be required to do at Rains Intermediate. (Title I TA: 1,3) (Target Group: 2nd) (Strategic Priorities: 4) (ESF: 3.3,4.1,5.1)	Administrators, Teachers	ongoing		

RAINS ELEMENTARY

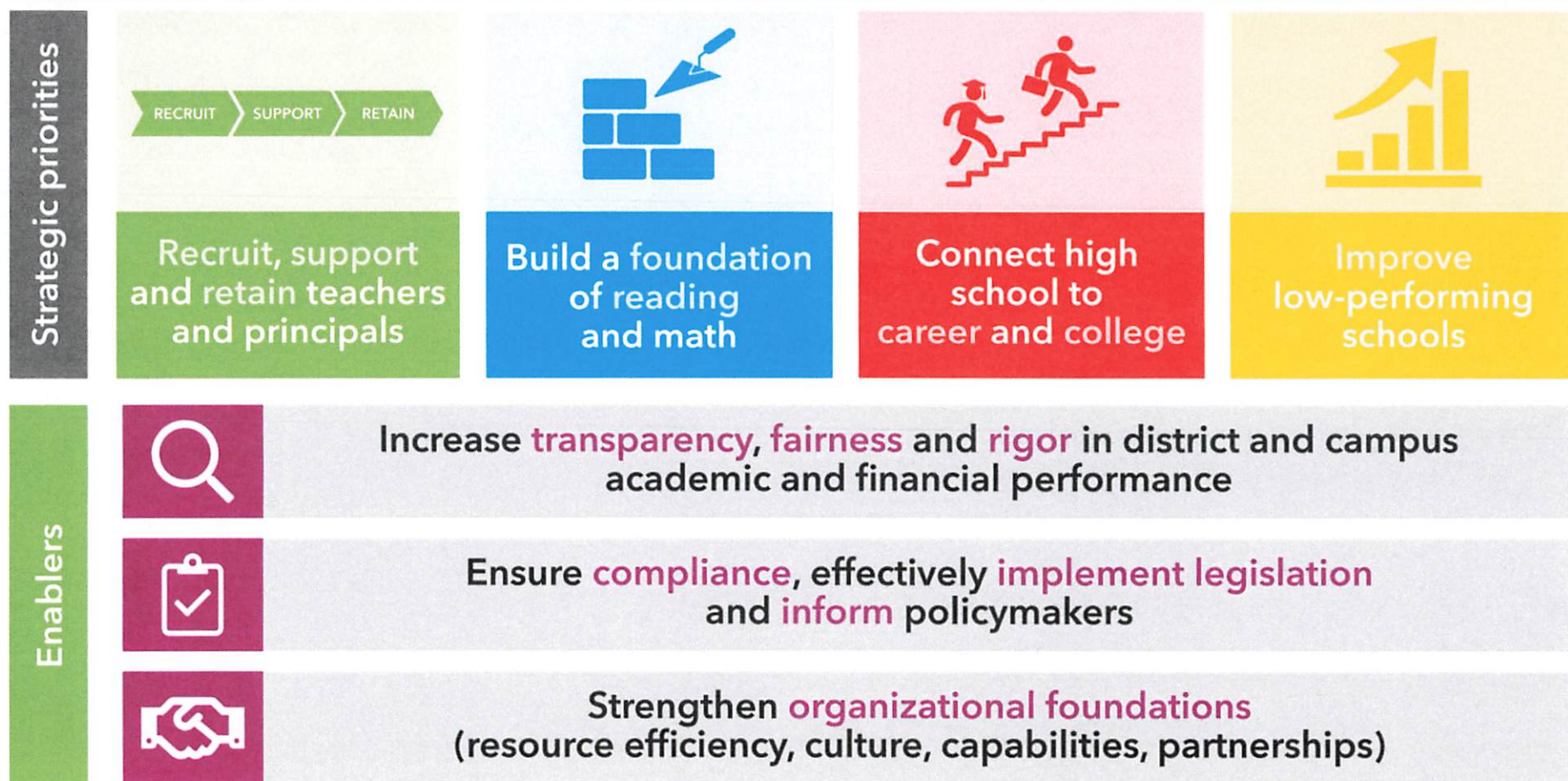
Goal 7. Improve student achievement.

Objective 1. 80% of students in Grades K-2 will demonstrate at least 50th percentile RIT scores on MAP Growth Reading and MAP Growth Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. K-2 teachers will incorporate small group instruction throughout their day during reading, math, and WIN time. (Title I TA: 1,3,5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.3,5.4)	Administrators, Instructional Coach(es), Teachers	ongoing		Criteria: Lesson plans, classroom observations, walkthroughs, Wildcat walks
2. K-2 teachers will effectively implement STEMscopes math during their instructional day. (Title I TA: 1,5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.2)	Administrators, Instructional Coach(es), Teachers	ongoing		Criteria: Lesson plans, classroom observations, walkthroughs, Wildcat walks
3. Provide additional instructional support (reading and math) for all students through the use of WIN time and the MTSS process. (Title I TA: 1,4) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.3,5.4)	Assistant Principal, ESL Teacher(s), Gifted/Talented Teachers, Instructional Coach(es), Interventionist(s), MTSS Committee, Teachers	ongoing		Criteria: MTSS monthly meetings minutes, MTSS progress monitoring data, easyCBM.com

Comprehensive Needs Assessment

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

**RAINS INDEPENDENT SCHOOL DISTRICT
2022-2023 Violent / Criminal Incidents**

Campus	Reason Type Code	Number of Incidents
Elementary School (394.5 students)	None	0
Intermediate School (379 Students)	None	0
Junior High School (418 Students)	07	*
	26	*
	41	7
High School (498 Students)	04	*
	05	*
	07	*
	22	*
	26	5
	28	*
	41	*
	61	*

Reason Description Code:

04 = Marijuana or other Substances

05 = Alcohol

07 = Public Lewdness or Indecent Exposure

12 = Unlawful Carrying of a Location-Restricted Knife

14 = Conduct Containing the Elements of an Offense

Relating to Prohibited Weapons

26 = Terroristic Threat

35 = False Alarm / False Report

41 = Fighting/Mutual Combat

59 = Serious Misbehaviour while expelled to / placed in DAEP

61 = Bullying

Texas High School Graduates from FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

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	
RAINS								
	RAINS ISD							
	190903001 RAINS H S							
	Four-Year Public University	20	6	1	1	4	7	1
	Two-Year Public Colleges	32	10	2	4	7	6	3
	Independent Colleges & Universities	2						
	Not Trackable	3						
	Not Found	58						
	Total High School Graduates	115						

Early Childhood Goals-As Required by HB3

The percentage of 3rd-grade students that score MEETS grade level or above on STAAR Reading will increase from 33% to 55% by August 2024.

- Progress monitoring will be done using Circle Assessment, MAP testing, and TPRI for grades PK-2
- According to the 2023 student testing data, 41% of 3rd grade students scored MEETS grade level or above on STAAR Reading. The goal is to be at 55% by 2024.

The percentage of 3rd-grade students that score MEETS grade level or above on STAAR Math will increase from 28% to 60% by August 2024.

- Progress monitoring will be done using Circle Assessment and MAP for grades PK-2
- According to the 2023 student testing data, 19% of 3rd grade students scored MEETS grade level or above on STAAR Math. The goal is to be at 60% by 2024.

The percentage of graduates that meet the criteria for CCMR will increase from 58% to 100% by August 2024.

- Progress monitoring will be done using the percentage of graduates meeting criteria for TSIA, Dual Credit completion, CTE coherent sequence coursework completed, and industry-based certifications completed.

The percentage of graduates that meet the criteria for CCMR for 2022 was 54%. (This data runs 1 year behind.)

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 33% to 55% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
33%	37%	42%	46%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Current)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	0%	14%	37%	n/a	0%	n/a	n/a	13%	24%	13%	22%	35%	32%
2021	8%	21%	41%	n/a	8%	n/a	n/a	19%	29%	19%	28%	39%	36%
2022	15%	27%	45%	n/a	15%	n/a	n/a	25%	35%	26%	33%	44%	41%
2023	23%	33%	49%	n/a	23%	n/a	n/a	32%	40%	32%	39%	48%	45%
2024	38%	46%	57%	n/a	38%	n/a	n/a	45%	51%	45%	50%	57%	54%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 28% to 60% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
28%	35%	41%	47%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Current)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	0%	5%	33%	n/a	0%	n/a	n/a	4%	19%	4%	11%	27%	32%
2021	9%	13%	39%	n/a	9%	n/a	n/a	13%	26%	13%	19%	33%	38%
2022	18%	22%	45%	n/a	18%	n/a	n/a	22%	34%	21%	27%	39%	43%
2023	28%	31%	51%	n/a	28%	n/a	n/a	30%	41%	30%	35%	45%	49%
2024	46%	48%	62%	n/a	46%	n/a	n/a	48%	55%	47%	51%	57%	60%

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 58% to 100% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
58%	67%	75%	83%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	38%	64%	n/a	n/a	n/a	83%	75%	51%	xx%	n/a	xx%	xx%
2021	n/a	49%	72%	n/a	n/a	n/a	89%	82%	60%		n/a		
2022	n/a	59%	79%	n/a	n/a	n/a	95%	88%	69%		n/a		
2023	n/a	69%	87%	n/a	n/a	n/a	101%	95%	78%		n/a		
2024	n/a	90%	103%	n/a	n/a	n/a	113%	108%	96%	xx%	n/a	xx%	xx%

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Currently, the TAPR does not include scale scores, A–F ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the A–F ratings under 2023 rule is pending and subject to change.

2023 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

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/tapr/2023/masking.html>.

STAAR Performance (2022–23)

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.

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STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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.

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Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain—Annual Growth is the percentage of students that grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth, Accelerated Learning and STAAR Progress in the Bilingual Education/ESL report.

Bilingual Education/ESL

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

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria 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,

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

Emergent Bilingual (EB) Students/English 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:

- *EB/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 EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

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STAAR Participation (2022–23)

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 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
 - ◆ *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
 - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/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)

Attendance, Graduation, and Dropout Rates (2022–23)

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

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Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2021–22 school year

total number of days that students in grades 1–12 were in membership during the 2021–22 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 2021–22 school year

total number of K–12 students enrolled for at least 10 days during the 2021–22 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 (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- 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
- 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 who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- 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
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2021–22 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

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, 2021–22](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2023 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 2018–19. They are followed through their expected graduation with the Class of 2022.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2021.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2020.

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Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2018–19 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2018–19 but takes 5 years to graduate (i.e., graduates in May 2023) is still part of the 2022 cohort; he or she is not switched to the 2023 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2022. 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, 2022 for the 2022 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2022**

number of students in the 2022 cohort*

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2022. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2022

number of students in the 2022 cohort*

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2022–23 school year

number of students in the 2022 cohort*

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- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2022–23 school year

number of students in the 2022 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

number of students from the 2022 cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022

number of students in the 2022 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022
plus**

**number of students from the cohort who received a TxCHSE by August 31, 2022
plus**

number of students from the cohort who were enrolled in the fall of the 2022–23 school year

number of students in the 2022 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2022, for the 2021 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

number of students in the 2021 cohort*

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2022

number of students in the 2021 cohort*

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- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \end{array}}{\text{number of students in the 2021 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year} \end{array}}{\text{number of students in the 2021 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2022, for the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2020 cohort*}}$$

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- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2020 cohort}^*}$$

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2022–23 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2020 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2020 cohort}^*}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \end{array}}{\text{number of students in the 2020 cohort}^*}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year} \end{array}}{\text{number of students in the 2020 cohort}^*}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

- * 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

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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 2018–19. They are followed through their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

number of students in the 2022 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

number of students in the 2021 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed for six years to see if they graduated within two years after 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, 2022

number of students in the 2020 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.

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For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22](#). (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 2022) 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 2022 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2022 with reported graduation plans
(excludes graduates with FHSP graduation 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 2022 who complete a 4-year FHSP-E

number of graduates in the Class of 2022 with reported FHSP graduation plans

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 2022 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2022 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 2022 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2022 with reported graduation plans

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RHSP/DAP Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP

number of graduates in SY 2021–22 with reported graduation plans (excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2021–22 who earn an FHSP-E

number of graduates in SY 2021–22 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2021–22) 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 2021–22 who earn an FHSP-DLA

number of graduates in SY 2021–22 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who 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 SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2021–22 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 (2022–2023)

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 2021–22 are also shown:

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- 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 count and percentage of graduates served by special education programs. (Data source: PEIMS 41163)

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

number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2021-22 school year

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual,” “English learner” and “Limited English Proficient” (LEP) are used interchangeably. (Data source: PEIMS 40110)

At-Risk: The count and percentage of graduates 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 graduates in the 2021–22 school year considered as at risk

total number of graduates in the 2021-22 school year

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (Data source: PEIMS Course Completion Records)

College, Career, or Military* Readiness (CCMR) (2022–23)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between

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an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in 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 by August 31 immediately following high school graduation. *(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 IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(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 is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) *(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)*

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10) ***Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*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. Enlistment data reported in PEIMS for 2021 and 2022 annual graduates is included for indicators displaying military readiness.*

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 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 (TSIA1 and/or TSIA2), 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:

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TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	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
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

Subject	Assessment Version	Score Requirements for CCMR					
English Language Arts and Reading (ELAR)	TSIA1	Score $\geq$ 351 on Reading					
	TSIA2	Score $\geq$ 945 on the ELAR College Readiness Classification (CRC)	AND		Score $\geq$ 5 on the essay		
		OR					
		Score $<$ 945 on the ELAR CRC	AND	Score $\geq$ 5 on the diagnostic	AND	Score $\geq$ 5 on the essay	
	Combination	Score $\geq$ 945 on the ELAR CRC on the TSIA2	AND		Score $\geq$ 5 on the TSIA1 essay		
		OR					
		Score $<$ 945 on the ELAR CRC on the TSIA2	AND	Score $\geq$ 5 on the diagnostic on the TSIA2	AND	Score $\geq$ 5 on the TSIA1 essay	
	Mathematics	TSIA1	Score $\geq$ 350 on Mathematics				
TSIA2		Score $\geq$ 950 on the Mathematics CRC					
		OR					
		Score $<$ 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic			

The percentages are calculated as follows:

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English Language Arts.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2021-22 annual graduates

Both Subjects.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2021-22 annual graduates

Any Subject.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2021-22 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 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2021-22 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)

number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2021-22 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 2021-22 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 2021-22 annual graduates

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

$$\frac{\text{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2021-22 annual graduates}}$$

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 [2023 Accountability Manual](#). (*Data source: PEIMS 48011*)

$$\frac{\text{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\text{number of 2021-22 annual graduates}}$$

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

$$\frac{\text{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\text{number of 2021-22 annual graduates}}$$

Graduates 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 [2023 Accountability Manual](#). (*Data source: PEIMS 40203*)

$$\frac{\text{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2021-22 annual graduates}}$$

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

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

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CCMR-related Indicators (2022–23)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (*Data source: THECB and PEIMS 40203*)

English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

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

English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

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*)

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All Subjects.

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2021-22 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 2021-22 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 2021-22 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 2021-22 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 2021-22 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

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English Language Arts.

number of 11th and 12th graders in the 2021-22 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 2021-22 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.

number of 11th and 12th graders in the 2021-22 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 2021-22 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 $\geq$ 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 2021-22 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 2021-22 graduates who took either the SAT or the ACT

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number of 2021-22 graduates reported

- (2) *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 on the ACT composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2021-22 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2021-22 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) *All Subjects*: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT

number of 2021-22 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the
SAT

number of 2021-22 graduates who took the SAT

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

sum of SAT mathematics scores of all 2021-22 graduates who took the SAT

number of 2021-22 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) *All Subjects*: The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

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

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sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

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

sum of ACT mathematics scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

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

sum of ACT science scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

Other Postsecondary Indicators (2022–23)

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

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

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows:
(Data source: PEIMS 43415)

Any Subject.

number of students in grades 9–12 in 2021-22 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 2021-22

English Language Arts.

number of students in grades 9–12 in 2021-22 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 2021-22

Mathematics.

number of students in grades 9–12 in 2021-22 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 2021-22

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Science.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2021-22}}$$

Social Studies.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2021-22}}$$

(Data source: PEIMS 43415)

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

$$\frac{\text{number of graduates during the 2020-21 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2020-21 school year}}$$

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)

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)

Student Information (2022–23)

Please note, the Enrollment section of this report was added beginning with 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 2020–2021, use the data displayed under Membership.

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Enrollment: Students reported as enrolled as of the last Friday in October (October 28, 2022).

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

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

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

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

(*Data source: PEIMS 40100 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*)

Emergent bilingual students/English learner (EB/EL) : 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” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

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

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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 2022–23, 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*)

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*)

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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 \(d-1\)](#).

$$\frac{\text{number of students in the 2022–23 school year considered as at risk}}{\text{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program:

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

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

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

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

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

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- 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 2021–22

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

2021–22 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 emergent bilingual students/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)*

Attrition Rate: The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. 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 the campus in which they were enrolled in 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2022-23.

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Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2021} - \text{number of students who returned in fall 2022}}{\text{number of students enrolled in fall 2021}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

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

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, 2021–22](#) 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 2021–22 the end of the school-start window was September 30, 2022)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

(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).

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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 (2022–23)

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

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record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

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

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

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

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

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

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

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

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

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

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 2021–22 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 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. 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*)

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2022-23 school year. (*Data source: Division of District Talent Systems*)

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Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

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Appendix A

Advanced Academic Courses

- All courses shown were for the 2020–21 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

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

Mathematics

Course Code	Course Name
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)

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Course Code	Course Name
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
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

Course Code	Course Name
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

Course Code	Course Name
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

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Course Code	Course Name
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, 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 PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

Course Code	Course Name
I3060001	IB SPORTS EXERCISES & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISES & HEALTH SCI HIGH 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

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Course Code	Course Name
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

Course Code	Course Name
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

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Course Code	Course Name
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

Course Code	Course Name
I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH

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Course Code	Course Name
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM

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Course Code	Course Name
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN

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Course Code	Course Name
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

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Course Code	Course Name
N1290318	GIFD & TAL IND STUD MENTOR IV

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

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008.....	Counselor
011.....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019.....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant
065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist
TEACHERS	
087.....	Teacher
047.....	Substitute Teacher
EDUCATIONAL AIDES	
033.....	Educational Aide
036.....	Certified Interpreter

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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.

Expenditures

January 2024

Account Number Fnd	2023-24 Revised Budget	2023-24 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURREXTRACURRACTIVITIES	839,453.00	396,522.72	442,930.28
199 E 11 --- INSTRUCTION	10,247,054.00	4,073,325.04	6,173,728.96
199 E 12 --- INST. RESOURCES & MEDIA SVCS	216,424.00	95,332.37	121,091.63
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	190,669.00	88,880.96	101,788.04
199 E 21 --- INSTRUCTIONAL LEADERSHIP	394,115.00	168,167.63	225,947.37
199 E 23 --- SCHOOL LEADERSHIP	964,454.00	470,615.57	493,838.43
199 E 31 --- GUIDANCE & COUNSELING	681,812.00	276,068.05	405,743.95
199 E 32 --- SOCIAL WORK SERVICES	102,000.00	100,000.00	2,000.00
199 E 33 --- HEALTH SERVICES	145,247.00	77,316.61	67,930.39
199 E 34 --- PUPIL TRANSPORTATION	985,695.00	472,761.37	512,933.63
199 E 36 --- COCURREXTRACURRACTIVITIES	0.00	0.00	0.00
199 E 41 --- GENERAL ADMINISTRATION	751,445.00	590,171.16	161,273.84
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	2,256,694.00	1,168,254.58	1,088,439.42
199 E 52 --- SECURITY & MONITORING SERVICES	75,530.00	13,144.52	62,385.48
199 E 53 --- DATA PROCESSING SERVICES	121,500.00	95,033.87	26,466.13
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0.00
199 E 71 --- DEBT PAYMENT	0.00	0.00	0.00
199 E 81 --- FACILITIES ACQUISITION	0.00	0.00	0.00
199 E 93 --- PAYMENTS TO FISCAL AGENTS\MBRS	0.00	0.00	0.00
199 E 99 --- Other Intergovernmental	399,200.00	189,014.64	210,185.36
240 E 35 --- FOOD SERVICES	1,139,036.00	692,354.93	446,681.07
	19,510,328.00	8,966,964.02	46.0% 10,543,363.98
			41.7% of year

**Non Payroll
Expenditures
January 2024**

Account Number Fnd	2023-24 Revised Budget	2023-24 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURRE./EXTRACURRE.ACTIVITIES	405,631.00	146,809.98	258,821.02
199 E 11 --- INSTRUCTION	735,098.00	401,836.79	333,261.21
199 E 12 --- INST. RESOURCES & MEDIA SVCS	51,380.00	30,438.63	20,941.37
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	77,788.00	19,427.12	58,360.88
199 E 21 --- INSTRUCTIONAL LEADERSHIP	52,000.00	21,197.36	30,802.64
199 E 23 --- SCHOOL LEADERSHIP	32,716.00	22,959.08	9,756.92
199 E 31 --- GUIDANCE & COUNSELING	57,300.00	19,915.39	37,384.61
199 E 32 --- SOCIAL WORK SERVICES	102,000.00	100,000.00	2,000.00
199 E 33 --- HEALTH SERVICES	4,550.00	17,789.08	-13,239.08
199 E 34 --- PUPIL TRANSPORTATION	335,196.00	122,737.07	212,458.93
199 E 36 --- COCURRE./EXTRACURRE.ACTIVITIES	0.00	0.00	0.00
199 E 41 --- GENERAL ADMINISTRATION	177,753.00	154,518.88	23,234.12
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	1,019,113.00	572,072.29	447,040.71
199 E 52 --- SECURITY & MONITORING SERVICES	18,000.00	-14,240.02	32,240.02
199 E 53 --- DATA PROCESSING SERVICES	121,500.00	95,033.87	26,466.13
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0.00
199 E 71 --- DEBT SERVICE	0.00	0.00	0.00
199 E 81 --- FACILITIES ACQUISITION	0.00	0.00	0.00
199 E 93 --- PAYMENTS TO FISCAL AGENTS\MBRS	0.00	0.00	0.00
199 E 99 --- Other Intergovernmental	0.00	0.00	0.00
240 E 35 --- FOOD SERVICES	685,621.00	848.98	684,772.02
	3,875,646.00	1,711,344.50	44.2% 2,164,302
			41.7% of year

**Payroll
Expenditures
January 2024**

Account Number Fnd	2023-24 Revised Budget	2023-24 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURREXTRACURR.ACTIVITIES	433,822.00	246,168.51	187,653
199 E 11 --- INSTRUCTION	9,511,956.00	3,663,883.91	5,848,072
199 E 12 --- INST. RESOURCES & MEDIA SVCS	165,044.00	64,893.74	100,150
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	112,881.00	68,134.00	44,747
199 E 21 --- INSTRUCTIONAL LEADERSHIP	342,115.00	146,942.71	195,172
199 E 23 --- SCHOOL LEADERSHIP	931,738.00	447,328.58	484,409
199 E 31 --- GUIDANCE & COUNSELING	624,512.00	253,407.44	371,105
199 E 32 --- SOCIAL WORK SERVICES	0.00	0.00	0
199 E 33 --- HEALTH SERVICES	140,697.00	59,482.53	81,214
199 E 34 --- PUPIL TRANSPORTATION	650,499.00	333,241.26	317,258
199 E 36 --- COCURREXTRACURR.ACTIVITIES	0.00	0.00	0
199 E 41 --- GENERAL ADMINISTRATION	573,692.00	281,757.58	291,934
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	1,237,581.00	517,634.73	719,946
199 E 52 --- SECURITY & MONITORING SERVICES	57,530.00	27,384.54	30,145
199 E 53 --- DATA PROCESSING SERVICES	0.00	0.00	0
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0
199 E 81 --- FACILITIES ACQUISITION	0.00	0.00	0
199 E 93 --- PAYMENTS TO FISCAL AGENTS\MBRS	0.00	0.00	0
199 E 99 --- Other Intergovernmental	0.00	0.00	0
240 E 35 --- FOOD SERVICES	453,415.00	232,129.91	221,285
	15,235,482.00	6,342,389.44	41.6% 8,893,093
			41.7% of year

CHECK		INVOICE	CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
39248	BSN SPORTS/SPORT SUP	SOFTBALL SUPPLIES - DIAMOND ELITE TURF SHOES - REQUESTED BY SCOTT DELOZIER KB	01/18/2024	01/07/2024	267.00
	BSN SPORTS/SPORT SUP	HS BOYS BASKETBALL CLOTHING - SHORTS / JERSEYS - REQUESTED BY BRIAN WESTER KB	01/18/2024	12/23/2023	1,685.25
	BSN SPORTS/SPORT SUP	SOFTBALL SUPPLIES - REQUESTED BY SCOTT DELOZIER (SEE ATTACHED QUOTE) KB	01/18/2024	10/28/2023	1,573.21
	BSN SPORTS/SPORT SUP	SOFTBALL SUPPLIES - REQUESTED BY SCOTT DELOZIER KB	01/18/2024	11/29/2023	1,049.40
	BSN SPORTS/SPORT SUP	REPLACES PO 6652300117 - VOIDED TO PUT IN 23-24 SCHOOL YEAR VOLLEYBALL CLOTHING REQUESTED BY SHELBI SHEPPARD - SEE ATTACHED QUOTE (CHECK RECEIVED FROM RAINS WILDCAT BOOSTER CLUB FOR THESE ITEMS) KB	01/18/2024	12/17/2023	952.73
39249	CIRCLE C INK	EMBROIDERY / SCREEN PRINTING ON JACKETS / PULLOVERS / DRI FITS- REQUESTED BY SCOTT DELOZIER KB	01/18/2024	11/27/2023	450.00
39250	COUNTRY FLOWERS & GI	COUNTRY FLOWERS & GIFTS - FLOWERS FOR STUDENT HADLEY DANIEL, HOSPITAL STAY	01/18/2024	12/07/2023	36.40
39251	SCARBROUGH HAVEN, LL	PROM VENUE- PAYING THE REMAINDER OF BALANCE- SCARBROUGH HAVEN	01/18/2024	01/10/2024	2,750.00
39252	SMITH, AMANDA	CHRISTMAS GIFTS FOR STUDENTS - ATTN: AMANDA SMITH	01/18/2024	01/17/2024	50.96
39253	TATUM MUSIC CO, INC	INVOICES: 509237,507329,L495594,L495598,L501482 Resubmitting for Tatum Music under the correct requisition group; refer to PO 3002400079 which has already been approved.	01/18/2024	12/04/2023	1,558.60
39254	WESTER, BRIAN	ROCK YARD KITCHEN - 253.75 -REIMBURSE BRIAN WESTER FOR HS BOYS BASKETBALL MEALS ON 12/28/23 (RESTAURANT WOULD NOT TAKE SCHOOL CREDIT CARD) KB	01/18/2024	12/28/2023	253.75
39255	CIRCLE C INK	GRAPHITE SHORTS / COMPRESSION SHIRTS - REQUESTED BY BRYAN OAKES KB	01/25/2024	01/17/2024	2,600.00
39256	Movie Licensing USA	Movie licensing for Copyright movies. 1/11/24-1/10/25	01/25/2024	12/11/2023	542.00
39257	CIRCLE C INK	CIRCLE C INK- COSMO SHIRTS- KARRA DAVIS	01/31/2024	12/18/2023	885.00
39258	FRESH COUNTRY FOOD S	thanksgiving cookie dough funddraiser	01/31/2024	01/03/2024	2,729.23
39259	RAINS ISD FOOD SERVI	Parent breakfast with students. Muffins in the Morning and Donuts with Grownups.	01/31/2024	01/29/2024	151.28
232400273	AMAZON CAPITAL SERVI	SOFTBALL SUPPLIES - SWING TRAINER - REQUESTED BY SCOTT DELOZIER KB	01/18/2024	12/20/2023	166.64
	AMAZON CAPITAL SERVI	AMAZON - CHRISTMAS BACKDROP & STUDENT GIFTS - ATTN: WHITNEY WILLIAMS	01/18/2024	12/18/2023	79.93
	AMAZON CAPITAL SERVI	AMAZON - SOCCER BALLS - ATTN: SHELBI SHEPPARD	01/18/2024	12/20/2023	149.02
232400288	AMAZON CAPITAL SERVI	Amazon supplies; refer to PO 3002400064 which has already been approved	01/25/2024	12/10/2023	247.74
	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED - ATTN: BERNADETTE THOMPSON	01/25/2024	01/14/2024	35.65
	AMAZON CAPITAL SERVI	TRACK SUPPLIES - REQUESTED BY JACQUELYN YOUNG KB	01/25/2024	01/15/2024	279.86
232400302	AMAZON CAPITAL SERVI	AMAZON - WIGGLE STOOL FOR STUDENTS - ATTN: AMY BANKS	01/31/2024	01/15/2024	301.14
64130	ACCELERATE LEARNING,	STEMSCOPES RENEWAL K-8 - REQUESTED BY PHILLIS STONE (SEE ATTACHED QUOTE) KB	01/17/2024	05/10/2023	-8,421.75
64575	Texas Skyward User G	TSUG CONF REGISTRATION FOR BUSINESS OFFICE/PEIMS ATTENDEES: M.HALL, D.LENNON, R.DUDLEY	01/23/2024	10/03/2023	-1,610.00
64925	All American Party &	ALL AMERICAN PARTY AND TENT RENTALS- CHAIR RENTAL FOR VETERANS DAY	01/09/2024	11/08/2023	-247.50
64959	COMMERCE ATHLETIC BO	MEALS FOR COMMERCE POWERLIFTING MEET ON 1/11/24 & 1/13/24 - REQUESTED BY PATRICK MOORE	01/11/2024	01/11/2024	140.00

CHECK		INVOICE	CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
64960	COMMERCE HIGH SCHOOL	COMMERCE POWERLIFTING MEET FEES - REQUESTED BY PATRICK MOORE KB	01/11/2024	01/11/2024	700.00
64961	SOUTH RAINS WATER SU	MO SERV FROM 11-15 TO 12-18-23; DEC 2023	01/11/2024	12/31/2023	30.15
64962	AARON, MARK	INV #12-001 FIELD TRIP MEALS FOR 12/1 & 12/7/23 - TRANSPORTATION DEPT	01/18/2024	12/01/2023	30.00
64963	AT&T MOBILITY LLC	INV #287319218417X12232023 FIRST NET SERVICES - TRANSPORTATION DEPT	01/18/2024	12/23/2023	612.25
	AT&T MOBILITY LLC	INVOICE 287329116110X12232023; FIRSTNET MOBILE SERVICES FOR RAINS POLICE DEPARTMENT	01/18/2024	01/02/2024	124.68
64964	ATMOS ENERGY	ACCTS: 3019692360, 3029420269, 3019692191 MO SERV FROM 12-09 TO 01-09-24	01/18/2024	01/09/2024	2,976.39
64965	BSN SPORTS/SPORT SUP	REPLACES PO 6652400022 - SOFTBALL / BASEBALL SUPPLIES TO BE SPLIT EVENLY - REQUESTED BY SCOTT DELOZIER (SEE ATTACHED QUOTE) KB	01/18/2024	12/22/2023	2,334.05
	BSN SPORTS/SPORT SUP	SOFTBALL SUPPLIES - REQUESTED BY SCOTT DELOZIER (SEE ATTACHED QUOTE) KB	01/18/2024	01/01/2024	4,500.00
64966	CDW-G	PRINTER FOR CURRICULUM / ATHLETICS (TO BE SPLIT) - REQUESTED BY KAREN BRIMER KB	01/18/2024	12/18/2023	311.00
64967	COMMERCE HIGH SCHOOL	COMMERCE JH TRACK MEET FEES FOR 7TH & 8TH GRADE BOYS / GIRLS - REQUESTED BY JACQUELYN YOUNG KB	01/18/2024	01/17/2024	600.00
64969	COMPLETE SUPPLY INC	INVOICE#329013-COMPLETE SUPPLY-38X58 BLK LINER-24X32 BLK LINER-GREEN HAND FOAM SOAP-CUSTODIAL SUPPLIES-CUSODIAL DEPT	01/18/2024	11/06/2023	1,462.44
	COMPLETE SUPPLY INC	INVOICE 328656-COMPLETE SUPPLY-TANDEM WHITE TOILET TISSUE 6 ROLL CASE-TANDEM WHITE PAPER TOWELS 6 ROLL CASE-CUSTODIAL SUPPLIES-CUSTODIAL DEPT	01/18/2024	11/30/2023	1,812.00
	COMPLETE SUPPLY INC	INVOICE 331177-COMPLETE SUPPLY-TANDEM WHITE TOILET TISSUE 6 ROLL CASE-CUSTODIAL SUPPLIES-CUSTODIAL DEPT	01/18/2024	11/30/2023	637.80
	COMPLETE SUPPLY INC	INVOICE 331295-COMPLETE SUPPLY-TANDEM WHITE PAPER TOWELS 6 ROLLS-CUSTODIAL SUPPLIES-CUSTODIAL DEPT	01/18/2024	12/05/2023	1,174.20
64970	D.H. PACE CO., INC	INV #ACR/270-13775 REPAIRS TO JR HIGH BOYS LOCKER ROOM DOOR (EXTERIOR) - MAINT DEPT	01/18/2024	01/04/2024	1,703.57
	D.H. PACE CO., INC	INV #ACR/270-13765 & #ACR/270-12690 REPAIRS FOR ELEMENTARY DOOR AT ROOM #131 AND TEACHERS RESTROOM - MAINT DEPT	01/18/2024	01/03/2024	880.21
64973	DATAMAX INC	COPIER BILL INVOICE LK00206009 DEC 2023	01/18/2024	12/05/2023	2,792.70
	DATAMAX INC	COPIER BILL INVOICE LK00206010 JAN 2024	01/18/2024	01/05/2024	2,659.71
	DATAMAX INC	DATAMAX INVOICE 2387954 CONTRACT OVERAGES FOR DEC 2023	01/18/2024	01/02/2024	2,758.36
64974	DENIGER, MARIA	INV #12-002 FIELD TRIP MEAL FOR 12/1/2023 - TRANSPORTATION DEPT	01/18/2024	12/01/2023	15.00
64975	DUKO OIL COMPANY	INV #212761 GASOLINE; DIESEL - TRANSPORTATION DEPT	01/18/2024	12/07/2023	6,889.36
64976	FLOOR TECH SERVICES	INVOICE 102699-FLOOR TECH SERVICES LLC-HS GYM FLOOR-LABOR & MATERIALS-SANDING, VACCUUM,TACKING, APPLIED WATER BASE FINISH-MAIN FLOOR-MAINT DEPT	01/18/2024	01/02/2024	2,325.45
64977	GOODYEAR TIRE & RUBB	INV #015-1184888 TIRES FOR TRUCK #49; BUSES; FUEL SURCHARGE- TRANSPORTATION DEPT	01/18/2024	12/15/2023	5,643.17
64978	GREENVILLE SUPPLY CO	INV #555148, #555566, #554980, #555309, #555364, #555755 MAINT, A/C, PLUMBING, AND FREIGHT - MAINT DEPT	01/18/2024	12/23/2023	1,608.23
64979	HARDY, COOK & HARDY,	Professional Services for December 2023 and Monthly Retainer	01/18/2024	01/04/2024	1,630.00
64980	HART INTERCIVIC	Hart InterCivic, Inc.: Ballot Programming of	01/18/2024	01/09/2024	1,500.00

CHECK		INVOICE	CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
		Equipment for November 7, 2023, Special Election (VATRE)			
64981	HERALD BANNER	Herald Banner 12 Month Subscription 1/11/2024 Acct. 1323	01/18/2024	12/14/2023	240.12
64982	HUNT REGIONAL MEDICA	INVOICE 100864C9148-HUNT REGIONAL MEDICAL PARTNERS-PHYSICALS FOR S. LEE-D. NORTHCUTT-K. SIMMONS-J. SMITH-FS DEPT-CUSTOIAL DEPT	01/18/2024	01/02/2024	280.00
64983	BRAMDAK DBA INTERQUE	K-9 SNIFF 12-12-23; HALF DAY SERVICE	01/18/2024	12/31/2023	375.00
64984	J&R AUTO SUPPLY - BU	INV #01INV014258 & #01IN013372 FOR BUS PARTS - TRANSPORTATION DEPT	01/18/2024	11/28/2023	45.24
64985	LARUE, BOBBY	INV #12-001 FIELD TRIP MEAL FOR 12/01/2023 - TRANSPORTATION DEPT	01/18/2024	12/01/2023	15.00
64986	LOWMAN CONSULTING LL	Lowman Education for JH Math & Science classes; Jennifer Moore	01/18/2024	01/02/2024	1,500.00
64987	MABANK ISD ATHLETICS	HS BOYS / GIRLS MABANK POWERLIFTING MEET - REQUESTED BY PATRICK MOORE KB	01/18/2024	01/17/2024	816.00
64988	MARTIN'S MILL I.S.D.	ENTRY FEE FOR JH GIRLS 7A, 8A BASKETBALL TOURNAMENT JAN. 13, 2024 - REQUESTED BY LAURA JENKINS KB	01/18/2024	01/17/2024	300.00
64989	MOORE, PATRICK	MEAL MONEY FOR SUNNVALE POWERLIFTING MEET 1/20/24 - REQUESTED BY PATRICK MOORE KB	01/18/2024	01/17/2024	96.00
64990	O'Reilly Auto Parts	INV #5658-449564 BUS PARTS - TRANSPORTATION DEPT INV #5658-450298 WHITE FLEET PARTS - TRANSPORTATION DEPT	01/18/2024	12/12/2023	179.82
64991	PATTERSON, JEREMY	INV #12-005 FIELD TRIP MEAL FOR 12/7/2023 - TRANSPORTATION DEPT	01/18/2024	12/07/2023	15.00
64992	PEOPLES COMMUNICATIO	MO SER FOR JAN 2024	01/18/2024	12/31/2023	1,085.86
64993	PITNEY BOWES	LEASING AGREEMENT ON POSTAGE MACHINE; INVOICE 3318600306	01/18/2024	01/12/2024	509.88
64994	POTTS GAS COMPANY	INVOICE 289826-POTTS GAS-PROPANE REFILL-CUSTODIAL SUPPLIES-CUSTODIAL DEPT	01/18/2024	01/04/2024	44.00
	POTTS GAS COMPANY	REF 4224 AND 7116; GAS FOR MAINT BLDG ON HALL PROPERTY	01/18/2024	12/31/2023	2,444.00
64995	RAINS COUNTY CLERK'S	ELECTION SERVICES PROVIDED BY RAINS COUNTY ELECTION ADMINISTRATOR'S OFFICE FOR THE SPECIAL ELECTION-ON, ON NOVEMBER 7, 2023 (VATRE)	01/18/2024	01/09/2024	6,266.37
64997	RAINS CNTY TAX ASSES	INV #12202023 REGISTRATION RENEWAL FOR: VEH #49 VIN #3C7WRSCLOEG141027; BUS #4 VIN #4DRBUAAN8GB735364; BUS #10 VIN #4DRBUPWN6LB071524; BUS #15 VIN #4DRBUAAN9BB261269; BUS #18 VIN #4DRBUPWN7LB101775; BUS #21 VIN #4DRBUAANOCB397484; BUS #55 VIN #4DRBUC8N9KB445211; BUS #56 VIN #4DRBUC8N0KB445212 - TRANSPORTATION DEPT	01/18/2024	12/20/2023	161.50
64998	REGION 7 EDUCATION S	Training for first grade teacher.	01/18/2024	12/06/2023	200.00
	REGION 7 EDUCATION S	INV #093345 8 HR ONLINE BUS RECERTIFICATION COURSE #299227, NOV 1 -16, 2023 FOR BENNETT STEIN - TRANSPORTATION DEPT	01/18/2024	12/20/2023	60.00
64999	SCHOOL NURSE SUPPLY,	SUPPLIES FOR HEALTH SERVICES PER L. JARRETT: DELUXE TOOTH NECKLACE/SCHOOL HEALTH LOG	01/18/2024	01/02/2024	143.75
65000	STEVENS, EDWARD I	INV #12-005 FIELD TRIP MEAL FOR 12/7/2023 - TRANSPORTATION DEPT	01/18/2024	12/07/2023	15.00
65001	SUNNYVALE ISD	SUNNYVALE HIGH SCHOOL POWERLIFTING MEET ON 1/20/24 FOR BOYS / GIRLS - REQUESTED BY PATRICK MOORE KB	01/18/2024	01/17/2024	600.00

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NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
65002	TASB POLICY SERVICE	TASB Localized Update 122 Invoice #654107	01/18/2024	12/07/2023	2,158.00
65003	TECHLINE SPORTS LIGH	INVOICES #4524-2024 AND 4227-2023; ECOLINK RENEWAL FOR FOOTBALL STADIUM AND BASEBALL/SOFTBALL COMPLEX	01/18/2024	12/21/2023	1,400.00
65004	The College Board Pu	COLLEGE BOARD- PSAT TESTING- FALL 2023- MCNAIR	01/18/2024	12/04/2023	331.71
65005	THE HOME DEPOT PRO	INV #780714564 20X20X1 MERV 8 PLEATED AIR FILTERS; 16X20X1 MERV 8 PLEATED AIR FILTERS; 20X25X1 MERV 8 PLEATED AIR FILTERS - MAINT DEPT	01/18/2024	12/08/2023	282.77
65006	VADEN, CENA	INV #12-007 FIELD TRIP MEAL FOR 12/14/23 - TRANSPORTATION DEPT	01/18/2024	12/14/2023	15.00
65007	VAN FOOTBALL ACTIVIT	VAN POWERLIFTING MEET FEES ON 1/27/24 - REQUESTED BY PATRICK MOORE KB	01/18/2024	01/17/2024	796.00
65008	VERIZON WIRELESS	NOV 20 - DEC 19; INVOICE 9952110835	01/18/2024	12/05/2023	75.98
	VERIZON WIRELESS	INVOICE #9953732903; HOT SPOTS FOR DISTRICT DEC 09 - JAN 08, 2024	01/18/2024	01/08/2023	244.64
65009	WILKERSON, SHELLEY	Reimbursement for Dr. Shelley Wilkerson; Purchase of supplies for Spanish Class "International Fiesta" lesson (Attachments will follow upon approval of PO#)	01/18/2024	01/10/2024	299.65
65010	WYATT, JIMMY	INV #12-006 FIELD TRIP MEAL FOR 12/1/2023 - TRANSPORTATION DEPT	01/18/2024	12/01/2023	15.00
65011	ACCELERATE LEARNING,	STEMSCOPES RENEWAL K-8 - REQUESTED BY PHILLIS STONE (SEE ATTACHED QUOTE) KB	01/18/2024	01/17/2023	8,421.75
65012	Texas Skyward User G	TSUG CONF REGISTRATION FOR BUSINESS OFFICE/PEIMS ATTENDEES: D.LENNON, R.DUDLEY	01/23/2024	10/03/2023	1,030.00
65013	COCA-COLA S.W. BEVER		01/25/2024	01/11/2024	649.57
	COCA-COLA S.W. BEVER		01/25/2024	01/11/2024	558.44
65014	D.H. PACE CO., INC	INV #ACR/270-13171 CORBIN RUSSWIN PADLOCKS 2-5/8 FOR JR HIGH AND HIGH SCHOOL - MAIN DEPT	01/25/2024	11/16/2023	236.32
65015	DUKO OIL COMPANY	INV #213333 CONVENTIONAL UNLEADED 87 OCTANE; DYED DIESEL RDD; CHEVRON DELO OIL - TRANSPORTATION DEPT	01/25/2024	01/09/2024	8,396.58
65016	DUNLAP, JAMES	TRAVEL ROUND TRIP FROM LONGVIEW-EMORY DAILY MILEAGE REIMBURSEMENT 12/21/23; 1/8-1/11/24; 1/17/24, AND 1/19/24. 188 MILES PER ROUND TRIP/7 TRIPS/ TOTAL OF 1316 MILES @ .64 CENTS PER MILE FOR JIM DUNLAP	01/25/2024	01/23/2024	842.24
65017	EAST VIEW HS	PUT IN WRONG PO GROUP PREVIOUSLY APPROVED WITH PO 0412400276 ENTRY FEES FOR SOFTBALL TOURNAMENT FEB. 29 - MAR. 2, 2024 - REQUESTED BY SCOTT DELOZIER KB	01/25/2024	01/23/2024	550.00
65018	GAME ONE	INV #10194851 PROTECH COMPETITION BREAKAWAY NO COLOR NO SIZE BASKETBALL HOOP; SHIPPING & HNDLG - ATHLETICS DEPT	01/25/2024	12/28/2023	830.00
65019	GRAHAM INTERNATIONAL	INV #01P651122 BUS PARTS FOR BUS #56 & # 19 AND BATTERIES INV #02P836934 BUS PARTS FOR BUS #3 - TRANSPORTATION DEPT	01/25/2024	01/11/2024	1,167.09
65020	HAYES, LYNSDAY	MILEAGE / MEALS TO TASA MID WINTER CONFERENCE JANUARY 26 - 31, 2024 IN AUSTIN, TEXAS KB	01/25/2024	01/23/2024	538.96
65021	J&R AUTO SUPPLY - BU	INV #01INV015693, #01INV016135, #01INV015733, & #01CR001061 FOR BUS PARTS & RETURN - TRANSPORTATION DEPT	01/25/2024	01/10/2024	93.29
65022	KAJIHIRO, BRANDON	REIMBURSE BRANDON KAJIHIRO FOR MEALS FOR BASEBALL CLINIC ON 1/11 - 1/13/24 @ ROUND ROCK - KB	01/25/2024	01/13/2024	71.95
65023	LAKESHORE LEARNING M	prek classroom supplies. giant magnetic early writing page	01/25/2024	01/23/2024	28.49

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NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
65024	MARTIN, CHRISTAL	REIMB FINGERPRINT IDENTOGO UZTX-4Y7K4H	01/25/2024	01/11/2024	49.26
65025	NOBELUS, LLC	NOBELUS - LAMINATE PLASTIC FOR LAMINATOR - ATTN: JENN MELANCON	01/25/2024	12/21/2023	517.28
65026	O'Reilly Auto Parts	INV #5658-453404 PARTS FOR TRUCK #37 - TRANSPORTATION DEPT	01/25/2024	01/10/2024	14.39
65027	PORTWOOD, JOHN	MILEAGE AND MEAL PER DIEM FOR TASA MID WINTER CONFERENCE IN AUSTIN TEXAS ON 1/28 - 1/31/2024 for JOHN PORTWOOD KB	01/25/2024	01/25/2024	468.96
65028	RUTHERFORD TAYLOR &	AUDIT FOR FISCAL YEAR 2022-23	01/25/2024	01/03/2024	20,100.00
65029	T.C.L.E.O.S.E.	SECURITY SUPPLIES	01/25/2024	01/22/2024	50.00
65031	TERMINIX INTERNATIONAL	INV #442082096 PEST CONTROL FOR ELEMENTARY KITCHEN W/O #19901210676 - OPERATIONS DEPT INV #442084241 PEST CONTROL FOR INTERMEDIATE KITCHEN W/O #19901189914 - OPERATIONS DEPT INV #442083536 PEST CONTROL FOR JR HIGH KITCHEN W/O #19901219762 - OPERATIONS DEPT INV #442083841 PEST CONTROL FOR HIGH SCHOOL KITCHEN W/O #19901214067 - OPERATIONS DEPT INV #442083942 PEST CONTROL FOR OUTSIDE HIGH SCHOOL - OPERATIONS DEPT W/O #19925853839 - OPERATIONS DEPT	01/25/2024	01/05/2024	510.26
65035	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	498.66
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	498.66
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	388.35
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	498.66
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	498.66
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	647.25
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	237.33
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	215.75
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	342.10
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	21.40
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	1,746.52
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	767.52
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	898.17
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	242.46
	TURNER HOLDINGS DBA		01/25/2024	01/11/2024	448.85
	TURNER HOLDINGS DBA		01/25/2024	01/23/2024	1,634.92
	TURNER HOLDINGS DBA		01/25/2024	01/23/2024	1,013.76
	TURNER HOLDINGS DBA		01/25/2024	01/23/2024	258.00
	TURNER HOLDINGS DBA		01/25/2024	01/23/2024	879.44
	TURNER HOLDINGS DBA		01/25/2024	01/23/2024	258.00
	TURNER HOLDINGS DBA		01/25/2024	01/23/2024	752.98
65036	UIL REGION 3 MUSIC	UIL CONTEST FEE REGION 3-FLUTE AND PRECUSSION SOLO- BAND- DANIEL CURRY	01/25/2024	01/23/2024	51.00
65037	WILLS POINT H.S. ATH	WILLS POINT TIGER RELAYS TRACK MEET FEES ON FEB 22, 2024 - BOYS / GIRLS - REQUESTED BY JACQUELYN YOUNG KB	01/25/2024	01/23/2024	600.00
65038	YUMI ICE CREAM CO.,		01/25/2024	01/11/2024	409.92
	YUMI ICE CREAM CO.,		01/25/2024	01/11/2024	365.28
	YUMI ICE CREAM CO.,		01/25/2024	01/11/2024	409.20
65039	AT&T MOBILITY LLC	INVOICE 287329116110X01232024; FIRSTNET MOBILE SERVICES FOR RAINS POLICE DEPARTMENT	01/31/2024	01/31/2024	124.71
65040	ATHENS ISD	ENTRY FEE FOR TENNIS - ATHENS VARSITY TOURNAMENT MARCH 7, 2024 - REQUESTED BY COLTON SMITH KB	01/31/2024	01/29/2024	150.00
	ATHENS ISD	ENTRY FEE FOR TENNIS - ATHENS JV TOURNAMENT - REQUESTED BY COLTON SMITH KB	01/31/2024	01/29/2024	150.00

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NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
65041	BALDWIN, STEPHANIE	MEALS/MILEAGE FOR TCEA FEB 2-7, 2024	01/31/2024	01/31/2024	493.32
65042	BANKERS PRODUCTS AND	Windowless envelopes for elementary.	01/31/2024	01/12/2024	598.50
65043	BISHOP GORMAN CATHOL	ENTRY FEE - HS GIRLS VARSITY "MACEY CHENEVERT" BASKETBALL TOURNAMENT NOVEMBER 16-18, 2023 - REQUESTED BY LAURA JENKINS KB	01/31/2024	01/29/2024	300.00
65044	BSN SPORTS/SPORT SUP	BASKETBALL SUPPLIES - REQUESTED BY LAURA JENKINS KB	01/31/2024	01/24/2024	1,112.30
	BSN SPORTS/SPORT SUP	HIGH SCHOOL GIRLS BASKETBALL UNIFORMS - REQUESTED BY LAURA JENKINS KB	01/31/2024	01/12/2024	2,230.95
65045	BULLARD ISD	JV TENNIS ENTRY FEE FOR BULLARD SPRING INVITATIONAL APRIL 9, 2024 - REQUESTED BY COLTON SMITH KB	01/31/2024	01/29/2024	200.00
65046	BURMAX CO., INC.	STUDENT SALON SUPPLIES- KARRA DAVIS- LEAVE OPEN FOR PURCHASING THROUGHTOUT YEAR PER KARRA	01/31/2024	12/11/2023	709.61
65047	CADDO MILLS ISD	TENNIS ENTRY FEE - CADDO MILLS FOX SPRING SPECTACULAR @ PRINCETON APRIL 11, 2024 - REQUESTED BY COLTON SMITH KB	01/31/2024	01/29/2024	200.00
65048	CAPSTONE PRESS	Renewing our PEBBLEGO subscription. This is an online database that is kid friendly.	01/31/2024	12/18/2023	1,999.00
65049	CITY OF EMORY	SERVICE THRU JAN 2024	01/31/2024	01/31/2024	8,502.83
65050	CLAYTON, KORTNEY	MEALS FOR TCEA FEB 2-7, 2024	01/31/2024	01/31/2024	165.00
65051	DERINGTON, JOHN	Reimbursement for meals and mileage; 3 days TMEA Conference in San Antonio Feb 8-10; John Derington	01/31/2024	01/30/2024	574.60
65052	DOUTHIT, KENDRA	Testing and Supervision Speech Asst's - Dec 2023	01/31/2024	01/22/2024	2,200.00
65053	EDGEWOOD ISD	JV / V TENNIS ENTRY FEE - EDGEWOOD INVITATIONAL MARCH 27, & 28, 2024 - REQUESTED BY COLTON SMITH KB	01/31/2024	01/29/2024	400.00
65054	FELLER, MARISSA	Reimbursement for meals and mileage; 3 days TMEA Conference in San Antonio, Feb 8-10; Marissa Feller	01/31/2024	01/30/2024	577.52
65055	FOLLETT CONTENT SOLU	Books for the intermediate library.	01/31/2024	12/18/2023	2,785.07
	FOLLETT CONTENT SOLU	Books for the high school library from Follett/Titlewave	01/31/2024	12/11/2023	3,142.66
	FOLLETT CONTENT SOLU	Books for the elementary library from Follett Title wave.	01/31/2024	12/08/2023	3,721.01
65056	GREENVILLE ISD	Fall 2023 Auditory Service - Greenville Regional Day School Program	01/31/2024	01/22/2024	2,375.00
	GREENVILLE ISD	V TENNIS ENTRY FEE FOR THE GREENVILLE VARSITY TOURNAMENT -APRIL 19, 2024 - REQUESTED BY COLTON SMITH KB	01/31/2024	01/29/2024	200.00
	GREENVILLE ISD	Fall 2023 Auditory Service - Greenville Regional Day School Program	01/31/2024	01/22/2024	-2,375.00
	GREENVILLE ISD	V TENNIS ENTRY FEE FOR THE GREENVILLE VARSITY TOURNAMENT -APRIL 19, 2024 - REQUESTED BY COLTON SMITH KB	01/31/2024	01/29/2024	-200.00
65057	HICKS, BRITTANY	Reimburse PE teacher for mileage to a conference	01/31/2024	11/29/2023	139.52
65058	HOBART SERVICE DALLA	3 INVOICES: CAREUNLIMITED INVOICES 29403870,29403853,29403900	01/31/2024	01/31/2024	5,416.00
65059	KNIGHT, LORINDA	Per Diem for TCEA Conference. \$35/Day	01/31/2024	01/30/2024	165.00
65060	LANCE, JONATHAN	MEALS/MILEAGE FOR TCEA FEB 2-7, 2024	01/31/2024	01/31/2024	493.32
65061	LEONARD ISD	ENTRY FEE VARSITY GIRLS BB "62ND LEONARD HOLIDAY TOURNAMENT" DEC. 28-30, 2023 - REQUESTED BY LAURA JENKINS KB	01/31/2024	01/24/2024	375.00
65062	LISA COWAN OTR, PC	Occupational Therapy Services December 2023	01/31/2024	01/22/2024	2,835.00
65063	MARSHALL, ED.D., RUS	School Board Training on February 5, 2024, Board	01/31/2024	01/30/2024	572.05

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		Operating Procedures conducted by Dr. Russell Marshall.			
65064	MCNAIR, JACQUELINE	MEALS/MILEAGE FOR TCEA FEB 2-7, 2024	01/31/2024	01/31/2024	493.32
65065	MOORE, PATRICK	MEALS FOR BOYS POWERLIFTING MEET ON FEB. 3, 2024 - MT. PLEASANT INVITATIONAL - REQUESTED BY PATRICK MOORE KB	01/31/2024	01/29/2024	96.00
65066	MOUNT PLEASANT ISD	POWERLIFTING ENTRY FEE FOR MT. PLEASANT TIGER INVITATIONAL 2/3/2024 - REQUESTED BY PATRICK MOORE KB	01/31/2024	01/29/2024	450.00
65067	MTS Publications	MTS PUBLICATIONS - MTA 6 COMPLETE KIT FOR DYSLEXIA - ATTN: LEANN VERNER	01/31/2024	01/11/2024	374.00
65068	NOBELUS, LLC	Lamination film	01/31/2024	12/18/2023	1,005.44
65069	PRAIRILAND HIGH SCHO	TENNIS ENTRY FEE - PRAIRILAND PATRIOT SLAM APRIL 4 & 5, 2024 - REQUESTED BY COLTON SMITH KB	01/31/2024	01/29/2024	150.00
65070	QUILL CORPORATION	COPY PAPER FOR PRINTERS - ATTN: SUZIE HERNANDEZ	01/31/2024	01/20/2024	1,599.20
65071	QUITMAN ATHLETIC BOO	VARSITY TENNIS ENTRY FEE - QUITMAN TOURNAMENT MARCH 22, 2024 - REQUESTED BY COLTON SMITH KB	01/31/2024	01/29/2024	175.00
65072	RAPTOR TECHNOLOGIES,	Raptor Link API Suite & Raptor visitor management annual access fee	01/31/2024	01/30/2024	3,220.00
65073	REGION 10	2023-2024 GIFTED AND TALENTED PACKAGE KB	01/31/2024	01/26/2024	400.00
	REGION 10	2023-2024 INSTRUCTIONAL PRACTICES PACKAGE; TO REPLACE PO 0422400001 CLOSED OUT IN ERROR KB	01/31/2024	01/31/2024	2,450.00
65074	JANET SAMPLES	Meals for CX Debate Competition on Thursday, February 1st in Grand Saline, Texas at Grand Saline High School.	01/31/2024	01/29/2024	85.00
65075	SOUTH RAINS WATER SU	MO SERV FROM 12-18 TO 01-17-24; JAN 2024	01/31/2024	01/31/2024	30.15
65076	THE LAB	ATHLETIC DRUG SCREENING 09-27-23; INVOICE #24433	01/31/2024	01/31/2024	840.00
65077	TRIPLE E ELECTRIC	Electrical work done in the shop for upgrade to the new welders.	01/31/2024	10/11/2023	8,270.00
65078	TURNER HOLDINGS DBA		01/31/2024	01/29/2024	1,318.63
	TURNER HOLDINGS DBA		01/31/2024	01/29/2024	258.00
65079	UIL REGION 3 MUSIC	UIL REGION 3 CONTEST FEE BAND- BAND CONCERT- DANIEL CURRY	01/31/2024	01/30/2024	450.00
65080	VAN HIGH SCHOOL	ENTRY FEE JV GIRLS BB "LADY VANDALS SUB VARSITY GIRLS BB TOURNAMENT" NOV. 16 & 18, 2023 - REQUESTED BY LAURA JENKINS KB	01/31/2024	01/24/2024	400.00
65081	VERIZON WIRELESS	INVOICE #9954583415; HOT SPOTS FOR DISTRICT DEC 20 - JAN 19, 2024	01/31/2024	01/31/2024	244.52
65082	GREENVILLE ISD	Fall 2023 Auditory Service - Greenville Regional Day School Program	01/31/2024	01/22/2024	2,375.00
65083	GREENVILLE ISD	V TENNIS ENTRY FEE FOR THE GREENVILLE VARSITY TOURNAMENT -APRIL 19, 2024 - REQUESTED BY COLTON SMITH KB	01/31/2024	01/29/2024	200.00
232400278	AMAZON CAPITAL SERVI	Second grade classroom supplies. clips, folders, pencil sharpener, clipboards, markers, index cards, nameplates, sticky notes, sharpies, zip pouches.	01/18/2024	12/10/2023	171.66
	AMAZON CAPITAL SERVI	Intervention classroom supplies. word pop cvc games, chiseled tip markers, short vowel game, phonic books, pep talk stickers, pens, easel pads.	01/18/2024	12/05/2023	167.58
	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED - ATTN: JAMIE WOODRUM	01/18/2024	12/04/2023	173.24
	AMAZON CAPITAL SERVI	INV #12142023 POWERTECH 71390 SAFETY PADDLE SWITCH DUAL VOLTAGE 110/220 - MAINT DEPT	01/18/2024	12/25/2023	119.38
	AMAZON CAPITAL SERVI	INV #12032023 AUT-O-LOC 3 SAFETY STRAP - MAIN DEPT	01/18/2024	12/06/2023	674.49

CHECK		INVOICE	CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
232400278	AMAZON CAPITAL SERVI	AMAZON - KITCHEN/LOUNGE SUPPLIES (SEE ATTACHED)	01/18/2024	01/02/2024	347.06
	AMAZON CAPITAL SERVI	3 wired 10 key pad for intermediate cafe	01/18/2024	01/09/2024	32.07
	AMAZON CAPITAL SERVI	Phone cords x5, AA Batteries, CB repair tool kit	01/18/2024	01/09/2024	85.92
	AMAZON CAPITAL SERVI	BADGE HOLDERS FOR EMPLOYEE ACCESS CARDS - VOIDED PO 0412400187 TO REI-SSUE NEW PO KB	01/18/2024	12/03/2023	69.96
232400279	CROSSROAD COMMUNICAT	INV #14005 & #14006 FOR RENT DRV CAMERAS AND RADIOS FOR BUSES AND RADIOS FOR OPERATIONS/TRANSPORTATION DEPT	01/18/2024	12/27/2023	2,576.00
232400280	DEALERS ELECTRIC CO	INV #S100938441.003 LIGHT REPAIRS AT JH GYM - MAINT DEPT	01/18/2024	12/18/2023	63.17
	DEALERS ELECTRIC CO	INV #S100931099.001, #S100937373.001; #S100938441.001; CM #S100939358.001 FOR LIGHTS - MAINT DEPT	01/18/2024	12/11/2023	1,289.33
232400281	DENNING, JIMMY	INVOICE #2017122; ASSIST W/ BANK REC, PAYROLL AND TRS REPORTING 10-03 THRU 12-13-23	01/18/2024	12/27/2023	2,070.00
232400282	DIGITAL GRAPHICS LLC	INV #10477 MAINT SHIRTS GRAY 5XL - MAINT DEPT	01/18/2024	12/12/2023	174.90
232400283	FARMERS ELECTRIC CO0	ELECTRICITY 11-22 TO 12-22-23	01/18/2024	12/21/2023	21,366.72
	FARMERS ELECTRIC CO0	ELECTRICITY 11-22 TO 12-22-23	01/18/2024	12/21/2023	21.55
	FARMERS ELECTRIC CO0	ELECTRICITY 10-22 TO 11-22-23	01/18/2024	12/21/2023	517.96
232400284	PHILLIPS, HELEN	MILEAGE REIMBURSEMENT FOR HOMEBOUND VISITS 11-28 TO 12-21-23; 15.2 MILES PER ROUND TRIP/7 TRIPS/ TOTAL OF 106.4 MILES @ .64 CENTS PER MILE	01/18/2024	12/21/2023	68.10
232400285	RAINS COUNTY LEADER	EMPLOYMENT AD FOR CUSTODIANS, BUS DRIVERS, FOOD SERVICE, CHILD DEVELOPMENT CENTER, AND MAINTENANCE SEPTEMBER 2023-DECEMBER 2023.	01/18/2024	12/31/2023	70.35
232400286	UNIFIRST CORPORATION	INV #2780074842 & #2780077179 RUG AND UNIFORM SERVICES - TRANSPORTATION/OPERATIONS DEPT	01/18/2024	12/23/2023	143.08
232400287	WASTE CONNECTIONS	INV #6991863V174 4-YARD OPEN TOP 12/01-31/2024; HIGH SCHOOL COMPACTOR DUMPED TKT #1310749; JR HGIH COMPACTOR DUMPED TKT #1310748; INTERMEDIATE COMPACTOR DUMPED TKT #1316058; OPEN TOP DUMPED TKT #12797006 - OPERATIONS DEPT	01/18/2024	01/01/2024	2,101.00
232400292	AMAZON CAPITAL SERVI	Classroom Supplies Cabinet Locks	01/25/2024	01/12/2024	104.97
	AMAZON CAPITAL SERVI	Classroom Supplies	01/25/2024	01/12/2024	167.97
	AMAZON CAPITAL SERVI	All Kindergarten class supply of finger pencil grips	01/25/2024	12/21/2023	79.92
	AMAZON CAPITAL SERVI	Second grade classroom supplies. markers, color paper, pens, sticky notes, scissors, ten blocks, money magnets, double sided tape, canvas boards, easel pads.	01/25/2024	01/03/2024	196.76
	AMAZON CAPITAL SERVI	Music classroom supplies. Block speaker and Phenx pro wireless microphone.	01/25/2024	12/03/2023	355.99
	AMAZON CAPITAL SERVI	First grade classroom supplies. Fry sight word game, storage container, ink pads, dry erase pockets, coin magnets, playdough.	01/25/2024	12/04/2023	158.04
	AMAZON CAPITAL SERVI	Amazon Supplies for JH front office; Charissa White	01/25/2024	01/12/2024	280.05
	AMAZON CAPITAL SERVI	Amazon supplies for testing; Sherrie Watson	01/25/2024	01/11/2024	126.69
	AMAZON CAPITAL SERVI	Amazon batteries for calculators; Sherrie Watson	01/25/2024	01/12/2024	220.77
	AMAZON CAPITAL SERVI	INV #01102024 KEDU HY60E PUSH BUTTON SWITCH ON/OFF ROCKER SWITCH - MAINT DEPT	01/25/2024	01/16/2024	30.75
232400293	CYNERGY TECHNOLOGY	Annual - per seat- Diamond Level - Cynergy managed - KnowBe4- 50 qty	01/25/2024	01/12/2024	1,650.00
232400294	DEALERS ELECTRIC CO	INV #S100976339.001; S100980634.001; S100981956.002; & CREDIT MEMO #S100981956.001	01/25/2024	01/09/2024	632.98

CHECK		INVOICE	CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
		FOR LIGHT BULBS (ELECTRICAL SUPPLIES) - MAINT DEPT			
232400295	DIGITAL GRAPHICS LLC	INV #10423 MAINT SHIRTS AND BUSINESS CARDS - MAINT DEPT	01/25/2024	11/16/2023	269.88
232400296	HARRIS SCHOOL SOLUTI	JDOX JAN 2024; INVOICE JR3XT0000351	01/25/2024	01/01/2024	1,026.00
232400299	LABATT FOOD SERVICE		01/25/2024	01/11/2024	4,287.74
	LABATT FOOD SERVICE		01/25/2024	01/11/2024	3,766.45
	LABATT FOOD SERVICE		01/25/2024	01/11/2024	509.56
	LABATT FOOD SERVICE		01/25/2024	01/11/2024	4,230.43
	LABATT FOOD SERVICE		01/25/2024	01/11/2024	6,999.40
	LABATT FOOD SERVICE		01/25/2024	01/23/2024	4,498.73
	LABATT FOOD SERVICE		01/25/2024	01/23/2024	4,872.01
	LABATT FOOD SERVICE		01/25/2024	01/23/2024	3,683.42
	LABATT FOOD SERVICE		01/25/2024	01/23/2024	3,390.08
	LABATT FOOD SERVICE		01/25/2024	01/23/2024	3,373.63
	LABATT FOOD SERVICE		01/25/2024	01/23/2024	5,875.78
	LABATT FOOD SERVICE		01/25/2024	01/23/2024	382.82
	LABATT FOOD SERVICE		01/25/2024	01/23/2024	29.99
	LABATT FOOD SERVICE		01/25/2024	01/23/2024	3,349.81
	LABATT FOOD SERVICE		01/25/2024	01/23/2024	5,728.70
232400300	SKYWARD, INC.	ELECTRONIC SIGNATURE FILE FOR NEW INTERIM SUPT	01/25/2024	01/22/2024	250.00
232400301	UNIFIRST CORPORATION	INV #2780078377 RUG AND UNIFORM SERVICE - OPERATIONS/ TRANSPORTATION DEPT	01/25/2024	01/11/2024	587.57
232400307	AMAZON CAPITAL SERVI	Supplies for the libraries	01/31/2024	12/18/2023	257.17
	AMAZON CAPITAL SERVI	BASEBALL SUPPLIES- REQUESTED BY BRANDON KAJIHIRO KB	01/31/2024	01/16/2024	678.42
	AMAZON CAPITAL SERVI	Nurse supplies. gloves, nurse notes, ice maker.	01/31/2024	01/17/2024	190.04
	AMAZON CAPITAL SERVI	Classroom supplies for ESL Pam Cole. bingo cards, bingo games, self inking stamp, label tape, incentive cards, headphones, expo markers, pencils.	01/31/2024	01/18/2024	189.98
	AMAZON CAPITAL SERVI	GLOVES FOR AG- LEATHERWORKING- HALEY C- AMAZON	01/31/2024	01/17/2024	67.96
	AMAZON CAPITAL SERVI	COMPLETING ORDER FOR THEATER MAKEUP ORDER- LANCE- AMAZON	01/31/2024	01/02/2024	256.27
	AMAZON CAPITAL SERVI	REORDERING CHAIR THAT HAS BEEN MISPLACED AFTER DELIVERY- CLASSROOM BUDGET FOR CULPEPPER- AMAZON	01/31/2024	11/15/2023	82.98
	AMAZON CAPITAL SERVI	AMAZON - PICTURE FRAMES AND SHELF - ATTN: JC VANCE	01/31/2024	01/20/2024	147.94
	AMAZON CAPITAL SERVI	APPRECIATION SUPPLIES - REQUESTED BY JOHN PORTWOOD KB	01/31/2024	01/11/2024	45.99
232400308	CYNERGY TECHNOLOGY	VMware Support and Subscription Basic- 1 YR- Service - 10x5x4 Business Hour - Technical	01/31/2024	01/24/2024	2,278.45
232400309	LABATT FOOD SERVICE		01/31/2024	01/29/2024	514.82
	LABATT FOOD SERVICE		01/31/2024	01/29/2024	262.52
	LABATT FOOD SERVICE		01/31/2024	01/29/2024	2,403.68
	LABATT FOOD SERVICE		01/31/2024	01/29/2024	3,610.78
	LABATT FOOD SERVICE		01/31/2024	01/29/2024	4,995.80
	LABATT FOOD SERVICE		01/31/2024	01/29/2024	1,628.73
232400310	RAINS COUNTY LEADER	EMPLOYMENT AD FOR CUSTODIANS, BUS DRIVERS, FOOD SERVICE, CHILD DEVELOPMENT CENTER, AND MAINTENANCE JANUARY 2024-AUGUST 2024.	01/31/2024	01/30/2024	93.80
232400311	RULE PEDIATRIC THERA	Physical Therapy Contract Services for December 2023	01/31/2024	01/22/2024	736.67
10424	INTERNAL REVENUE SER	Payroll accrual	01/04/2024	01/04/2024	783.13
	INTERNAL REVENUE SER	Payroll accrual	01/04/2024	01/04/2024	2,050.46
	INTERNAL REVENUE SER	Payroll accrual	01/04/2024	01/04/2024	260.38

CHECK			INVOICE	CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION		DATE	DATE	
10424	INTERNAL REVENUE SER	Payroll accrual		01/04/2024	01/04/2024	783.13
	INTERNAL REVENUE SER	Payroll accrual		01/04/2024	01/01/2024	53.65
	INTERNAL REVENUE SER	Payroll accrual		01/04/2024	01/01/2024	316.42
	INTERNAL REVENUE SER	Payroll accrual		01/04/2024	01/01/2024	20.00
	INTERNAL REVENUE SER	Payroll accrual		01/04/2024	01/01/2024	53.65
47702	AccuFlex Services In	Payroll accrual		01/23/2024	01/18/2024	149.75
47703	ASSOC OF TX PROFESSI	Payroll accrual		01/23/2024	01/18/2024	52.22
47704	RAINS ISD CHILD NUTR	Payroll accrual		01/23/2024	09/20/2023	98.87
	RAINS ISD CHILD NUTR	Payroll accrual		01/23/2024	10/19/2023	0.00
	RAINS ISD CHILD NUTR	Payroll accrual		01/23/2024	10/19/2023	0.00
	RAINS ISD CHILD NUTR	Payroll accrual		01/23/2024	10/31/2023	0.00
	RAINS ISD CHILD NUTR	Payroll accrual		01/23/2024	12/20/2023	0.00
	RAINS ISD CHILD NUTR	Payroll accrual		01/23/2024	01/01/2024	0.00
	RAINS ISD CHILD NUTR	Payroll accrual		01/23/2024	01/18/2024	1,387.16
47705	TEXAS CLASSROOM TEAC	Payroll accrual		01/23/2024	01/18/2024	121.12
47706	RAINS ISD	Payroll accrual		01/23/2024	01/18/2024	6,170.14
	RAINS ISD	Payroll accrual		01/23/2024	01/18/2024	0.00
1232024	National Life Group	Payroll accrual		01/23/2024	09/20/2023	12.00
	National Life Group	Payroll accrual		01/23/2024	10/19/2023	24.41
	National Life Group	Payroll accrual		01/23/2024	10/19/2023	20.25
	National Life Group	Payroll accrual		01/23/2024	01/18/2024	1,414.61
	National Life Group	Payroll accrual		01/23/2024	01/18/2024	-18.36
	OMNI	Payroll accrual		01/23/2024	01/18/2024	2,588.00
1232026	RAINS ISD	Payroll accrual		01/23/2024	09/05/2023	436.61
	RAINS ISD	Payroll accrual		01/23/2024	09/01/2023	524.37
	RAINS ISD	Payroll accrual		01/23/2024	09/01/2023	-40.10
	RAINS ISD	Payroll accrual		01/23/2024	09/01/2023	40.10
	RAINS ISD	Payroll accrual		01/23/2024	09/05/2023	1.47
	RAINS ISD	Payroll accrual		01/23/2024	09/05/2023	0.37
	RAINS ISD	Payroll accrual		01/23/2024	09/20/2023	-43.33
	RAINS ISD	Payroll accrual		01/23/2024	09/20/2023	43.33
	RAINS ISD	Payroll accrual		01/23/2024	09/20/2023	147.85
	RAINS ISD	Payroll accrual		01/23/2024	09/20/2023	-71.19
	RAINS ISD	Payroll accrual		01/23/2024	09/20/2023	71.19
	RAINS ISD	Payroll accrual		01/23/2024	10/05/2023	476.54
	RAINS ISD	Payroll accrual		01/23/2024	10/19/2023	-42.21
	RAINS ISD	Payroll accrual		01/23/2024	10/19/2023	26.28
	RAINS ISD	Payroll accrual		01/23/2024	10/24/2023	7.34
	RAINS ISD	Payroll accrual		01/23/2024	10/19/2023	6.89
	RAINS ISD	Payroll accrual		01/23/2024	11/02/2023	472.24
	RAINS ISD	Payroll accrual		01/23/2024	11/16/2023	664.32
	RAINS ISD	Payroll accrual		01/23/2024	11/16/2023	4.06
	RAINS ISD	Payroll accrual		01/23/2024	11/16/2023	-100.00
	RAINS ISD	Payroll accrual		01/23/2024	11/16/2023	50.00
	RAINS ISD	Payroll accrual		01/23/2024	11/16/2023	2.50
	RAINS ISD	Payroll accrual		01/23/2024	11/28/2023	70.40
	RAINS ISD	Payroll accrual		01/23/2024	12/05/2023	469.25
	RAINS ISD	Payroll accrual		01/23/2024	12/05/2023	39.79
	RAINS ISD	Payroll accrual		01/23/2024	12/05/2023	-61.50
	RAINS ISD	Payroll accrual		01/23/2024	12/05/2023	58.28
	RAINS ISD	Payroll accrual		01/23/2024	12/20/2023	-62.40
	RAINS ISD	Payroll accrual		01/23/2024	12/20/2023	62.40
	RAINS ISD	Payroll accrual		01/23/2024	01/04/2024	467.70
	RAINS ISD	Payroll accrual		01/23/2024	12/20/2023	-56.44
	RAINS ISD	Payroll accrual		01/23/2024	01/01/2024	40.21
	RAINS ISD	Payroll accrual		01/23/2024	01/18/2024	10,910.78

CHECK		INVOICE	CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
1232026	RAINS ISD	Payroll accrual	01/23/2024	01/18/2024	-3.06
70582046	INTERNAL REVENUE SER	Payroll accrual	01/22/2024	01/18/2024	15,981.96
	INTERNAL REVENUE SER	Payroll accrual	01/22/2024	01/18/2024	50,850.30
	INTERNAL REVENUE SER	Payroll accrual	01/22/2024	01/18/2024	7,090.92
	INTERNAL REVENUE SER	Payroll accrual	01/22/2024	01/18/2024	15,981.96
	INTERNAL REVENUE SER	Payroll accrual	01/22/2024	01/18/2024	-3.55
	INTERNAL REVENUE SER	Payroll accrual	01/22/2024	01/18/2024	0.00
	INTERNAL REVENUE SER	Payroll accrual	01/22/2024	01/18/2024	-3.55
Totals for checks					435,017.93

FUND SUMMARY

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
181	COCURRICULAR	0.00	0.00	21,043.83	21,043.83
199	GENERAL FUND	0.00	0.00	180,878.88	180,878.88
211	TITLE I	0.00	0.00	2,450.00	2,450.00
240	FOOD SERVICE	0.00	0.00	90,597.36	90,597.36
255	TITLE II,TCH/PRIN.TRNING RECUR	0.00	0.00	400.00	400.00
282	ESSER III	0.00	0.00	0.00	0.00
461	Campus Activity	0.00	0.00	18,794.79	18,794.79
863	PAYROLL CLEARING	120,853.07	0.00	0.00	120,853.07
***	Fund Summary Totals ***	120,853.07	0.00	314,164.86	435,017.93

***** End of report *****

Memo

To: Board of Trustees
From: Jim Dunlap and Mike Hall
Date: 2/8/2024
Re: Investment Report 4th Quarter 2023

The Rains ISD has investments in two public investment pools meeting the requirements of Government Code 2256.016-2256.019. The public investment pools located in Austin, Texas are Lone Star Investment Pool and TexPool and a Money Market Account with Commercial Bank of Texas Emory. Time deposits are held at Commercial Bank of Texas Emory.

We certify that the Rains ISD investment portfolio is in compliance with the District's investment strategy as expressed in the District's investment policy CDA (Legal)(Local) and with relevant provisions of law.



Jim Dunlap, Interim Superintendent

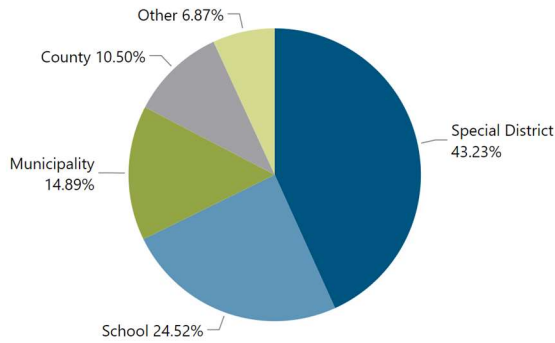
Mike Hall, Chief of Business Operations

RAINS ISD - QUARTERLY INVESTMENT REPORT				AS OF 12/31/2024	
<u>ALL ACCTS</u>	<u>BAL</u>	<u>4Q INT</u>	<u>YTD INT</u>		<u>WAM</u>
GEN	\$4,615,469.75	\$31,255.88	\$87,944.77		33
IS	\$ 578,303.24	\$ 1,305.62	\$ 2,021.63		38
OTHER	\$ 501,259.27	\$ 370.10	\$ 2,193.64		0
<u>TOTAL</u>	<u>\$5,695,032.26</u>	<u>\$32,931.60</u>	<u>\$92,160.04</u>		<u>30</u>
<u>CBTX</u>	<u>BAL</u>	<u>4Q INT</u>	<u>YTD INT</u>	<u>RATE</u>	<u>WAM</u>
GEN	\$1,320,541.37	\$ 601.09	\$ 6,963.35	0.30%	0
MM	\$ 12,550.12	\$ 542.37	\$13,724.84	3.04%	0
Payroll	\$ 193,536.74	\$ 767.84	\$ 1,660.84	0.30%	0
WC	\$ 137,689.72	\$ 98.08	\$ 1,125.34	0.30%	0
I&S	\$ 137,160.56	\$ 162.94	\$ 878.95	0.30%	0
ACT	<u>\$ 363,569.55</u>	<u>\$ 272.02</u>	<u>\$ 1,068.30</u>	0.30%	0
<u>CBTX TOTAL</u>	<u>\$2,165,048.06</u>	<u>\$ 2,444.34</u>	<u>\$25,421.62</u>		<u>0</u>
<u>TXCLASS</u>	<u>BAL</u>	<u>4Q INT</u>	<u>YTD INT</u>	<u>RATE</u>	<u>WAM</u>
GEN	\$2,775,142.27	\$25,142.07	\$25,142.27	5.57%	50
I&S	\$ 441,142.68	\$ 1,142.68	\$ 1,142.68	5.57%	50
<u>TXCLASS TOTAL</u>	<u>\$3,216,284.95</u>	<u>\$26,284.75</u>	<u>\$26,284.95</u>		<u>50</u>
<u>TXPOOL</u>	<u>BAL</u>	<u>4Q INT</u>	<u>YTD INT</u>	<u>RATE</u>	<u>WAM</u>
GEN	\$ 313,473.70	\$ 4,202.51	\$40,453.47	5.37%	38
<u>LONESTAR</u>	<u>BAL</u>	<u>4Q INT</u>	<u>YTD INT</u>	<u>RATE</u>	<u>WAM</u>
GEN	\$ 225.55	\$ -	\$ -	0.00%	-

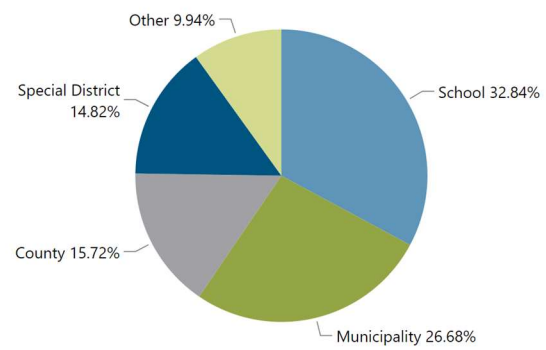
Texas CLASS Portfolio Characteristics

The following information is provided in accordance with Texas State Statute 2256.0016. Please refer to the disclosure at the bottom of this webpage for more information.

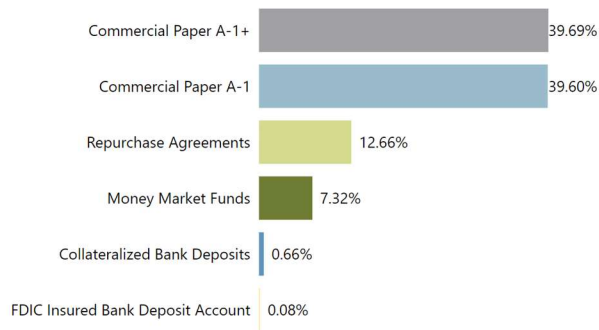
Participant Breakdown by Entity Type



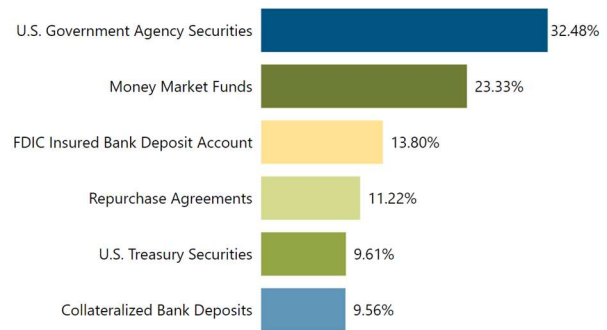
Participant Breakdown by Balance



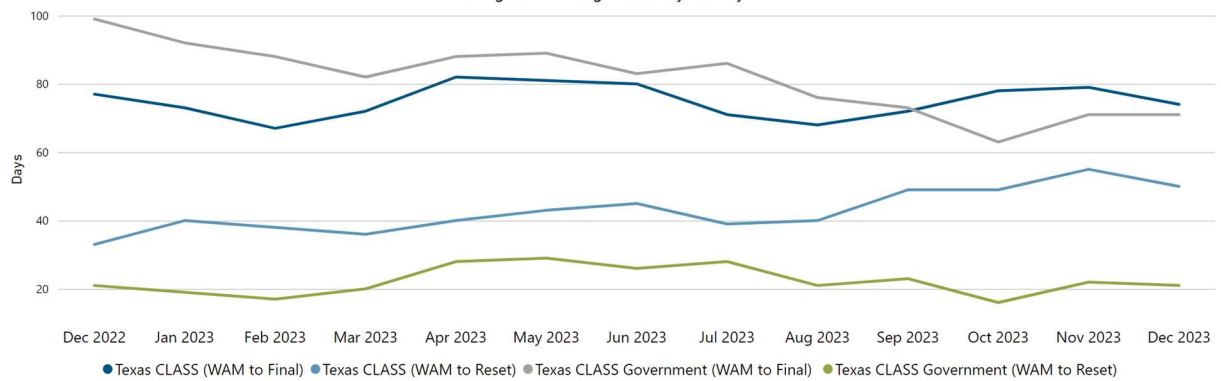
Texas CLASS Portfolio Breakdown

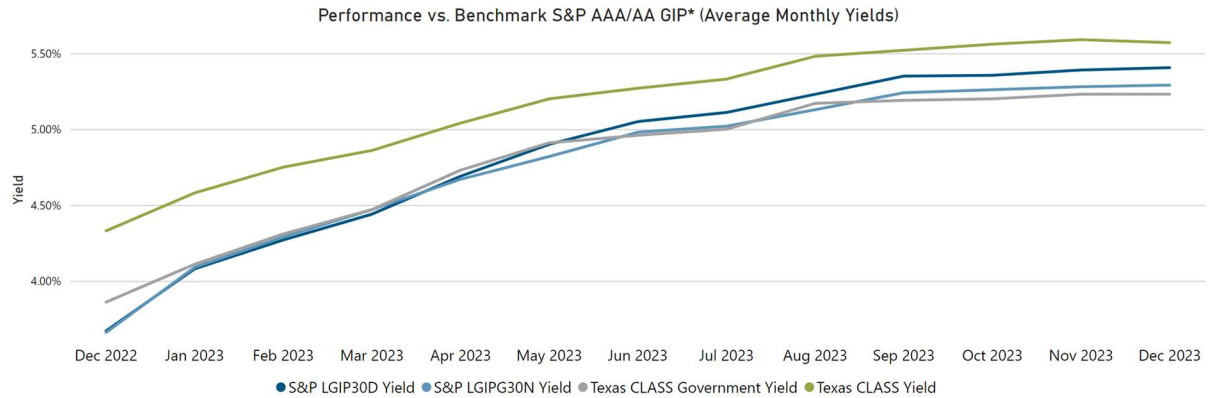


Texas CLASS Government Portfolio Breakdown



Weighted Average Maturity (In Days)





Texas CLASS Prior Month Comparison

Month	Year	Avg Yield**	Month Ending Assets	Share Balance	Market Value	Amortized Cost	NAV	WAM (Reset)***	WAM (Final)***
Dec	2023	5.5744%	\$21,835,099,169	21,835,207,585	\$21,789,096,250	\$21,789,204,806	1.00	50	74
Nov	2023	5.5859%	\$20,607,769,338	20,607,356,413	\$20,606,212,046	\$20,605,799,120	1.00	55	79
Oct	2023	5.5550%	\$21,273,154,727	21,274,004,073	\$21,237,281,363	\$21,238,130,709	1.00	49	78

Average monthly yield *As of the end of the last day of the month

Texas CLASS Government Prior Month Comparison

Month	Year	Avg Yield**	Month Ending Assets	Share Balance	Market Value	Amortized Cost	NAV	WAM (Reset)***	WAM (Final)***
Dec	2023	5.2346%	\$1,397,525,628	1,397,360,077	\$1,393,517,559	\$1,393,352,034	1.00	21	71
Nov	2023	5.2265%	\$1,275,661,838	1,275,601,799	\$1,288,719,853	\$1,288,659,814	1.00	22	71
Oct	2023	5.2009%	\$1,243,386,114	1,243,460,694	\$1,260,365,175	\$1,260,439,755	1.00	16	63

Average monthly yield *As of the end of the last day of the month

2022-2023 Texas CLASS/Government Average Monthly Yields

Month	Year	Texas CLASS Avg Yield	Texas CLASS Government Avg Yield
Dec	2023	5.5744%	5.2346%
Nov	2023	5.5859%	5.2265%
Oct	2023	5.5550%	5.2009%
Sep	2023	5.5213%	5.1867%
Aug	2023	5.4752%	5.1712%
Jul	2023	5.3245%	5.0005%
Jun	2023	5.2674%	4.9592%
May	2023	5.1952%	4.9042%
Apr	2023	5.0423%	4.7318%
Mar	2023	4.8597%	4.4711%
Feb	2023	4.7575%	4.3263%
Jan	2023	4.5742%	4.1112%

Fund Highlights (Unaudited)
December 31, 2023

For the month of December 2023, the Program Administrator accrued fees of \$1,655,702.79 and had average shares outstanding of 21,053,423,160.95 for Texas CLASS. For Texas CLASS Government, the Program Administrator accrued fees of \$130,824.79 and had average shares outstanding of 1,313,243,912.44. The fees for both Texas CLASS and Texas CLASS Government are accrued on a daily basis. The applicable fee rate is calculated by taking the fee rate(s) divided by 365 days (366 days in the event of a leap year) and rounded to ten decimal places. The current day's settled shares outstanding will be multiplied by the applicable fee rate(s) to equal the daily fee accrual. For weekend days and holidays, the settled shares outstanding for the previous business day will be utilized for the calculation of the fees. The applicable fee rate is located in Exhibit F of the Ninth Amended and Restated Trust Agreement. The Program Administrator reserves the right to abate fees listed in the Ninth Amended and Restated Trust Agreement. The monthly fee is the sum of all daily fee accruals for the month of December 2023. The fees are paid monthly upon notification to the custodian bank. As of December 2023 the fee for Texas CLASS was 9 basis points and the fee for Texas CLASS Government was 12 basis points.

- . Both funds are rated 'AAAm' by S&P Global Ratings.
- . Net Asset Value for both funds from December 1 to December 31, 2023 is equal to \$1.00.
- . The custodian bank for Texas CLASS is UMB Bank.
- . Total number of Participants is 1048.
- . There are currently no investments that have a stated maturity greater than one year.
- . The portfolio managers for Texas CLASS are Neil Waud, CFA and Randy Palomba, CFA.
- . All sources of payment are the underlying assets of the local government investment pool at market value.
- . The Ninth Amended and Restated Trust Agreement was adopted by the Board of Trustees on February 25, 2021. You can access your copy of the Ninth Amended and Restated Trust Agreement by visiting our website at www.texasclass.com.



COUNTY OF RAINS

Teresa Northcutt
County Treasurer
220 West Quitman Street, Ste. A
Emory, Texas 75440

Tel: (903) 473-5000 ext 111

Fax: (903) 473-5065



January 31, 2024

AVAILABLE SCHOOL FUND --- MONEY MARKET ACCOUNT

December 31, 2023 \$138,279.35

PERMANENT SCHOOL FUND --- MONEY MARKET ACCOUNT

December 31, 2023 \$690,102.16

PERMANENT SCHOOL FUND INVESTMENTS

\$650,000.00
\$5,930,286.39 - Ameriprise Financial
\$900,000 - TexPool

From October 2023 through December 2023, interest from invested amount:

\$7,493.79 - (\$43,063.53 to be transferred in January from Permanent School Fund to Available School Fund)

Revenue from oil royalties (Permanent School Fund)

\$128,359.98

* Paid \$44,812.51 to Hockley County and Cochran County for taxes, from Permanent School Fund.

Rains High School Course Catalog 2024-2025



**Responsible Hardworking Students Create Adults That
Succeed!**

Rains High School
1755 W. U.S. Highway 69
Emory, TX 75440
(903) 473-2222

RHS Course Catalog 2024-2025

Rains High School Students,

We are very pleased to present the Rains High School Course Catalog. Please use it as a guide for designing a successful academic path at RHS. As you choose your classes, consider your future very purposefully. Do you plan to enter college, a technical school, serve in the Armed Forces, or move directly into a chosen career upon your graduation from Rains? You will need to be enrolled in the courses our state has mandated, but you may choose electives that will lead you to your future goals.

Rains Independent School District is committed to guiding you in making your future goals a reality. We are extremely fortunate to have the staff and course offerings that will provide you with an endorsement in the area(s) of your choosing. Additionally, as you are charting your course for your future, take a close look at our honors and dual credit offerings. Numerous pathways and honors options are available over the course of your high school career. We also strongly encourage you to become and remain an active member of our campus life. Consider one of our many clubs, organizations, and/or extracurricular activities!

We look forward to the coming school year and want it to be a positive building block for your future, and we take our partnership in your educational success very seriously. We are committed to excellence and your academic success, now and in the future!

Joli Maroney, M.Ed.
RHS Dean of Students

Jeff Akin, M.ED.
RHS Principal

ShaRee Harris, M.Ed.
RHS Counselor

Rains ISD Shared Mission

*Rains ISD provides a **safe and innovative learning environment** that nurtures a **growth mindset**, offers resources and opportunities that **maximize each student's potential**, and inspires **life-long learners** in an ever-changing world.*

RISD Vision

In the pursuit of excellence:

- *We value community **partnerships**.*
- *We encourage **communication**.*
- *We embrace **challenges**.*
- *We celebrate **growth and success**.*

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GENERAL INFORMATION

Grade Classification

A student in grades 9-12 will be advanced with their cohort based on the number of course credits earned. Students who accelerate or intend on graduating early will be reclassified as a senior upon successful completion of the appropriate number of credits.

Earned Credits	Earned Classification
6.5	Grade 10 (Sophomore)
13	Grade 11 (Junior)
20	Grade 12 (Senior)

Class Load

All students must take a full class load each semester. Options for work study will be considered upon completion of appropriate application.

Scheduling

Rains High School operates on a traditional 8-period schedule / 4 instructional days per week.

Schedule Changes

Course selections made during pre-registration are considered final. Any request for a change in course(s) after spring registration must be made in writing. Changes at the beginning of the school year will be limited due to the effect those changes have on classroom enrollment and the disruption of classroom instruction.

Testing Requirements

Students will be required to demonstrate success on the following STAAR End-of-Course (EOC) Exams to meet graduation requirements: Algebra I, Biology, English I, English II, and U.S. History.

Registration Information

- The RHS Counselor will schedule academic conferences with students and parents to ensure proper academic placement. These conferences take place late January through early February.
- After academic counseling has been completed, students will select their desired courses.
- Teachers/staff are hired (as needed) and the master schedule is set, with careful attention to class sizes. Staffing needs are dependent upon the integrity of the course selection process.
- Courses listed in this catalog are subject to student selection patterns and staffing availability, and though offered may not actually become part of the final master schedule.

ESSENTIALS FOR GRADUATION

I. ATTENDANCE

Students must comply with all local and state laws regarding attendance and awarding of credit.

II. COURSE REQUIREMENTS

For students entering the ninth grade in the fall of 2014 or later, the Foundation Plan with a selected endorsement is the default graduation plan. (Committee and parent approval after completion of 10th grade will be required for a student to graduate on the Foundation Plan.) *See Graduation Credit Requirements on p. 2

All students shall complete a minimum of:

22 units of credit to receive a high school diploma on the **Foundation High School Plan**,

or

26 units of credit to receive a diploma on the **Foundation High School Plan with an Endorsement**,

or

26 units of credit to receive a diploma on the **Foundation High School Plan with an Endorsement and Distinguished Achievement (must include Algebra II)**

III. TEST REQUIREMENTS

Students entering the ninth grade in 2011 and later must successfully complete the required measures of the State of Texas Assessments of Academic Readiness (STAAR) for high school graduation.

GRADE REPORTING

Each year is divided into two semesters. Report cards will be issued at nine-week intervals during the school year. A student may earn credit for each semester if the passing semester average is a 70 or higher. A student may earn yearly credit for courses in which the first and second semester average to a 70 or higher (for students completing first semester courses at Rains High School).

FOUR YEAR PLANS

Prior to entering high school, each student will meet with the high school counselor to develop a 4-year Personal Graduation Plan (PGP) that outlines the courses the student will take throughout high school. The PGP serves as a guide for the student and may be changed as needed from year to year.

GRADUATION CREDIT REQUIREMENTS

Course	Foundation Plan	Foundation Plan w/Endorsement	Foundation Plan w/Endorsement & Distinguished Achievement
English	4 Credits	4 Credits	4 Credits
Mathematics Algebra I & Geometry Required	3 Credits	4 Credits	4 Credits Algebra II Required
Science Biology Required	3 Credits	4 Credits	4 Credits
Social Studies World Geography, OR World History, *US History & Government/Economics Required	3 Credits	4 Credits	4 Credits
Languages other than English (LOTE)	2 Credits	2 Credits	2 Credits
Physical Education	1 Credit	1 Credit	1 Credit
Fine Arts	1 Credit	1 Credit	1 Credit
Electives *Next Step (Required Elective)	5 Credit	8 Credit	8 Credit
TOTAL Credits Required	22 Credits	26 Credits	26 Credits
Available Endorsements: STEM, Business & Industry, Public Services, Arts & Humanities, and Multidisciplinary			

CAREER AND TECHNICAL PROGRAMS- Career and Technical Education programs offer a sequence of courses that provide students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

ENDORSEMENTS- Under House Bill 5, students may graduate, not only with a high school diploma, but they may also earn an endorsement. An endorsement is a formal acknowledgement that a student has completed a program of studies in a specific discipline. A student may choose one of the

endorsement-focused plans that RHS has to offer. Each specific plan satisfies the requirement of one of the five endorsement areas:

- Business and Industry
- Public Service
- Science, Technology, Engineering and Mathematics (STEM)
- Arts and Humanities
- Multidisciplinary

Endorsements Pathways

Business & Industry

Sequence	Required Courses
Animal Science	Level 1: Principles of Agriculture, Food, & Natural Resources Level 2: Livestock Production Level 3: Advanced Animal Science Level 4: Practicum in Agriculture, Food, & Natural Resources
Applied Agricultural Engineering	Level 1: Principles of Agriculture, Food, & Natural Resources Level 2: Agriculture Mechanics and Metal Technologies Level 3: Agriculture Power Systems OR Agriculture Equipment Design & Fabrication Level 4: Practicum in Agriculture, Food, & Natural Resources
Carpentry	Grade 9: Principles of Agriculture, Food, & Natural Resources Grade 10: Construction Technology I Grade 11: Construction Technology II Grade 12: Practicum in Construction Technology
Digital Communications	Level 1: Principles of A/V Technology Level 2: Audio/Video Production I Level 3: Audio Video Production II Level 4: Practicum of Audio/Video Production
Plant Science	Level 1: Principles of Agriculture, Food, & Natural Resources Level 2: Floral Design Level 3: Advanced Floral Design Level 4: Practicum in Agriculture, Food, & Natural Resources OR Practicum in Floral Design
Marketing and Sales	Grade 9: Principles of Business, Marketing, & Finance Grade 10: Sports and Entertainment Marketing and Social Media Marketing Grade 11: Retail Management Grade 12: Practicum in Marketing

Public Services

Sequence	Required Courses
Teaching & Training	Level 1: Principles of Human Services Level 2: Human Growth and Development Level 3: Instructional Practices Level 4: Practicum in Education
Culinary Arts	Level 1: Introduction to Culinary Arts Level 2: Culinary Arts Level 3: Advanced Culinary Arts Level 4: Practicum in Culinary Arts
Cosmetology	Level 1: Introduction to Cosmetology Level 2: Cosmetology I or I w/Lab Level 3: Cosmetology II or II w/Lab Level 4: Practicum in Human Services
Healthcare Diagnostics	Level 1: Principles of Health Science Level 2: Medical Terminology Level 3: Anatomy & Physiology and/or Practicum in Health Science I (Phlebotomy) Level 4: Practicum in Health Science II and Anatomy & Physiology (if not previously taken)
Emergency Medical Technician	Level 1: Principles of Health Science Level 2: Medical Terminology Level 3: Anatomy and Physiology (Practicum in Health Science (Phlebotomy) recommended) Level 4: Emergency Medical Technician –Basic Practicum and Anatomy & Physiology (if not previously taken)

Science, Technology, Engineering, and Mathematics (STEM)

Sequence	Required Courses
Science	Level 1: Biology Level 2: Chemistry AND Physics Level 3: Advanced Science Course Level 4: Advanced Science Course
Math	Level 1: Algebra I AND Geometry Level 2: Algebra II Level 3: Advanced Math Course Level 4: Advanced Math Course Chemistry AND Physics must also be taken for STEM Math endorsement.

Arts and Humanities

Sequence	Required Courses
Fine Arts	Level 1: Art, Theater, or Band I Level 2: Art, Theater, or Band II Level 3: Art, Theater, or Band III Level 4: Art, Theater, or Band IV
Social Studies	Level 1 World Geography Level 2: World History Level 3: US History or College History Level 4: Government & Economics *An additional History course is required. (See the counselor for course options.)

***Multidisciplinary Studies**

Sequence	Required Courses
Advanced Courses	Any four advanced courses
Core Courses	Four credits in foundational subject areas and includes Chemistry and/or Physics AND English IV
Advanced Placement & Dual Credit	Four credits in any Advanced Placement & Dual Credit courses

Certifications

CTE Endorsement	Certification earned	Class to earn certification
Animal Science	Certified Vet Assistant	Livestock Prod/Adv Animal Sci
Applied Agricultural Engineering	NCCER Core Curriculum	Ag Mechanics
	NCCER Welding 1	Ag Power/Ag Fab
	Principles of Small Engine Technology	Ag Power/Ag Fab or Practicum
Carpentry	NCCER Core Curriculum	Construction Tech 1
	NCCER Carpentry, Level 1	Construction Tech 2
	OSHA 30 Hour General Industry	Principles of Ag
Digital Communication	Adobe Certified Associate (ACA)-After Effects	A/V Tech and Communication II or Practicum of A/V Tech
Plant Science	TX State Floral Assoc. Basic Skills	Floral Design
	TX State Floral Assoc. Level 1 TX State Floral Assoc. Level 2	Floral Design/Practicum
Marketing and Sales	StuKent Social Media Marketing	Practicum in Marketing
Teaching and Training	Educational Aide 1	Practicum in Education and Training
Culinary Arts	Certified Fundamentals Cook	Culinary Arts or Advanced Culinary Arts
	ServSafe Manager	Advanced Culinary Arts or Practicum in Culinary Arts
Cosmetology	Cosmetology Operator License	Practicum in Human Services
Healthcare Diagnostics	CPR, First Aid	Principles of Health Science
	Phlebotomy Tech	Practicum in Health Science I
EMT (Health Science)	Emergency Medical Technician - Basic	EMT- Basic

**Certifications are not guaranteed and are contingent upon student completion of the certification requirements, i.e., trainings and exams.*

CREDIT BY EXAM

Students may receive credit for some courses through Credit by Exam as outlined in the Student Handbook and in accordance with state and local policy. Please refer to the RHS Student Handbook and/or school board policy EHDB (LOCAL) and EHDC for more information.

ADVANCED PLACEMENT & HONORS COURSES

Advanced Placement (AP) Courses:

Why take AP courses?

AP courses are set up to prepare students for college by allowing them to study subjects they love at a more rapid pace. These courses cover more material than regular high school courses and go further in depth, allowing students to work independently to research and analyze.

How do AP courses benefit students?

Not only do AP courses help prepare for the college transition, but these classes can also help boost a student's GPA with weighted credits. In addition to this, when students take the AP exam for the course at the end of the year, they have the opportunity for colleges to accept the score, if they score high enough. If scores are accepted, it allows students to earn college credit without paying tuition for the course.

****Any student enrolled in a College Board AP course may complete the AP exam at the end of the school year.**

Honors Enrollment and Requirements:

1. Grades: Overall average of 90 or above in the previous course in the same academic area as the advanced course for which the request is being made (85 or above if the previous course was an advanced course).
2. STAAR: Achieved at least "Meets Grade Level" on the most recent state assessment in the same academic area as the advanced course for which the request is being made.
3. Teacher Approval: the teacher of record in the enrolled course will complete a review at the 3-week grade mark during the first 9 weeks of the semester. At this time, any student not being successful in the course, who may lose credit due to a failing grade point average, may be removed from the course, at the teacher's discretion and with approval from an administrator.
4. As juniors and seniors, any students enrolled in advanced courses are required to take the SAT/ACT by the 2nd semester of their junior year or at least one time in their senior year.

****Students wishing to take an honors level course will receive approval from the Dean of Students or Counselor to ensure all requirements have been met.**

Advanced courses currently offered at RHS:
(These courses will be considered honors weighted on the GPA scale)

LANGUAGE ARTS

Honors English I
Honors English II
Honors English III
Advanced Placement English IV

SCIENCE

Honors Biology
Honors Chemistry
Honors Physics
Anatomy & Physiology
Advanced Animal Science

MATHEMATICS

Honors Algebra I
Honors Geometry
Honors Algebra II
Pre-Calculus

SOCIAL STUDIES

Honors U.S. History
Honors World History
Honors World Geography

OTHER

EMT-Basic Practicum

DUAL CREDIT PROGRAM

Students may take college courses and receive dual credit through our partner schools, Texas A&M University-Commerce (TAMU-C) and Trinity Valley Community College (TVCC). All courses taken through TAMU-C are face-to-face with an instructor on campus at least two days a week, while most courses taken through TVCC are online. Students who choose to take online courses will be given an “online” and/or “study hall” class period to complete these dual credit courses. The student is responsible for all tuition fees to the partner school in which the student is enrolled. Rains ISD purchases the required textbooks for each course. Please visit the RHS Counseling Center for more information.

Dual Credit Course Sequence

There are 3 Dual Credit pathways that a student can follow while at Rains High School.

- **Dual Credit Basic**-a student takes just a few courses during their high school to transfer to their college of choice after graduation.
- **Dual Credit Core Complete**-a student can complete 42 semester hours that will transfer to any public college or university in the state of Texas.
- **Dual Credit Associates degree**-a student can complete 60+ semester hours and will receive an Associate of Arts degree, Liberal Arts major (AA), or the Associate of Arts degree, Teaching major (AAT) from TVCC.

What does it mean to be core complete?

To receive a bachelor's degree from a public university, Texas law requires that students complete a core curriculum of 42 credit hours. Each college or university identifies which of its courses fit into the core curriculum.

- Bachelor degree programs consist of two components: core curricular coursework and coursework required for major area of study.

What are the Benefits?

- If you complete the core curriculum with grades of "C" or better and transfer, **the entire core curriculum transfers and substitutes for the core curriculum you would have taken at your state college or university.**
- Many courses within the "core" also meet high school graduation requirements.
- Students can complete coursework that also may be required for bachelor's degree programs.
- Saves students/parents money on college tuition.
- Significantly reduces the amount of time required to receive a bachelor's degree.

Core Curriculum from TVCC

To see description of courses at TVCC click [here](#) or <https://coursecatalog.tvcc.edu/degrees-certificates/academic-division/core-curriculum/>

Core Curriculum: **other courses available, please see the counselor for questions.

Core Component Area	College Course Number	College Course Name	High School Course	HS Credit
Communications (6 semester hours)	ENGL 1301 & ENGL 1302	English Composition 1 English Composition 2	English 3	1
Mathematics (3 semester hours)	MATH 1314	College Algebra	Independent Study in Math	1
Life & Physical Science (8 semester hours)	BIOL 1406 BIOL 1407 OR BIOL 1408 BIOL 1409	Biology for Science Majors I Biology for Science Majors II Biology for Non-Science Majors I Biology for Non-Science Majors II	Scientific Research and Design	1
Creative Arts (3 hours)	ARTS 1301	Art Appreciation (recommended) *other courses available	Art	1
Language/Philosophy/ Culture (choose 1 course- 3 semester hours)	HUMA 1301 SPAN 2311 ENGL 2322	Introduction to Humanities Intermediate Spanish I British Literature I	Humanities 1 Spanish 3 English 4	½ 1 ½
History (6 semester hours)	HIST 1301 & HIST 1302	United States History to 1877 United States History from 1877	US History	1

Government (6 semester hours)	GOVT 2305 GOVT 2306	US Government and Constitution Texas Government and Constitution	US Government Special Topics in Social Studies	½ ½
Social/Behavioral Science (choose 1 course-3 semester hours)	ECON 2301 PSYC 2301 SOCI 1301	Principles of Macroeconomics General Psychology Introduction to Sociology	Economics Psychology Sociology	½ ½ ½
Component Area Requirement (choose 2 courses)		**See below for other suggestions or visit https://coursecatalog.tvcc.edu/degrees-certificates/academic-division/core-curriculum/		
Other course offerings for High School credit: **Speak with your counselor before taking additional courses not on the list**	BCIS 1305 ARTS 1303 SPCH 1315 MATH 2312 ENGL 2323	Business Computer Applications Art History 1 Public Speaking Pre-Calculus Math British Literature II	Bus. Information Mangt. Art 1 (required for full art credit) Communication Application Pre-Calculus English 4 (required for full Eng. credit)	1 ½ ½ 1 ½

Recommended Sequence: *courses are 3 semester course hours unless otherwise noted.

	Dual Credit- Basic	Dual Credit-Core (42 HOURS)	Dual Credit- Associates (60 HOURS)
10th grade	BCIS 1305	ARTS 1301 & ARTS 1303** SPCH 1315 GOVT 2306 EDUC/PSYC 1300	SOCI 1301# PSYC 2301# SPCH 1315 GOVT 2306
11th grade	HIST 1301 & HIST 1302 (TAMU-C COURSE) ENGL 1301 & ENGL 1302	HIST 1301 & HIST 1302 (TAMU-C COURSE) ENGL 1301 & ENGL 1302 (TAMU-C COURSE)	HIST 1301 & HIST 1302 (TAMU-C COURSE) ENGL 1301 & ENGL 1302 (TAMU-C COURSE)

	(TAMU-C COURSE) MATH 1314 (TAMU-C COURSE) MATH 2312 (TAMU-C COURSE)	BIOL 1406 (4 hours) & BIOL 1407 (4 hours) (FOR SCIENCE MAJORS) OR BIOL 1408 (4 hours) & BIOL 1409 (4 hours) (FOR NON SCIENCE MAJORS) MATH 1314 (TAMU-C COURSE) MATH 2312# (TAMU-C COURSE)	BIOL 1406 (4 hours) & BIOL 1407 (4 hours) (FOR SCIENCE MAJORS) OR BIOL 1408 (4 hours) & BIOL 1409 (4 hours) (FOR NON SCIENCE MAJORS) MATH 1314 (TAMU-C COURSE) MATH 2312# (TAMU-C COURSE)
12th grade	SPCH 1315 GOVT 2306 & GOVT 2305 ECON 2301 MATH 1314 (TAMU-C COURSE) MATH 2312 (TAMU-C COURSE)	MATH 1314 (TAMU-C COURSE) MATH 2312**# (TAMU-C COURSE) GOVT 2305 ECON 2301 ENGL 2322 & ENGL 2323**	MATH 1314 (TAMU-C COURSE) MATH 2312# (TAMU-C COURSE) GOVT 2305 ECON 2301 ENGL 2322 & ENGL 2323#
Summer school or online	HUMA 1301 OR SPAN 2311	HUMA 1301 OR SPAN 2311	HUMA 1301 OR SPAN 2311
	POSSIBLE 27 HOURS	42 HOURS + 9 HOURS ELECTIVE **COURSES ARE NOT PART OF CORE BUT REQUIRED FOR HS CREDIT	65 hours # COUNT TOWARDS ELECTIVE HOURS

Other TVCC pathways:

For additional information about other pathways click [here](https://coursecatalog.tvcc.edu/pathways/) or <https://coursecatalog.tvcc.edu/pathways/>

Pathway	Dual Credit Opportunity
Cybersecurity	ITNW 1358, ITNW 1325, ITSY 1300, ITSY 1342
Cloud Computing	ITNW 1308, ITSC 1316, BCIS 1305, ITNW 1309, ITNW 1336, ITSC 1315, ISW 1307, COSC 1336, ITNW 2327, ITNW 2329
Robotic Technology	RBTC 1241, RBTC 1243, RBTC 1245, RBTC 1305, RBTC 2239
Accounting	ACNT 1303, ACNT 1304, ACNT 1313, ITSW 1304, BCIS 1305,

	PSYC 1300, BUSG 1301, POFT 1301, ENGL 2322, ECON 2301, MATH 1332, ENGL 1301
Business Management	BCIS 1305, BUSG 1301, POFI 2301, ITSW 1304, POFT 2312, BUSG 2309, PSYC 1300, ACNT 1303, ACNT 1311, MATH 1332, POFT 1301, ECON 2301, ENGL 2322, ENGL 1301
Law Enforcement	CJSA 1322, CJSA 1312, CJCR 1307, CJSA 1348, CJSA 1342, CJSA 1327, ENGL 1301, PSYC 1300, CJSA 1317, CJSA 1313, MATH 1332, ENGL 2322, GOVT 2305/2306, CJSA 1359, POFT 2312, PSYC 2301

Dual Credit Requirements:

1. Acceptance to the college/university
2. Complete TSI Assessment (TSIA2) (limit of 3 attempts), unless exempt through ACT/SAT/EOC or Texas College Bridge
3. Approval from high school counselor and/or Dean of Students
4. Meet ALL scheduled deadlines for dual credit advising and enrollment

TSIA2 Testing

Testing or proof of testing is required for registration for academic dual credit classes. Students must meet the requirements of the Texas Success Initiative (TSIA2) for the subject(s) that correspond to the course. (ie. math course=pass math TSI). RHS is a TSIA testing site and will offer 2 FREE tests per subject (math, ELA). If an additional test is required in order to pass, the cost is \$10 (each).

Passing scores administered AFTER January 11, 2021

Mathematics	Greater than or equal to 950 OR Less than 950 PLUS a diagnostic = 6
English Language Arts	Greater than or equal to 945 AND essay greater than or equal to 5 OR Less than 945 AND essay greater than or equal to 5 AND diagnostic greater than or equal to 5.

To learn more about the TSIA2 click [here](#) or <https://accuplacer.collegeboard.org/accuplacer/pdf/tsia2-interpreting-your-scores.pdf>

Texas College Bridge

The Texas College Bridge Program is a free program for juniors and seniors that have not demonstrated college readiness in math and/or English. Students are invited to take this online, personalized college prep course. Students may work at their own pace and will be monitored by a staff member that can provide assistance, if needed. When complete, the

student will earn course credit and possibly a TSI exemption, depending on their intended college.

For more information about Texas College Bridge: <https://texascollegebridge.org/student/>

A list of participating college/universities can be found on the Texas College Bridge website:

<https://drive.google.com/file/d/1vjrmg2O4NdCfCtFtl-JSxzefto9rKsyd/view>

College Transfer Concerns: Things to Consider Regarding Credit Transfer

College Transfer Concerns: Things to Consider Regarding Credit Transfer

1. It is the student's responsibility to check with the institution they plan to transfer to, concerning the transferability of a course before they register for the course. Some private universities will not accept college credit if used for high school credit.
2. Texas public colleges and universities generally transfer courses which have common course numbers and designations. For example: ENGL 1301 is a common course that all Texas public colleges and universities carry. If a course does not carry the same number or designation at the transferring institution it may or may not transfer. The student should contact the receiving institution with concerns regarding transferability.
3. When a course transfers from one institution to another, the course may not count toward the courses needed for completion of a particular major. Transfer guides for most Texas institutions are available through the TVCC or TAMU-C advisors. The student is responsible for checking with the receiving institution regarding required courses for particular majors.
4. Private and out-of-state institutions will decide which courses will transfer individually. The student must contact the private or out-of-state institution to determine if a course will transfer.

****For any student requesting Late Arrival, they must be TSIA2 or Texas College Bridge complete in both math and English.****

COURSE DESCRIPTIONS

All courses listed in this guide will be open for students to request in the spring when choosing classes for the next school year. However, due to the number of student requests and available staffing, every course listed may not make the final schedule of classes.

ENGLISH LANGUAGE ARTS

ENGLISH I

Service ID: 03220100

Grade Level: 9

Prerequisite(s): None

Credit: 1 English Language Arts credit

English I studies include grammar and various types of literature, i.e. the novel, short story, drama, poetry. Students will read and study at least one novel per semester in class and also work to improve writing skills and oral communication. While various forms of writing may be explored, this course focuses on expository writing techniques. Preparation for the English I STAAR EOC is an integral part of this course.

Honors ENGLISH I

Grade Level: 9

Prerequisite(s): None, approval needed

Credit: 1 English Language Arts credit

This course will address the same objectives as English I, as well as prepare students for future advanced English classes. Students will be required to utilize higher-level thinking skills while studying advanced topics related to research, oral language development, literature concepts and skills, and literary appreciation. Geared to be challenging and college preparatory, the course demands substantial outside reading and study. Preparation for the English I STAAR EOC is an integral part of this course.

ENGLISH I for Speakers of Other Languages

Service ID: 03200600

Grade Level: 9

Prerequisite(s): None

Credit: 1 English Language Arts credit

ESOL I is a course for students who receive services as English Learners (EL). This course takes the place of and addresses the same objectives as English I with a focus on developing students' pre-academic language proficiency in the areas of listening, speaking, reading, and writing. Preparation for the English I STAAR EOC is an integral part of this course.

ENGLISH II

Service ID: 03220200

Grade Level: 10

Prerequisite(s): English I

Credit: 1 English Language Arts credit

English II studies involve students assimilating information, drawing conclusions, and expressing ideas in both oral and written composition for effective communication. In order to enhance composition, a sound vocabulary is stressed in readings of various prose and poetry selections from the adopted textbook and supplemental novels. Increased comprehension of figurative, literal and implied meanings is facilitated. Grammar and writing mechanics are stressed to strengthen writing skills. While various forms of writing may be explored, this course focuses on persuasive writing techniques. Preparation for the English II STAAR EOC is an integral part of this course.

Honors ENGLISH II

Grade Level: 10

Prerequisite(s): English I, approval needed

Credit: 1 English Language Arts credit

This course will address the same objectives as English II, as well as prepare students for future advanced English classes. Students will be required to utilize higher-level thinking skills while studying advanced topics related to research, oral language development, literature concepts and skills, and literary appreciation. Geared to be challenging and college preparatory, the course demands substantial outside reading and study. Preparation for the English II STAAR EOC is an integral part of this course.

ENGLISH II for Speakers of Other Languages

Service ID: 03200700

Grade Level: 10

Prerequisite(s): English I or ESOL I

Credit: 1 English Language Arts credit

ESOL II is a course for students who receive services as English Learners (EL). This course takes the place of and addresses the same objectives as English II with a focus on the continued development of students' pre-academic language proficiency in the areas of listening, speaking, reading, and writing. Preparation for the English II STAAR EOC is an integral part of this course.

ENGLISH III

Service ID: 03220300

Grade Level: 11

Prerequisite(s): English II

Credit: 1 English Language Arts credit

English III covers American Literature from the Colonial era through the present, with emphasis on analytical structure appropriate for understanding each genre, i.e. prose, poetry, short fiction, the novel, etc. This course is designed to introduce students to various American authors and literary movements. Students are presumed to have basic knowledge of English grammar, mechanics, and rhetoric, and the course focuses on refining and

expanding these skills. Emphasis will be on coherence, ideas, elaboration, and organization. While various forms of writing may be explored, this course focuses on analytical writing techniques.

Honors ENGLISH III

Grade Level: 11

Prerequisite(s): English II, approval needed

Credit: 1 English Language Arts credit

This course will address the same objectives as English III, as well as prepare students for future advanced English classes. Students will be required to utilize higher-level thinking skills while studying advanced topics related to research, oral language development, literature concepts and skills, and literary appreciation. Geared to be challenging and college preparatory, the course demands substantial outside reading and study.

ENGLISH IV/COLLEGE PREP ENGLISH LANGUAGE ARTS (TEXAS COLLEGE BRIDGE)

Service ID: 03220400/CP110100

Grade Level: 12

Prerequisite(s): English III

Credit: 1 English Language Arts credit

English IV prepares students to make personal progress in speaking, listening, reading, and writing. British literature, from its origins to the present, is a major area of study in this course. Oral discussion and written composition related to the literature enables the student to understand characters and conflicts, as well as improve upon communication skills. Literary analysis and argumentative writing are emphasized, and preparation for college English is an integral part of this course.

TEXAS COLLEGE BRIDGE is designed to help students reach the required CCMR benchmark in English and math. Each course uses PEIMS assigned course names and numbers, and upon successful completion, students can earn credit for the college prep course as well as a CCMR indicator for A-F accountability.

Advanced Placement (AP) ENGLISH Literature and Composition

Service ID: A3220200

Grade Level: 12

Prerequisite(s): English III, approval needed

Credit: 1 English Language Arts credit

The AP English Literature and Composition course is aligned with introductory, college-level literary analysis and writing. Students are engaged in various forms of writing opportunities, including reading response journals, reaction writing, timed writings, expository/argumentative writings, critical analyses, and additional creative writing. This course allows students to read a mixture of British, American, and World Literature. The readings engage students in the study of major authors, periods, genres, and themes—with a focus on drama, fiction, poetry, and prose. Students will be expected to closely read selections and examine the use of language, structure, style, and theme, as well as smaller elements like figurative language, imagery, symbolism, tone, attitude, diction, and mood and analyze how it affects a literary work.

MATHEMATICS

ALGEBRA I

Service ID: 03100500

Grade Level: 9

Prerequisite(s): None

Credit: 1 Mathematics credit

Algebra I provides students a foundation for advanced mathematics courses in high school. This course focuses on algebraic thinking and symbolic reasoning that can be used to generalize mathematical situations; the relationship between equations and functions, and function concepts; representations, tools, and technology for expressing functions; and equations and the underlying mathematical processes of Algebra. Preparation for the Algebra I STAAR EOC is an integral part of this course.

Honors ALGEBRA I

Grade Level: 9

Prerequisite(s): None, approval needed

Credit: 1 Mathematics credit

This course will address the same objectives as Algebra I, as well as prepare students for future honors classes. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of mathematical concepts that are necessary for college and career readiness. Preparation for the Algebra I STAAR EOC is an integral part of this course.

GEOMETRY

Service ID: 03100700

Grade Level: 9-10

Prerequisite(s): None

Credit: 1 Mathematics credit

Geometry provides students the opportunity to study concepts and skills involving the language of geometry (points, lines, planes and angles), reasoning and proofs (paragraph, two column, flow, indirect, and coordinate), parallel and perpendicular lines, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry, and transformations. Students will connect algebraic concepts to geometric ideals and real-world applications.

Honors GEOMETRY

Grade Level: 9-10

Prerequisite(s): None, approval needed

Credit: 1 Mathematics credit

This course will address the same objectives as Geometry, as well as prepare students for future honors classes. Students will be required to utilize higher-level thinking skills while

constructing in-depth understanding of mathematical concepts that are necessary for college and career readiness.

ALGEBRA II

Service ID: 03100600

Grade Level: 10-12

Prerequisite(s): Algebra I

Credit: 1 Mathematics credit

Algebra II allows students to build on knowledge and skills learned in Algebra I and Geometry. Students will further their study of quadratic functions, exponential functions, and systems of equations, as well as study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Connections between functions and their inverses and associated equations and solutions will be made mathematically and applied to real-world situations.

Honors ALGEBRA II

Grade Level: 10-12

Prerequisite(s): Algebra I, approval needed

Credit: 1 Mathematics credit

This course will address the same objectives as Algebra II, as well as prepare students for future advanced level courses such as Pre-Calculus and College Math. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of mathematical concepts that are necessary for college and career readiness.

ALGEBRAIC REASONING/COLLEGE PREP MATH (TEXAS COLLEGE BRIDGE)

SERVICE ID: 03102540/CP111200

Grade Level: 10-12

Prerequisite(s): Algebra I

Credit: 1 Mathematics credit

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

TEXAS COLLEGE BRIDGE is designed to help students reach the required CCMR benchmark in English and math. Each course uses PEIMS assigned course names and numbers, and upon successful completion, students can earn credit for the college prep course as well as a CCMR indicator for A-F accountability.

PRE-CALCULUS

Service ID: 03101100

Grade Level: 11-12

Prerequisite(s): Algebra I, Geometry & Algebra II

Credit: 1 Mathematics credit

In Pre-Calculus, the student will explore advanced mathematical concepts. The course will include a study of the properties and applications of circular and trigonometric functions; Cartesian and polar coordinates; vectors; conic sections; advanced properties of points, lines and planes; functions and matrices will be considered. The course will conclude with an introduction to integral and differential calculus. Logic and analytic thinking will be emphasized. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of mathematical concepts that are necessary for college level mathematics courses.

SCIENCE

BIOLOGY

Service ID: 03010200

Grade Level: 9

Prerequisite(s): None

Credit: 1 Science credit

Biology includes useful terms, vocabulary, facts, basic laws, and theories of living organisms. It also develops an understanding of the relationships of man to his environment, of one organism to another, of structures to their functions, and of biological laws and principals to their applications. Biology provides extensive individual laboratory experiences. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

Honors BIOLOGY

Grade Level: 9

Prerequisite(s): None, approval needed

Credit: 1 Science credit

This course will address the same objectives as Biology, as well as prepare students for future advanced level science courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

INTEGRATED PHYSICS AND CHEMISTRY

Service ID: 03060201

Grade Level: 9-10

Prerequisite(s): none

Credit: 1 Science credit

IPC is the foundational study of chemistry and physics concepts, which includes the study of the relationship between matter and energy, the study of actions and reactions, atomic

structure, physical laws and chemical processes. Laboratory work and demonstrations are performed in this class to improve ability to distinguish experimental facts from theoretical concepts. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

CHEMISTRY

Service ID: 03040000

Grade Level: 10-11

Prerequisite(s): Biology & Algebra I

Credit: 1 Science credit

Chemistry is an introduction to the study of the properties and changes in matter. Students will study the characteristics and classification of matter, use of the Periodic Table, development of atomic theory and structure, the mole, chemical bonding, nomenclature, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

Honors CHEMISTRY

Grade Level: 10-11

Prerequisite(s): Biology, Algebra I, approval needed

Credit: 1 Science credit

This course will address the same objectives as Chemistry, as well as prepare students for future advanced level science courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

PHYSICS

Service ID: 03050000

Grade Level: 11-12

Prerequisite(s): Algebra I

Credit: 1 Science credit

Physics is a course designed to give students the opportunity to study concepts in the area of physical science. Students will learn about the interactions of matter and energy, velocity, accelerations, force, energy, momentum, and charge. This course requires students to engage in thinking about physical relationships thoroughly, such as consequences of a physical interaction, and experimenting and interpreting the results of a physical interaction, as well as develop a basic knowledge of the structure of matter and the nature of energy. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

ANATOMY & PHYSIOLOGY

Service ID: 13020600 (1 credit)

Grade Level: 11-12

Prerequisite(s): Biology and one additional science course, approval needed

Credit: 1 Science credit

A&P is the study of the structure and function of the human body. This course is designed to prepare students for careers in the Health Science field. Students will investigate the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

ENVIRONMENTAL SYSTEMS

Service ID: 03020000

Grade Level: 11-12

Prerequisite(s): Biology & Physics or IPC

Credit: 1 Science credit

Environmental Systems is a course that extends on life and physical science topics, including factors in habitats; ecosystems and biomes; interrelationships among resources and an environment system; sources of energy through an environmental system; relationship between carrying capacity and changes in populations; and changes in environments. Students will make predictions and examine alternative solutions to environmental issues of today. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

FORENSIC SCIENCE

Service ID: 13029500 (1 credit)

Grade Level: 11-12

Prerequisite(s): Biology & Chemistry

Credit: 1 Science credit

Forensic science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures to solve crimes, as well as the history, legal aspects, and career options for forensic science. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom.

FOOD SCIENCE

Service ID: 13023000 (1 credit)

Grade Placement: 11–12 Credit:

Prerequisites: Three units of science, including Chemistry and Biology.

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration in food products, the principles underlying food processing, and the improvement of foods for the consuming public.

SOCIAL STUDIES

WORLD GEOGRAPHY STUDIES/HONORS WORLD GEOGRAPHY STUDIES

Service ID: 033201100

Grade Level: 9

Credit: 1 Science credit

Students in World Geography Studies examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region.

WORLD HISTORY STUDIES

Service ID: 03340400

Grade Level: 10

Prerequisite(s): None

Credit: 1 Social Studies credit

World History is a global study of humankind's achievements from the beginning of written records to the present. Special emphasis is given to cultural patterns that have arisen as a result of the interrelation of geographic, social, economic and political factors, specifically since the 17th century. Attention to current world affairs is provided in an attempt to understand the past in terms of present-day forces and problems.

Honors WORLD HISTORY STUDIES

Grade Level: 10

Prerequisite(s): None, approval needed

Credit: 1 Social Studies credit

This course will address the same objectives as World History Studies, as well as prepare students for future advanced level social studies courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of social studies concepts that are necessary for college and career readiness.

UNITED STATES HISTORY

Service ID: 03340100

Grade Level: 11

Prerequisite(s): None

Credit: 1 Social Studies credit

U.S. History covers the time and events between 1877 and the present. Students will study historical content involving the political, economic, and social events and issues throughout various eras including the Industrial Revolution, World War I and II, the civil rights movement, and the War on Terror. This course also delves into topics in American citizenship and culture, as well as American advancements in science and technology.

Honors UNITED STATES HISTORY

Grade Level: 11

Prerequisite(s): None, approval needed

Credit: 1 Social Studies credit

This course will address the same objectives as United States History, as well as prepare students for future advanced level social studies courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of social studies concepts that are necessary for college and career readiness.

UNITED STATES GOVERNMENT

Service ID: 03330100

Grade Level: 12

Prerequisite(s): None

Credit: ½ Social Studies credit

United States Government provides an opportunity to explore the political and governing processes, elements of political theories and governmental structures included in the social studies at previous levels. Students will study state government and local governing bodies, and the rights and responsibilities of American citizenship.

PERSONAL FINANCIAL LITERACY AND ECONOMICS

Service ID: 03380083

Grade Level: 12

Prerequisite(s): None

Credit: ½ Social Studies credit

Personal Financial Literacy and Economics is an interactive and research-based course that teaches students to analyze financial decisions that will allow them to lead secure lifestyles and understand personal financial responsibility. The ideas, concepts, knowledge, and skills gained in the course will enable students to become wise, successful, and knowledgeable consumers, savers, investors, users of credit, money managers, and to be participating members of a global workforce and society.

LANGUAGES OTHER THAN ENGLISH (LOTE)

SPANISH I

Service ID: 03440100

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Foreign Language credit

This is an introductory course to the Spanish language and the cultures of its speakers. The purpose of Spanish I is to facilitate the practical application of the language in everyday oral and written communication at the beginning novice level. Emphasis is also placed on learning basic vocabulary as a building block to oral speech, communication and grammar. Since the focus will be on basic communication skills, the class will be conducted in Spanish as much as possible.

SPANISH II

Service ID: 03440200

Grade Level: 10-12

Prerequisite(s): Spanish I

Credit: 1 Foreign Language credit

This course completes the introduction to the basic grammar of Spanish and is designed for persons with essential knowledge of Spanish. Emphasis will be on proficiency in basic communication, listening, speaking, reading and writing. Students will become more aware of the culture that speaks the language through selected readings and discussions and through active participation in selected projects.

PHYSICAL EDUCATION

Fall semester of marching band counts as a ½ credit of physical education.

FOUNDATIONS OF PERSONAL FITNESS (PE)

Service ID: PES00052

Grade Level: 9-12

Prerequisite(s): None

Credit: ½ credit per semester

Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

ATHLETICS

Service ID:

PES00000 (Athletics 1)

PES00001 (Athletics 2)

PES00002 (Athletics 3)

PES00003 (Athletics 4)

Grade Level: 9-12

Prerequisite(s): Physical examination each school year & Athletic Director approval

Credit: ½ credit per semester

Athletics involves participation in a series of competitive events throughout the year. Students may earn their physical education graduation requirement through this course. Participation in athletics develops the bodies and minds of young people to higher levels of efficiency, as well as self-confidence and a sense of personal accomplishment. Competition in athletics teaches commitment, dedication, and goal setting skills. Also, athletics will develop work ethic, physical skills, and athletic ability. The athlete will develop the ability to compete physically and mentally.

FINE ARTS

ART I

Service ID: 03500100

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Fine Arts credit

Art I is a course designed to give beginner level art students experience in basic techniques in drawing, painting, design, and sculpture, as well as a foundational understanding of terminology. Students explore a variety of art media in this foundational course that emphasizes the elements of art.

ART II

Service ID: 03500200

Grade Level: 10-12

Prerequisite(s): Art I

Credit: 1 Fine Arts credit

Art II is a continuation of various art processes, procedures, and experiences acquired in Art I. Students explore the principles of design in order to strengthen technical and creative skills in art.

ART III

Service ID: 03500300

Grade Level: 11-12

Prerequisite(s): Art II

Credit: 1 Fine Arts credit

Art III is a continuation of various art processes, procedures, and experiences acquired in both Art I and Art II. Students use their knowledge while exploring new ideas and concepts to strengthen their work and creative imagination. Students will begin in creating a working portfolio, demonstrating a more in-depth study and concentration in their areas of interest.

ART IV

Service ID: 03500400

Grade Level: 12

Prerequisite(s): Art III

Credit: 1 Fine Arts credit

This program allows the advanced student to have concentrated experiences in areas of special interest. This course is primarily designed for those students interested in art as a career, support for related fields, or personal satisfaction. Students create a working portfolio based on their special interest in art media and subject matter.

BAND I-IV

Service ID:

03150100 (Band 1)

03150200 (Band 2)

03150300 (Band 3)

03150400 (Band 4)

Grade Level: 9-12

Prerequisite(s): 2 years of JH Band and/or Band Director approval

Credit: 1 Fine Arts credit (each level) and/or ½ PE credit for fall semester

This course will consist of marching band in the fall semester and concert band in the spring semester. Students taking band will be required to attend extra rehearsals in preparation for the various activities and contests they will be entering. Much of their grade will be dependent on their participation. Varsity football players and cheerleaders who wish to take band may do so and marching status will be reviewed on a case by case basis. However, junior varsity members who wish to do both will still be required to march. After school rehearsals will be worked out with the director. Students taking band during the fall semester will be given physical education credit. Two semesters of marching band will satisfy the physical education requirement.

INSTRUMENTAL ENSEMBLE I-IV

Service ID:

03151700 (Instrumental Ensemble I)

03151800 (Instrumental Ensemble II)

03151900 (Instrumental Ensemble III)

03152000 (Instrumental Ensemble IV)

Grade Level: 9-12

Prerequisite(s): None; Co-requisite: Band

Credit: 1 Fine Arts credit (each level)

This is an upper-level project driven class which explores and expands a student's knowledge and experiences in instrumental music. Students will develop instrumental technique, music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-

quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies.

THEATRE ARTS I

Service ID: 03250100

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Fine Arts credit

In Theatre I, students are introduced to the basic concepts and experiences of theater. Students will learn individual and group acting skills and will be introduced to the primary elements of live theater and drama: improvisation, pantomime, theater terms, theater history, diction, vocal production, dramatic structure, technical design, and much more.

THEATRE ARTS II

Service ID: 03250200

Grade Level: 9-12

Prerequisite(s): Theatre Arts I

Credit: 1 Fine Arts credit

In Theatre II, students learn even more about the concepts and experiences of theater. In addition to exploring improvisation, theater history, dramatic structure, diction, and many of the other concepts to which students were introduced in Theatre Arts I, students spend much time focusing on Acting Theory, exploring the history of acting styles and practicing both traditional and modern techniques geared toward developing their acting ability.

THEATRE ARTS III, IV

Service ID:

03250300

03250400

Grade Level: 9-12

Prerequisite(s): Theatre Arts II or Theater Arts III

Credit: 1 Fine Arts credit (each level)

In Theatre Arts III and IV, students will further explore individual and group acting skills. Students will learn even more about dramatic structure, diction, script analysis, and other theatrical concepts and skills as they explore acting styles, technical design, and actual direction and production in an advanced and practical setting. Students will be given the opportunity to develop and enhance their acting skills so that they can be well-prepared for collegiate or professional study.

ELECTIVES-AGRICULTURE & CONSTRUCTION

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

Service ID: 13000200 (1 credit)

Grade Level: 8-12

Prerequisite(s): None

Credit: 1 Elective credit

Principles of Ag is a basic course designed to provide an introduction to global agriculture. The course includes agricultural units in agricultural career development, leadership, communications, personal finance, and mechanized agriculture. Students will develop a basic agricultural comprehension in agricultural science. The course includes soils, plants, animals, agricultural construction, food science, supervised agricultural experience programs, and leadership.

LIVESTOCK PRODUCTION

Service ID:

13000300 (1 credit)

13000310 (2 credits)

Grade Level: 10-12

Prerequisite(s): Principles of Ag, Food, and Natural Resources

Credit: 1 Elective credit

This course is designed to develop knowledge and skills pertaining to the nutrition, reproduction, health, and management of domestic animals. Students will develop an understanding of topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

ADVANCED ANIMAL SCIENCE

Service ID: 13000700 (1 credit)

Grade Level: 11-12

Prerequisite(s): Biology, Chemistry or IPC, Algebra I, Geometry, & Livestock Production

Credit: 1 Elective or additional Science credit

Advanced Animal Science is a course designed to develop knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of animals. Students will explore the relationships amongst human, scientific, and technological aspects of livestock production. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

FLORAL DESIGN

Service ID:

13001800 (1 credit)

Grade Level: 9-12

Prerequisite(s): Principles of Ag, Food, and Natural Resources

Credit: 1 Elective or Fine Arts credit (2 Elective Credits if taken w/Lab)

In this course students will be trained on careers in floral design. Students will attain academic skills and knowledge as well as technical knowledge and skills related to

horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

ADVANCED FLORAL DESIGN

Service ID: N1300270 (1 credit)

Grade Level: 11-12

Prerequisite: Floral Design/Lab

Credit: 1 Elective Credit

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES

Service ID:

13002200 (1 credit)

13002210 (2 credits)

Grade Level: 10-12

Prerequisite(s): Principles of Ag, Food, and Natural Resources

Credit: 1 Elective credit

This course is designed to develop skills in selection, operation, and maintenance of small air-cooled engines, multi-cylinder engines, hydraulic motors, electric motors, and agricultural machinery and tractors. Students will develop skills in the maintenance, evaluation, design, and building of agricultural structures using approved construction techniques.

AGRICULTURAL EQUIPMENT DESIGN AND FABRICATION

Service ID:

13002350 (1 credit)

Grade Level: 11-12

Prerequisite(s): Ag Mechanics and Metal Technologies

Credit: 1 Elective credit

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. Students will attain knowledge and skills related to agricultural structures design and fabrication.

AGRICULTURAL POWER SYSTEMS

Service ID:

13002400 (2 credits)

Grade Level: 11-12

Prerequisite(s): Agriculture Mechanics and Metal Technologies

Credit: 2 Elective credits

This course is a comprehensive pre-employment laboratory-oriented course designed to develop skills in the maintenance, repair, and recondition of agricultural vehicles and machinery. The course emphasizes basic principles of operation, while including modern, high-tech components, systems monitors, on-board computers, etc.

PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES

Service ID:

13002500 (2 credits)

13002505 (3 credits)

13002510 (2 credits)

13002515 (3 credits)

Grade Level: 11-12

Prerequisite(s): Must have completed 2-3 courses in any Ag/Food/NatRes coherent sequence

Credit: 2 Elective credits

This course is a work-site learning course designed to provide training in specific agribusiness careers. Classroom learning and work-site learning provide career and related training by alternating group and individual instruction in the classroom with the work-site training experiences at an approved agribusiness training station in the local community. *Students must enter this course within the first 7 days of school.*

PRINCIPLES OF CONSTRUCTION

Service ID: 13004220 (1 credit)

Grade Level: 9-12

Prerequisite: None

Credit: 1 elective credit

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

CONSTRUCTION TECHNOLOGY I

Service ID: 13005100 (2 credits)

Grade Level 10-12

Prerequisite(s): Principles of Ag, Food, and Natural Resources

Credit: 2 Elective credits

Construction Tech I is an exploratory course which addresses the utilization of construction for residential and civil structures. Students study and use common construction tools, machines, materials, and processes. Experiences in planning and controlling construction systems and projects allow students to explore the organizational structures and management strategies in construction.

CONSTRUCTION TECHNOLOGY II

Service ID: 13005200 (2 credits)

Grade Level 11-12

Prerequisite(s): Construction Technology I

Credit: 2 Elective credits

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

PRACTICUM IN CONSTRUCTION TECHNOLOGY

Service ID:

13005250 (2 credits)

13005255 (3 credits)

13005260 (2 credits)

13005265 (3 credits)

Grade Level: 12

Prerequisite: Construction Technology II

Credit: 2 Elective credits

In Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

ELECTIVES-COMMUNICATIONS

PRINCIPLES OF AUDIO AND VIDEO TECHNOLOGY

SERVICE ID: 13008200 (1 credit)

Grade Level: 9

Prerequisite: None

Credit: 1 Elective credit

The goal of this course is for the student to understand arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

AUDIO AND VIDEO PRODUCTION I

Service ID:

13008500 (1 credit)

13008510 (2 credits)

Grade Level: 10-12

Prerequisite(s): None

Credit: 1 Elective credit

This course will explore the Audio and Video production industry and its post-secondary educational and career opportunities. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student led productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects.

AUDIO AND VIDEO PRODUCTION II

Service ID:

13008600 (1 credit)

13008610 (2 credits)

Grade Level: 10-12

Prerequisite: Audio and Video Production I

Credit: 1 Elective Credit

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.

PRACTICUM OF AUDIO AND VIDEO PRODUCTION

Service ID:

13008700 (2 credits)

13008705 (3 credits)

13008710 (2 credits)

13008715 (3 credits)

Grade Level: 11-12

Prerequisite: Audio and Video Production II

Credit: 2 Elective Credits

Building upon the concepts taught in Audio/Video Production II and its co-requisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

ELECTIVES-FOOD SERVICES

INTRO TO CULINARY ARTS

Service ID: 13022550 (1 credit)

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective credit

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Students will develop basic food production skills, industry management skills, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry.

CULINARY ARTS

Service ID: 13022600 (2 credits)

Grade Level: 10-12

Prerequisite(s): Intro to Culinary Arts

Credit: 2 Elective credits

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students will develop advanced skills in reading, writing, mathematics, and science for the food service industry, as well as principles in time management, decision making, effective communication, and prioritizing. In addition, students will be expected to use technology and computer applications to manage food service operations.

ADVANCED CULINARY ARTS

Service ID: 13022650 (2 credits)

Grade Level: 11-12

Prerequisite(s): Culinary Arts

Credit: 2 Elective credits

This course provides students with advanced level skills in the areas of foodservice and hospitality. Students will apply the knowledge and skills developed in Culinary Arts while planning, costing, preparing, and serving meals through project-based learning. Upon completion of this course, students will be prepared for entry-level positions in the food industry.

PRACTICUM IN CULINARY ARTS

Service ID:

13022700 (2 credits)

13022705 (3 credits)

13022710 (2 credits)

13022715 (3 credits)

Grade Level: 12

Prerequisite: Advanced Culinary Arts

Credit: 2 Elective Credits

Extended Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Extended Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions, with the goal of further enhancing the knowledge, skills, and industry-based experiences that students receive through workplace application.

ELECTIVES-FINANCIAL SERVICES

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE

Service ID: 13011200

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective credit

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

SPORTS AND ENTERTAINMENT MARKETING

Service ID: 13034600

Grade Level: 10-12

Prerequisite(s): None

Credit: 1/2 Elective credit

Sports and Entertainment Marketing is a course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events.

The course also supports career development skills and explores career options. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course.

SOCIAL MEDIA MARKETING

Service ID: 13034650

Grade Level: 10-12

Prerequisite(s): None

Credit: 1/2 Elective credit

Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

Retail Management

Service ID: N1303420

Grade Level(s): 10-12

Prerequisite(s): Principles of Business (recommended)

Credit: 1.0

Retail management focuses on the distribution and selling of products to consumers using various vending points such as chain stores, department stores, stand-alone stores, and various online markets. The course highlights the everyday mechanisms necessary to operate a successful retail establishment. The student is taught to evaluate methods for promoting merchandise, supervising employees, handling customer needs, and maintaining inventories.

Practicum in Business Management

Service ID:

13012200 (2 credits)

13012205 (3 credits)

Grade Level: 11-12

Prerequisite(s): None

Credit: 2 or 3 Elective credits

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the

workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

ELECTIVES-HUMAN SERVICES & EDUCATION

PRINCIPLES OF HUMAN SERVICES

Service ID: 13024200 (1 credit)

Grade Level: 9-10

Prerequisite(s): None

Credit: 1 Elective credit

This course is designed to address a broad range of knowledge and skills related to personal development and management, promotion of strong families, and preparation for adult roles. Content includes a focus on interpersonal skills; decision-making; promotion of family strengths and well-being; developing positive relationships with peers; child development and care; and clothing selection and maintenance. Other studies address nutrition and dietary practices; food selection and preparation; budgeting and consumer-buying practices; and management of family housing needs. Influences of societal and technological changes, career options, and the management of multiple family, community, and wage earner roles are included.

HUMAN GROWTH AND DEVELOPMENT

Service ID: 13014300 (1 credit)

Grade Level: 10-12

Prerequisite(s): Principles of Human Services

Credit: 1 Elective credit

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is an introductory course in developmental psychology or human development.

INSTRUCTIONAL PRACTICES

Service ID: 13014400 (2 credits)

Grade Level: 11-12

Prerequisite(s): Human Growth and Development

Credit: 2 Elective credits

Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary, middle school,

and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

PRACTICUM IN EDUCATION

Service ID:

13014500 (2 credits)

13014505 (3 credits)

13014510 (2 credits)

13014515 (3 credits)

Grade Level: 12

Prerequisite(s): Instructional Practices

Credit: 2 Elective credits

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students.

INTRODUCTION TO COSMETOLOGY

Service ID: 13025100

Grade Level: 9-12

Prerequisite(s): None; Co-requisite: Principles of Human Services

Credits: 1 Elective credit

Students will explore such areas as hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring and facial makeup. The students will develop dexterity, a sense of style lines and an eye for color tones. Upon completion of this course, the student will have a better understanding of the art and science of beauty care. Students may begin to earn hours toward state licensing requirements.

COSMETOLOGY I

Service ID:

Cos I- 13025200 (2 credits)

Cos Lab I- 13025210 (3 credit)

Grade Level: 10-12

Prerequisite(s): Intro to Cosmetology

Credits: 2-3 Elective credits

Cosmetology services include the knowledge and application of the principles and practice of the treatment of hair, skin, and nails in accordance with licensing requirements. Students will learn the function and application of the tools, equipment, technologies, and materials used in cosmetology. Students will earn hours toward state licensing requirements.

COSMETOLOGY II

Service ID:**Cos II- 13025300****Cos Lab- 13025310**

Grade Level: 11-12

Prerequisite(s): Cosmetology I or Cosmetology I w/Lab

Credits: 2-3 Elective credits

Cosmetology Services II includes the application of knowledge learned in the prerequisite courses including the principles and practice of the treatment of hair, skin, and nails in accordance with licensing requirements. Students will practice the function and application of the tools, equipment, technologies, and materials used in cosmetology. Students will earn hours toward state licensing requirements.

PRACTICUM IN HUMAN SERVICES**Service ID: 13025000 (First Time Taken)****13025010 (Second Time Taken)**

Grade Level: 12

Prerequisite(s): Must have completed 2-3 courses in any Public Services coherent sequence

Credit: 2 Elective credits

Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

ELECTIVES-HEALTH SCIENCES**PRINCIPLES OF HEALTH SCIENCE****Service ID: 13020200 (1 credit)**

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective Credit

Principles of Health Science provides an overview of career exploration through systems of the healthcare industry. The course focuses on ethics, leadership, cultural diversity, communication skills and an introduction to medical math and research, with an emphasis on past and current healthcare trends. Students will also be introduced to new topics specific to the healthcare industry to expand upon previous knowledge. Key topics include: public health, community education, nutrition, health and wellness across life stages and infection control. Students must demonstrate competency in medical skills as well as master medical

terminology. This course will help prepare students for the transition into clinical or work-based experiences.

MEDICAL TERMINOLOGY

Service ID: 13020300 (1 credit)

Grade Level: 10-11

Prerequisite(s): Biology

Credit: 1 Elective credit

A course designed to develop a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

EMERGENCY MEDICAL TECHNICIAN- BASIC

13020510 (2 credits)

13020515 (3 credits)

Grade Level:12

Prerequisite: Biology and A&P (A&P can be taken with EMT-Basic)

Credit: 2 Elective credits

(EMT)—Basic instructs students to meet and exceed standard knowledge needed to be a valid Emergency Medical Technician. The curriculum includes skills necessary for a student to provide entry level emergency medical care, life support, and ambulance service. The EMT—Basic course is an introductory course to concepts, knowledge, and skills needed by EMTs in the areas of communications, transportation, and recordkeeping. Students interested in working in public safety, including fire, police, and ambulance operators will be capable of performing the job expectations of an EMT safely and effectively after the completion of this course. This course ties into the Law, Public Safety, Corrections, and Security Career Cluster.

PRACTICUM IN HEALTH SCIENCE

Service ID:

13020500 (2 credits)

13020505 (3 credits)

Grade Level: 11-12

Prerequisite(s): Health Science Theory and Biology

Credit: 2 Elective credits

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions. **This course may require the student to travel to an off-site location.**

ELECTIVES-COLLEGE & CAREER READINESS

NEXT STEP

Service ID: N1270153

Grade Level: 12

Prerequisite(s): None

Credit: 1 Elective credit *REQUIRED for Class of 2024 and beyond*

This course provides students with the opportunity to explore a multitude of options for post-secondary life (college, career, and military). Students will obtain knowledge of the skills needed for employment and how to obtain those skills, as well as how to adapt to life beyond high school. Employability skills that are necessary to be productive in any career will be developed. This course will guide students to making the best post-secondary choice for them based on investigative measures and skill development activities. This course is a local graduation requirement for all students entering their 9th grade year in 2020.

CAREER PREPARATION I-II (Work Program)

Service ID:

12701300 (CAREERP1) 2 credits

12701305 (EXCAREE1) 3 credits

12701400 (CAREERP2) 2 credits

12701405 (EXCAREE2) 3 credits

Grade Level: 11-12

Prerequisite(s): Must have completed 2-3 courses in a CTE coherent sequence

Credit: 2 Elective credits (each level)

Career Preparation I and II provide opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. *Students must enter this course within the first 7 days of school.*

****To qualify for the Work Program, a student must be in good standing on attendance, class credits, EOC requirements (relevant for grade level), and must complete one course from Texas College Bridge (Math or English) OR pass one portion of TSIA (Math or English).**

SPECIAL COURSE OFFERINGS

ATHLETIC TRAINER

Service ID: N1302104

Grade Level: 9-12

Prerequisite: None

Credit: local credit

Students will gain an understanding of body mechanics, physiological functions of muscles and movements, and the psychological impact of sports and athletic performance while actively assisting during athletic activities and/or events. A student must go through an application process with Instructor approval.

DOLLARS AND SENSE

Service ID: 13024300

Grade level 9-12

Prerequisite: none

Credit .5

Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers.

LIFETIME NUTRITION AND WELLNESS

Service ID: 79722700

Grade Level: 10-12

Prerequisite(s): Principles of Human Services (Recommended)

Credit: ½ Elective credit

This laboratory course addresses nutrition, food choices, and food management. Instruction includes food habits and wellness, menu planning, food costs and budgeting, consumer buying strategies, food safety and sanitation, and careers relating to the food industry, hospitality, human or health services. Supply and materials fee required.

INTERPERSONAL STUDIES

Service ID: 13024400

Grade Level: 10-12

Prerequisite(s): Principles of Human Services

Credit: ½ Elective credit

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Family and Community Services

Service ID: 13024900

Grade Level: 10-12

Prerequisite(s): None

Credit: 1 Elective credit

Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

DIGITAL DESIGN AND MEDIA PRODUCTION (YEARBOOK/NEWSPAPER)

Service ID: 03580400

Grade Level: 9-12

Prerequisite(s): None
Credit: 1 Elective credit

In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

COURSE GUIDE AMENDMENTS 24-25 (2/12/24)

P. 5 REMOVE “OR” IN SOCIAL STUDIES BLOCK

FOUNDATION PLAN W/ ENDORSEMENT **4** CREDITS

FOUNDATION PLAN W/ ENDORSEMENT & DISTINGUISHED
ACHIEVEMENT **4** CREDITS

P. 7 DELETED ENDORSEMENT PATHWAY: BARBERING

P. 8 ADD WORLD GEOGRAPHY TO LEVEL 1

DELETE LEVEL 1 W HISTORY

P. 11 DELETE AP BIOLOGY, AP ENVIRONMENTAL SCIENCE, AP
PSYCHOLOGY, AP CALCULAS, AP STATISTICS, HONORS SPANISH 3
AND 4.

P. 19 ADD COLLEGE PREP (COLLEGE BRIDGE) ELA TO ENGLISH IV

P. 21 DELETE MATH MODELS ADD ALGEBRAIC REASONING AND
COLLEGE PREP (COLLEGE BRIDGE) MATH

DELETE STATISTICS

P. 22 DELETE AP CALCULAS AB

P. 23 DELETE PRINCIPLES OF TECHNOLOGY

P. 24 DELETE HONORS PHYSICS

P. 25 ADD FOOD SCIENCE

ADD WORLD GEOGRAPHY/ HONORS W GEOGRAPHY

P. 27-28 DELETE SPANISH III/ IV

P. 30 DELETE MUSIC APPRECIATION

P. 38 DELETE FINANCIAL MATH

P. 44 DELETE FUNDAMENTALS OF COMPUTER SCIENCE

P. 45 DELETE MAPS ADD DOLLARS AND SENSE

P. 46-47 DELETE NEWSPAPER/YEARBOOK 2-4 RENAME DIGITAL
DESIGN AND MEDIA PRODUCTION

Rains ISD			
23-24 Budget Review & Forecast			
as of January 31, 2024			
REVENUE			<u>\$19,510,552.00</u>
State Revenue	<i>ADA</i>	<i>WADA</i>	
Budgeted	1,593.91	2,381.17	
Current	1,630.00	2,406.00	
Variance	36.09	24.83	
	<i>FSP</i>	<i>ASF</i>	
Budgeted	\$9,250,000.00	\$660,000.00	
Estimated	\$8,750,000.00	\$660,000.00	
Variance	-\$500,000.00	\$0.00	<u>-\$500,000.00</u>
	<i>Budget</i>	<i>Projected</i>	
Local Revenue (Property Tax)	\$6,519,000.00	\$7,019,000.00	<u>\$500,000.00</u>
SHARS Cost Report Settlement (under appeal)			<u>-\$175,000.00</u>
PROJECTED REVENUE			<u>\$19,335,552.00</u>
EXPENDITURE			<u>\$19,510,328.00</u>
<u>Adjustments</u>			
Personnel Changes			<u>\$90,972.73</u>
Superintendent Agreement			<u>\$226,200.00</u>
PROJECTED EXPENDITURES			<u>\$19,827,500.73</u>
FUND BALANCE			
Beginning Fund Balance (as of 8/31/2023)			<u>\$3,486,796.00</u>
Change in Fund Balance (NET Revenue / Expense 23-24)			<u>-\$491,948.73</u>
Ending Fund Balance (projected as of 8/31/2024)			<u>\$2,994,847.27</u>
State Min. FB (2m operating expenses)		\$3,304,583.46	
State Rec. FB (3m operating expenses)		\$4,956,875.18	

**RESOLUTION OF THE BOARD OF TRUSTEES OF
RAINS INDEPENDENT SCHOOL DISTRICT**

**REGARDING EMPLOYEE PAY DURING CLOSURES AND
SHORTENED DAYS**

WHEREAS, inclement weather conditions across Texas resulted in freezing temperatures, sleet, and ice the school district dismissed classes on January 16, 2024 and had a shortened day on January 17, 2024; and

WHEREAS, the City of Emory issued a boil water notice effective January 17-22, 2024, the school district dismissed classes on January 18, 2024 and had a shortened day on January 22, 2024; and

WHEREAS, while schools remained closed during these events, some employees of the District continued to work to protect District property and preserve District operations, while others were without work although they were ready, willing, and able to return to work; and

WHEREAS, the Board finds that there is a public purpose served, and a benefit to Rains ISD, for the District to: (1) demonstrate support of its employees, (2) enhance employee morale, and support the retention of employees, by paying employees for the days that Rains ISD was closed during these weather closures and shortened days; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Rains Independent School District as follows:

1. All the above-referenced recitals are incorporated into and made a part of this Resolution.
2. There is a public purpose served, and a benefit to Rains ISD for the District to authorize the Superintendent of Schools to compensate school district employees who remained ready, willing, and able to work during January 16-18, 2024, and January 22, 2024, but who were prohibited from working due to these incidents.
3. The Board authorizes the Superintendent of Schools to compensate employees for hours/days missed for January 16-18, 2024, and January 22, 2024.

PASSED AND ADOPTED, this the 12th day of February 2024, by the Board of Trustees of Rains Independent School District.

Philip D. Alexander
President, Board of Trustees

Date

Heath Sisk
Secretary, Board of Trustees

Date

Rains ISD Semester 1 Grade Report

School Year: 23-24

	Fall 2023 Enrollment	A Honor Roll			AB Honor Roll			Students Failing One or More Classes		
Grade Level	Total Students	21-22 A Honor Roll	22-23 A Honor Roll	23-24 A Honor Roll	21-22 AB Honor Roll	22-23 AB Honor Roll	23-24 AB Honor Roll	21-22 Failure	22-23 Failure	23-24 Failure
1	125	25%	25%	34%	29%	32%	34%	27%	14%	17%
2	113	27%	32%	25%	42%	40%	35%	1%	0%	9%
3	120	20%	29%	13%	64%	64%	58%	1%	0%	6%
4	139	9%	18%	22%	48%	57%	42%	1%	0%	1%
5	122	7%	18%	34%	40%	55%	37%	8%	0%	1%
6	143	8%	15%	15%	36%	38%	43%	5%	1%	6%
7	133	17%	10%	11%	33%	44%	34%	9%	5%	15%
8	144	18%	13%	7%	36%	42%	21%	6%	3%	26%
9	150	14%	10%	15%	30%	31%	33%	17%	24%	30%
10	140	11%	31%	13%	24%	30%	27%	13%	17%	21%
11	107	18%	25%	16%	28%	35%	35%	8%	9%	19%
12	104	25%	26%	30%	32%	40%	35%	12%	0.09%	10%

End of Semester 1: December 21, 2023



ESSER III

Use of Funds Plan

Rains I.S.D.

2021-2024

Board Approved July 12, 2021
Revised January 10, 2022
Revised February 8, 2022
Board Approved February 14, 2022
Board Approved September 12, 2022
Board Approved February 13, 2023

Introduction:

The intent and purpose of the ARP Act of 2021, ESSER III funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

The Grant is Available for the following School Year Dates:

- March 13, 2020 (preward) - 2023-2024, including summer 2024 (carryover period)

Rains ISD Can Use Funds on:

Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Education Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).
Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).
Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).
Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).
Any activity authorized by subtitle B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).
Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious disease.
Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.
Addressing the academic impact of lost instructional times among an LEA's students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including by --- a. Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. b. Implementing evidence-based activities to meet the comprehensive needs of students. c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. d. Tracking student attendance and improving student engagement in distance education.
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.

Rains ISD Planning and Needs Assessment Process:

- Stakeholder surveys: district level, campus level, parents, students, community
 - Sent directly to district contacts and posted on www.rainsisd.org
- District leadership team input
- School board input
- Ongoing data collection throughout the COVID-19 pandemic including, but not limited to, instructional, mental health, and local health data

Rains ISD Priorities:

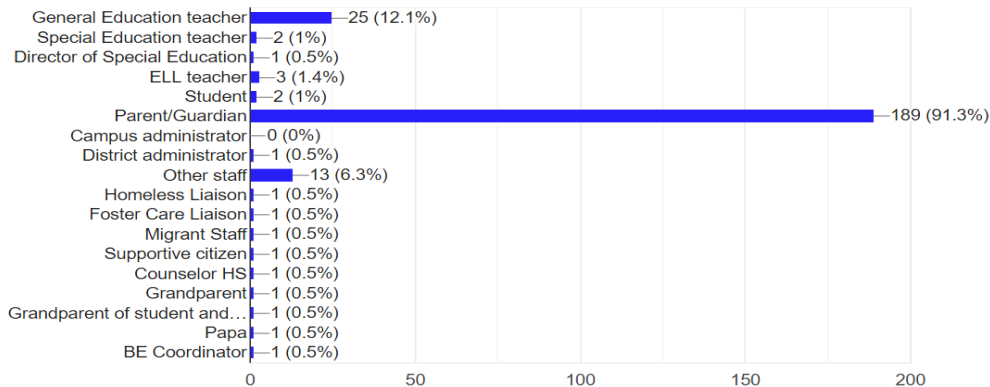
- Needs serving the largest number of students and staff
- Needs focused on identified student groups (economically disadvantaged, English Learners, at-risk, homeless, those in foster care, etc.)
- Consulted with the local school board to prioritize needs.
- Focused on needs of identified Economically Disadvantaged or Socioeconomically Disadvantaged data.
- Wellness needs
- Instructional Continuity needs
- School operational needs
- Professional development and training needs to facilitate transition to remote/online/virtual

Summary of Stakeholder Input:

Rains ISD met with the DEIC committee on May 19, 2021. This meeting was open to the public and was posted in the paper, social media, and the Rains ISD website. We also zoomed in those who wanted to join but could not make it in person. The purpose and intent of the ESSER III funds were discussed and a Q & A took place after. Suggestions were given from board members, Director of Special Education, Liaison for Homeless and Foster Care, and community members. These ideas were discussed as allowable and unallowable. As the meeting went on, we formulated a survey with the suggestions given and put it out to the stakeholders. They were given two weeks to complete the survey with reminders sent out on all outlets of communication every couple of days. Staff, students, parents, and all community members were able to select their top three ideas and then prioritize them in the survey. This survey is below. The data was taken and used to pick out the needs that would meet the largest number of students and staff. We did not mitigate funds for Covid-19 prevention because that was being addressed in local funds. Below is the summary of the survey results that influenced the use of funds for ESSER III.

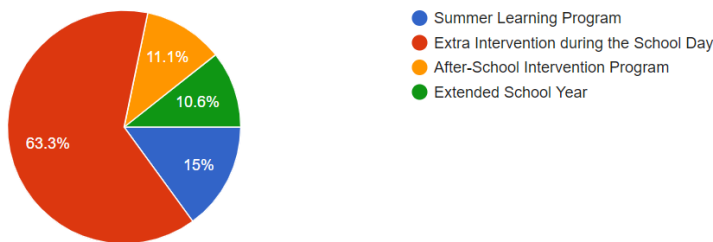
Survey Results

207 responses



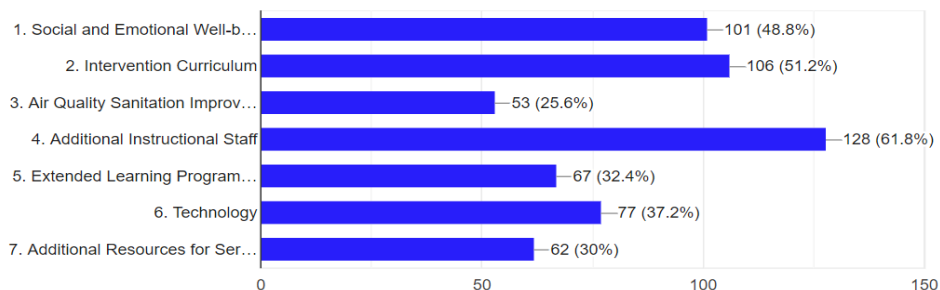
2. In order to address learning loss due to the COVID-19 pandemic, which of the following allowable activities would be most beneficial?

207 responses



4. What do you believe are the highest priority needs for the next school year? (Please pick your top 3)

207 responses



Rains ISD Allocation Amount:

Initial Allocation (two-thirds)*	Remaining Allocation (one-third)**	Total Allocation Amount
2,214,393	1,107,197	3,321,590

*At this time USDE (United States Department of Education) has only released $\frac{2}{3}$ of the state's allocation to TEA (Texas Education Agency)

**USDE expects to release the remaining $\frac{1}{3}$ of the state's allocation later this spring after an application process is completed by the state and reviewed by USDE

Local education agencies (LEA) must expend a minimum of 20% of their grants funds for learning loss mitigation, including after school, summer school, extended day/year programs, targeted to students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migrant students. For Rains ISD, this is a minimum of **\$660,000**.

****USDE ESSER Reporting : Tutoring was added to the school day to implement targeted support for the students who are failing or were not successful on a state assessment. Additional teaching positions were added based on class size and academic areas in need. This is coordinated with other additional staffing, instructional coaches, who maintain the data and focus points that affect each student. Data is continuously gathered with the testing software we purchased with this grant and used to influence the intervention times before, during, and after school. We use the adopted curriculum that was purchased during the intervention time to help close the gaps. Each piece that we purchased or salary position that was added is all connected with the purpose to close the gaps for our students and reach at least a year's worth of growth for all students.**

Rains ISD Proposed Summary of Expenditures that Meet the Minimum 20% Criteria:

Allowable Activities Include:	How RISD Plans to Use:	Estimated Total:
1. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Administering and using high-quality assessments	Implementation of 4 Instructional Coaches. One per campus to enhance curriculum and develop high-quality assessments to monitor student progress.	720,000
3. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.	Two site coordinators to assist with mental health and other supports at the primary and secondary level Specifically low-income students, SQD, English learners, racial and ethnic minorities, students experiencing homelessness, and children in Foster Care.	70,000
4. Addressing the academic impact of lost instructional time among an LEA's students, including low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care. This includes: - Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. - Implementing evidence-based activities to meet the comprehensive needs of students - Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment - Tracking student attendance and improving student engagement in distance education	Instructional materials - Math Intervention Curriculum for primary and secondary levels - Training for new intervention curriculum - Progress Monitoring software for student gaps	197,172

Rains ISD Proposed Summary of Expenditures that Meet other Criteria:

Allowable Activities Include:	How RISD Plans to Use:	Estimated Total:
20. Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA. • Allowable costs with ESSA	1. RISD employee salary retention 2. Retention Incentive	757,393

Resolution of the Board to Employ or Accept as Volunteers Chaplains

WHEREAS, Section 23.001 of the Texas Education Code permits the district to employ or accept as a volunteer a chaplain to provide support, services, and programs for students as assigned by the Board;

WHEREAS, Senate Bill 763, passed by the 88th Texas Legislature, requires each school board to take a **record vote** between September 1, 2023, and March 1, 2024, on whether to adopt a policy authorizing a campus of the district to employ or accept as a volunteer a chaplain under Education Code Chapter 23;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Rains Independent School District hereby:

[**Option 1**: Use this option if your district will formally permit chaplains to serve these functions in the district.]

_____ **Permits a district campus to employ or accept as a volunteer a chaplain to provide support, services, and programs for students and adopts the following addition to DP(LOCAL):**

School Chaplains	In accordance with law, the Board authorizes a campus to employ or accept as a volunteer a chaplain. [See DC and GKG]
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[**Option 2**: Use this option if your district already permits the services and supports of chaplains under existing policy.]

_____ **Affirms the practice of a district campus permitting a chaplain to provide support, services, and programs for students in accordance with the district's existing GKG(LOCAL) policy.**

[**Option 3**: Use this option if your district will not permit chaplains to serve these functions in the district.]

_____ **Does not permit a district campus to employ or accept as a volunteer a chaplain to provide support, services, and programs for students at this time.**

ADOPTED THIS THE 12th day of February 2024, by the Rains ISD Board of Trustees.

Philip D. Alexander, President
Rains ISD Board of Trustees

ATTEST:

Heath Sisk, Secretary
Rains ISD Board of Trustees

COMMUNITY RELATIONS
SCHOOL VOLUNTEER PROGRAM

GKG
(LOCAL)

The District shall use volunteers to provide assistance in areas that:

1. Support and enhance teaching and learning;
2. Support the welfare of the students and/or staff; and
3. Support the District in other areas of need.

Application

All prospective volunteers shall submit an application form as provided by the District.

Criminal History
Record Check

The District shall obtain the criminal history record for prospective volunteers when required by law or the District. Once received, the District shall determine the person's eligibility and inform approved volunteers when their services are to begin.

Authority

District volunteers shall work directly under the supervision of the campus principal or a District employee in accordance with administrative regulations.

Administrative regulations shall be established regarding the volunteer application process, qualifications, training, duties, and other relevant information about the District's volunteer program.

Training

Volunteers shall complete District training requirements prior to participating in the District's volunteer program.

HOW TASB'S ADVOCACY AGENDA IS CREATED

PRIORITIES



Grassroots Meetings

(Even-numbered years)

Local school leaders work together to develop regional priorities. Representatives are elected to the TASB Legislative Advisory Council (LAC).

January-March



LAC meetings

LAC members identify common priorities from regional meetings and recommend a list of priority statements to the TASB Board.

April-June



Priorities reviewed

The TASB Board of Directors reviews the Priorities and makes a recommendation to the Delegate Assembly.

Summer

Delegate Assembly

Texas school boards appoint one delegate and one alternate to attend TASB's annual business meeting. The Assembly debates and votes on:

- Advocacy Priorities
- Advocacy Resolutions
- TASB leadership (board and officers)

The Advocacy Agenda is adopted.



September/October

Legislative Session

(Odd-numbered years)



January

TASB advocates at the Capitol on behalf of the 1,024 Texas school boards

The Advocacy Agenda is the action plan and guide for TASB staff working on your behalf at the Capitol.



RESOLUTIONS



March-June

Boards submit advocacy resolutions

Local school boards submit stances to TASB to help guide the Association's response to issues that might arise before the Legislature.

Resolutions reviewed

The TASB Board of Directors reviews proposed Resolutions and makes a recommendation to the Delegate Assembly.



Summer

TASB's Advocacy Agenda is a biennial agenda, and the Delegate Assembly can update or amend it during odd-numbered years following the regular legislative session.