

Banquete Independent School District

District Improvement Plan

2024-2025



Mission Statement

Empowering and equipping all BISD students with the knowledge and skills necessary for a lifetime of success.

Vision

A proud history and an unlimited future.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
District Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Recruit, support and retain teachers and principals	13
Goal 2: Build a strong foundation of reading and math	21
Goal 3: CCMR: Connect high school to college, career, and military	28
Goal 4: Improve lower performing schools	31
Goal 5: Safe, supportive learning environment	38
State Compensatory	44
Budget for District Improvement Plan	44
Personnel for District Improvement Plan	44
Title I	46
1.1: Comprehensive Needs Assessment	46
2.1: Campus Improvement Plan developed with appropriate stakeholders	46
2.2: Regular monitoring and revision	46
2.3: Available to parents and community in an understandable format and language	46
2.4: Opportunities for all children to meet State standards	46
2.6: Address needs of all students, particularly at-risk	46
3.1: Annually evaluate the schoolwide plan	46

4.1: Develop and distribute Parent and Family Engagement Policy	46
4.2: Offer flexible number of parent involvement meetings	46
Title I Personnel	48
District Leadership Team	49
Assurances	50
Statutorily Required Assurances	50
Addendums	51

Comprehensive Needs Assessment

Demographics

Demographics Summary

Banquete is a dedicated ranching and farming community, with district boundaries spanning over 120 miles. The student body, comprising more than 700 students, is predominantly Hispanic, with a significant portion facing economic disadvantages.

See Student Demographics Addendum

Demographics Strengths

The student demographics are reflective of the staff demographics. Hispanic individuals represent the largest demographic group among both staff and students.

See Staff Demographics Addendum.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.

Root Cause: A significant portion of our families live below the poverty line.

Problem Statement 2 (Prioritized): The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who frequently relocate.

Root Cause: As a result of labor and housing market conditions.

Problem Statement 3 (Prioritized): Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets)

Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 4: 55% of 4th grade students did not meet expectations on the STAAR Mathematics in the white student group.

Root Cause: Students gaps in learning from the 2020-2021 school year. BISD will continue to monitor their performance. Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 5: Given that Banquete ISD is located in a rural area with limited resources and funding, finding ways to maximize available resources is essential. Connecting

with nearby communities or leveraging online tools and resources could be key strategies for meeting the district's needs.

Root Cause: Banquete ISD is located in a rural area of the South Texas region.

Student Learning

Student Learning Summary

Graduation Rate 100%

80% of students or higher in each of the following grade levels passed the Math STAAR Test: 5th, 6th and Algebra I.

80% of students or higher in each of the following grade levels passed the Reading STAAR Test: 5th, 6th, 7th and 8th grade and English II.

Student Learning Strengths

BISD students continue to show growth in Reading and Math. The passing rate for ALL students on STAAR Math is 71%

The passing rate for ALL students on STAAR Reading is 81%.

NWEA Map -

- Early elementary math and reading instruction is effective, particularly in K-3. In grades K-3, the percentage of students meeting their growth projections in math is consistently high, with over 60% meeting or exceeding expectations. Kindergarten through 2nd grade reading performance is a strength, with over 60% of students meeting their growth targets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets)

Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 2 (Prioritized): All grades averaged were the 47th percentile for MAP reading achievement. (41st percentile and above = meets)

Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 3 (Prioritized): 4th & 5th grade below 40th percentile in NWEA MAP reading achievement. (41st percentile and above = meets)

Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 4 (Prioritized): 56% of 8th grade Social Studies scores were below district expectations on the STAAR 2024.

Root Cause: The STAAR 2.0 test was redesigned to include a variety of new types of questions which included short constructed responses and extended constructed responses.

Problem Statement 5 (Prioritized): Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.

Root Cause: A significant portion of our families live below the poverty line.

Problem Statement 6 (Prioritized): The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who frequently relocate.

Root Cause: As a result of labor and housing market conditions.

Problem Statement 7: 55% of 4th grade students did not meet expectations on the STAAR Mathematics in the white student group.

Root Cause: Students gaps in learning from the 2020-2021 school year. BISD will continue to monitor their performance. Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

District Processes & Programs

District Processes & Programs Summary

Curriculum and Instruction, it is crucial to ensure that leadership and decision-making processes, along with communication, organization, scheduling, support services, extracurricular opportunities, and technology integration, are aligned to promote the success of both students and staff. BISD is grounded in a clear vision and mission that reflect the educational goals for students and staff. Effective decision-making ensures that all actions align with these goals involving all stakeholders, such as teachers, parents, and community members, in decision-making.

District Processes & Programs Strengths

The success of all students and staff is evident at all campuses collaboratively working efficiently and effectively. BISD promotes positive communication which ensures transparency, and thoughtful organization and scheduling provide the structure needed for learning. BISD's support and strong focus on technology ensure that both students and staff are equipped to thrive in a modern educational environment.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who frequently relocate.

Root Cause: As a result of labor and housing market conditions.

Perceptions

Perceptions Summary

Banquete ISD fosters an environment where all stakeholders are dedicated to supporting growth and achievement at the highest level. BISS offers students and staff opportunities to excel in both teaching and learning as well as, a strong commitment to high expectations for all. Banquete ISD promotes positive culture and climate, shared values and beliefs, along with collaborative community partnerships.

Perceptions Strengths

Banquete ISD works collaboratively to ensure the highest levels of staff and student achievement, with all stakeholders actively involved. Monthly community events further strengthen engagement and participation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Given that Banquete ISD is located in a rural area with limited resources and funding, finding ways to maximize available resources is essential. Connecting with nearby communities or leveraging online tools and resources could be key strategies for meeting the district's needs.

Root Cause: Banquete ISD is located in a rural area of the South Texas region.

Priority Problem Statements

Problem Statement 1: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets)

Root Cause 1: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.

Root Cause 2: A significant portion of our families live below the poverty line.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate.

Root Cause 3: As a result of labor and housing market conditions.

Problem Statement 3 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 4: All grades averaged were the 47th percentile for MAP reading achievement. (41st percentile and above = meets)

Root Cause 4: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 4th & 5th grade below 40th percentile in NWEA MAP reading achievement. (41st percentile and above = meets)

Root Cause 5: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 56% of 8th grade Social Studies scores were below district expectations on the STAAR 2024.

Root Cause 6: The STAAR 2.0 test was redesigned to include a variety of new types of questions which included short constructed responses and extended constructed responses.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Recruit, support and retain teachers and principals

Performance Objective 1: HQ- All certified positions will be highly-qualified.

HB3 Goal

Evaluation Data Sources: TAPR, PEIMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Any new hires will be required to be fully certified or meet the district of innovation requirements for the position they are accepting.</p> <p>Strategy's Expected Result/Impact: 100% of staff fully certified and meet the requirements for the area they are teaching.</p> <p>Staff Responsible for Monitoring: Superintendent, Asst Superintendents, Principals</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. Root Cause: A significant portion of our families live below the poverty line.</p>
<p>Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>
Student Learning
<p>Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. Root Cause: A significant portion of our families live below the poverty line.</p>

Student Learning

Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

District Processes & Programs

Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

Goal 1: Recruit, support and retain teachers and principals

Performance Objective 2: Professional learning communities will be implemented on all campuses.

HB3 Goal

Evaluation Data Sources: campus schedules

Strategy 1 Details	Reviews			
<p>Strategy 1: All core teachers will attend at least one PLC weekly. Strategy's Expected Result/Impact: PLC agendas and sign-in sheets., increased student performance Staff Responsible for Monitoring: Superintendent, Asst supt of C&I, principals, asst principals</p> <p>Title I: 2.5, 2.6 Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. Root Cause: A significant portion of our families live below the poverty line.</p>
<p>Problem Statement 3: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets) Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.</p>
Student Learning
<p>Problem Statement 1: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets) Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.</p>
<p>Problem Statement 2: All grades averaged were the 47th percentile for MAP reading achievement. (41st percentile and above = meets) Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.</p>
<p>Problem Statement 3: 4th & 5th grade below 40th percentile in NWEA MAP reading achievement. (41st percentile and above = meets) Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.</p>
<p>Problem Statement 4: 56% of 8th grade Social Studies scores were below district expectations on the STAAR 2024. Root Cause: The STAAR 2.0 test was redesigned to include a variety of new types of questions which included short constructed responses and extended constructed responses.</p>

Student Learning

Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.
Root Cause: A significant portion of our families live below the poverty line.

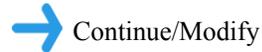
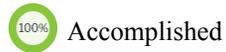
Goal 1: Recruit, support and retain teachers and principals

Performance Objective 3: Professional development will be guided by staff and student need.

HB3 Goal

Evaluation Data Sources: PD calendar, walkthroughs, TAPR, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: MAP testing Strategy's Expected Result/Impact: BOY, MOY, EOY reports and participation rates. Increased student performance Staff Responsible for Monitoring: Principal, asst principal, Asst supt of C&I, superintendent</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Individualized math and reading support for teachers. Strategy's Expected Result/Impact: Increased math and reading MAP growth scores for students. Staff Responsible for Monitoring: Principal. Asst principal. instructional specialists, asst supt of C&I</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 2, 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Individualized professional development to support individualized student support for student achievement. Strategy's Expected Result/Impact: increased student growth score from BOY to EOY Staff Responsible for Monitoring: principal, asst principal. asst supt of C&I, superintendent</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June



Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. **Root Cause:** A significant portion of our families live below the poverty line.

Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

Problem Statement 3: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Student Learning

Problem Statement 1: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 2: All grades averaged were the 47th percentile for MAP reading achievement. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 3: 4th & 5th grade below 40th percentile in NWEA MAP reading achievement. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 4: 56% of 8th grade Social Studies scores were below district expectations on the STAAR 2024. **Root Cause:** The STAAR 2.0 test was redesigned to include a variety of new types of questions which included short constructed responses and extended constructed responses.

Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. **Root Cause:** A significant portion of our families live below the poverty line.

Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

District Processes & Programs

Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

Goal 1: Recruit, support and retain teachers and principals

Performance Objective 4: Teacher retention: Provide experiences & resources to enhance retention.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff recognition activities. Strategy's Expected Result/Impact: Documentation of staff highlights and recognition: pictures, agendas, newsletters. Staff Responsible for Monitoring: superintendent, asst supt of C&I, principal. asst principal</p> <p>Title I: 2.4 Problem Statements: Demographics 2 - Student Learning 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create opportunities to build community and positively increase district culture. Strategy's Expected Result/Impact: Staff participation numbers in non-mandated activities Staff Responsible for Monitoring: Central office, campus administration</p> <p>Title I: 2.4, 4.1, 4.2 Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. Root Cause: A significant portion of our families live below the poverty line.</p> <p>Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>

Student Learning

Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.

Root Cause: A significant portion of our families live below the poverty line.

Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root**

Cause: As a result of labor and housing market conditions.

District Processes & Programs

Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root**

Cause: As a result of labor and housing market conditions.

Goal 2: Build a strong foundation of reading and math

Performance Objective 1: Staff will utilize HQIM and use research based instructional strategies to increase student achievement.

HB3 Goal

Evaluation Data Sources: increased student performance: MAP & STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend the Reading Academy and pass the certification exam. Strategy's Expected Result/Impact: 100% of teachers will pass their certification exam Staff Responsible for Monitoring: central office, campus administration</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: All grades averaged were the 47th percentile for MAP reading achievement. (41st percentile and above = meets) Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.</p>

Goal 2: Build a strong foundation of reading and math

Performance Objective 2: Campuses will participate in staff development to increase teacher understanding and ability in math and reading.

HB3 Goal

Evaluation Data Sources: increased student performance: MAP & STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Math professional development Strategy's Expected Result/Impact: increased student growth in math as reported through MAP growth scores Staff Responsible for Monitoring: campus and district administration</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Reading Professional Development Strategy's Expected Result/Impact: increased student growth in reading as reported through MAP growth scores Staff Responsible for Monitoring: campus & district administration</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 2, 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Plan for Blended Learning at elementary and junior high. Strategy's Expected Result/Impact: create a district plan to begin Blended Learning 2024-2025 school year Staff Responsible for Monitoring: district & staff administration</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.

Root Cause: A significant portion of our families live below the poverty line.

Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root**

Cause: As a result of labor and housing market conditions.

Problem Statement 3: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Student Learning

Problem Statement 1: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 2: All grades averaged were the 47th percentile for MAP reading achievement. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.

Root Cause: A significant portion of our families live below the poverty line.

Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root**

Cause: As a result of labor and housing market conditions.

District Processes & Programs

Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root**

Cause: As a result of labor and housing market conditions.

Goal 2: Build a strong foundation of reading and math

Performance Objective 3: Professional learning communities will be utilized to ensure math and reading skills are being taught and learned at the level required for each grade level.

HB3 Goal

Evaluation Data Sources: increased student performance: MAP & STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Core teaching staff will participate in at least one PLC weekly. At least one administrator must be present in all PLCs.</p> <p>Strategy's Expected Result/Impact: PLC agendas and sign-in sheets, increased student performance</p> <p>Staff Responsible for Monitoring: campus & district administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will utilize MAP data to guide intervention and enrichment for all student growth.</p> <p>Strategy's Expected Result/Impact: BOY, MOY, EOY reports and participation rates.</p> <p>Staff Responsible for Monitoring: campus & district administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.</p> <p>Root Cause: A significant portion of our families live below the poverty line.</p>

Demographics

Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

Problem Statement 3: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Student Learning

Problem Statement 1: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 2: All grades averaged were the 47th percentile for MAP reading achievement. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. **Root Cause:** A significant portion of our families live below the poverty line.

Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

District Processes & Programs

Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

Goal 2: Build a strong foundation of reading and math

Performance Objective 4: Increase white, male students' performance in reading and math.

HB3 Goal

Evaluation Data Sources: increased MAP & STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Individualized intervention and specific, targeted focus on this sub-group. Strategy's Expected Result/Impact: BOY, MOY, EOY reports and participation rates. Staff Responsible for Monitoring: campus & district administrators</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 2, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>
Student Learning
<p>Problem Statement 2: All grades averaged were the 47th percentile for MAP reading achievement. (41st percentile and above = meets) Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.</p>
<p>Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>
District Processes & Programs
<p>Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>

Goal 2: Build a strong foundation of reading and math

Performance Objective 5: Migrant Student Success Initiative: To increase student performance in reading and math.

HB3 Goal

Evaluation Data Sources: increased scores for MAP & STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a monitoring support systems and utilize tutorials to provide intervention. Strategy's Expected Result/Impact: Utilize NWEA MAP and STAAR data to analyze student performance and growth. Staff Responsible for Monitoring: campus administrators</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. Root Cause: A significant portion of our families live below the poverty line.</p>
<p>Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>
Student Learning
<p>Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. Root Cause: A significant portion of our families live below the poverty line.</p>
<p>Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>
District Processes & Programs
<p>Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>

Goal 3: CCMR: Connect high school to college, career, and military

Performance Objective 1: Increase P-Tech participation.

HB3 Goal

Evaluation Data Sources: MAP, attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Grants to secure more opportunities for students in P-Tech. Strategy's Expected Result/Impact: receive grant(s) and increase experiences for students Staff Responsible for Monitoring: campus & district administrators</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.</p>
<p>Root Cause: A significant portion of our families live below the poverty line.</p>
<p>Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root</p>
<p>Cause: As a result of labor and housing market conditions.</p>
Student Learning
<p>Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.</p>
<p>Root Cause: A significant portion of our families live below the poverty line.</p>
<p>Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root</p>
<p>Cause: As a result of labor and housing market conditions.</p>
District Processes & Programs
<p>Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root</p>
<p>Cause: As a result of labor and housing market conditions.</p>

Goal 3: CCMR: Connect high school to college, career, and military

Performance Objective 2: College, career, and military information will be strategically shared and taught to all high schools students. Elementary and junior high programs will be developed to ensure students are knowledgeable of all post-secondary experiences.

HB3 Goal

Evaluation Data Sources: event rosters, counselor lessons

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly activity at campus that invites or shares information concerning college, career, or military with students.</p> <p>Strategy's Expected Result/Impact: rosters and sign in sheets</p> <p>Staff Responsible for Monitoring: campus administration, counselors, teachers, instructional specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: AVID will be utilized to reach high risk populations to ensure they are exposed to post-secondary opportunities and resources.</p> <p>Strategy's Expected Result/Impact: increased student performance</p> <p>Staff Responsible for Monitoring: AVID staff, campus admin, asst supt C&I</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.</p> <p>Root Cause: A significant portion of our families live below the poverty line.</p>

Demographics

Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

Student Learning

Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. **Root Cause:** A significant portion of our families live below the poverty line.

Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

District Processes & Programs

Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

Goal 4: Improve lower performing schools

Performance Objective 1: All school's STAAR performance increase

High Priority

HB3 Goal

Evaluation Data Sources: Elementary, Junior high, and High School STAAR scores will increase

Strategy 1 Details	Reviews			
<p>Strategy 1: Close monitoring and support provided to junior and high school to increase student achievement. Strategy's Expected Result/Impact: increased STAAR performance Staff Responsible for Monitoring: principal, asst prin, asst supt of C&I, curriculum specialists,</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.</p>
<p>Root Cause: A significant portion of our families live below the poverty line.</p>
<p>Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>
<p>Problem Statement 3: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets) Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.</p>
Student Learning
<p>Problem Statement 1: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets) Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.</p>
<p>Problem Statement 2: All grades averaged were the 47th percentile for MAP reading achievement. (41st percentile and above = meets) Root Cause: Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.</p>

Student Learning

Problem Statement 3: 4th & 5th grade below 40th percentile in NWEA MAP reading achievement. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 4: 56% of 8th grade Social Studies scores were below district expectations on the STAAR 2024. **Root Cause:** The STAAR 2.0 test was redesigned to include a variety of new types of questions which included short constructed responses and extended constructed responses.

Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. **Root Cause:** A significant portion of our families live below the poverty line.

Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

District Processes & Programs

Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

Goal 4: Improve lower performing schools

Performance Objective 2: Improve attendance.

HB3 Goal

Evaluation Data Sources: Improved attendance rates - PEIMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Close monitoring of attendance. Strategy's Expected Result/Impact: End of year attendance will be at 95% or higher. Staff Responsible for Monitoring: campus and district administrators</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. Root Cause: A significant portion of our families live below the poverty line.</p>
<p>Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>
Student Learning
<p>Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. Root Cause: A significant portion of our families live below the poverty line.</p>
<p>Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>
District Processes & Programs
<p>Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>

Goal 4: Improve lower performing schools

Performance Objective 3: Family Involvement

HB3 Goal

Evaluation Data Sources: Improve parent and family involvement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create parent support nights to cover: MAP assessments, attendance, their role in education, tutoring, and CCMR.</p> <p>Strategy's Expected Result/Impact: Parent sign-in sheets, agendas, presentations</p> <p>Staff Responsible for Monitoring: campus and district administrators, teachers, counselors</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue community liaisons to support families.</p> <p>Strategy's Expected Result/Impact: staff hired to fill these roles and increased parent meetings</p> <p>Staff Responsible for Monitoring: asst supt of C&I, Superintendent</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives. Root Cause: A significant portion of our families live below the poverty line.</p> <p>Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>

Student Learning

Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.
Root Cause: A significant portion of our families live below the poverty line.

Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

District Processes & Programs

Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

Goal 4: Improve lower performing schools

Performance Objective 4: Student growth

HB3 Goal

Evaluation Data Sources: Increased student growth

Strategy 1 Details	Reviews			
<p>Strategy 1: MAP testing to monitor individual student progress on growth Strategy's Expected Result/Impact: increased growth scores from BOY to EOY Staff Responsible for Monitoring: district and campus administrators, teachers, counselors, intervention specialists</p> <p>Title I: 2.4, 2.6, 4.1 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize cumulative data from formative assessments to guide individualize intervention and enrichment for each student. Strategy's Expected Result/Impact: increased scores from first assessment, reteach, and post-assessment Staff Responsible for Monitoring: Assistant Principal Assistant Superintendent Principal Superintendent Teacher (General Ed.) Teacher (Special Ed.)</p> <p>Title I: 2.4, 2.6, 4.1 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.
Root Cause: A significant portion of our families live below the poverty line.

Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

Problem Statement 3: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Student Learning

Problem Statement 1: Overall, district math was 48th percentile on NWEA MAP Math growth. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 2: All grades averaged were the 47th percentile for MAP reading achievement. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 3: 4th & 5th grade below 40th percentile in NWEA MAP reading achievement. (41st percentile and above = meets) **Root Cause:** Due to COVID, there is a gap in the instruction students and lack of fully implemented individualized instruction for struggling students, lack of MTSS being fully implemented.

Problem Statement 4: 56% of 8th grade Social Studies scores were below district expectations on the STAAR 2024. **Root Cause:** The STAAR 2.0 test was redesigned to include a variety of new types of questions which included short constructed responses and extended constructed responses.

Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.
Root Cause: A significant portion of our families live below the poverty line.

Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

District Processes & Programs

Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root Cause:** As a result of labor and housing market conditions.

Goal 5: Safe, supportive learning environment

Performance Objective 1: Safe/Drug-free environment

HB3 Goal

Evaluation Data Sources: PEIMS reports, TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Red ribbon week</p> <p>Strategy's Expected Result/Impact: pictures, newsletters, campus activities and agendas</p> <p>Staff Responsible for Monitoring: Assistant Principal Assistant Superintendent Central Office Support Staff Counselor Parent Principal Students Superintendent Teacher (General Ed.) Teacher (Special Ed.)</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Fire drills monthly on each campus</p> <p>Strategy's Expected Result/Impact: monthly reports</p> <p>Staff Responsible for Monitoring: Assistant Principal Assistant Superintendent Central Office Support Staff Office Staff Principal Students Teacher (General Ed.) Teacher (Special Ed.)</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Random drug-dog visits</p> <p>Strategy's Expected Result/Impact: dog reports</p> <p>Staff Responsible for Monitoring: Principal Superintendent</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Mental Health (SEL- social emotional learning) Program: Character Strong</p> <p>Strategy's Expected Result/Impact: campus usage and plan implementation</p> <p>Staff Responsible for Monitoring: Assistant Principal Assistant Superintendent Counselor Curriculum Director Librarian Migrant Counselor Principal Students Superintendent Teacher (General Ed.) Teacher (Special Ed.) Technology Teacher</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Specific strategies will be address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents</p> <p>Strategy's Expected Result/Impact: All teachers & administrators trained; all students and parents for increased awareness Increased understanding of how to report and obtain help in all cases of violence</p> <p>Staff Responsible for Monitoring: Assistant Principal Assistant Superintendent Central Office Support Staff Counselor Curriculum Director Parent Principal Superintendent Teacher (General Ed.) Teacher (Special Ed.)</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Develop a reporting system for dating violence, immediate parental notification if a report identifies a student as an alleged victim or perpetrator of dating violence, and guidelines for students who are victims of dating violence. Banquete ISD, in compliance with SB 9, does not tolerate dating violence.</p> <p>Strategy's Expected Result/Impact: Prevent and respond to reports of child abuse, family violence, dating violence and sex trafficking to create a safe learning and work environment.</p> <p>Staff Responsible for Monitoring: Assistant Principal Assistant Superintendent Central Office Support Staff Counselor Curriculum Director Parent Principal Superintendent Teacher (General Ed.) Teacher (Special Ed.)</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: In accordance with SB 9, BISD will make available appropriate educational materials relating to the prevention of child abuse, family violence, dating violence and sex trafficking and resources for students seeking help selected by the District School Health Advisory Council (SHAC).</p> <p>Strategy's Expected Result/Impact: Prevent and respond to reports of child abuse, family violence, dating violence and sex trafficking to create a safe learning and work environment.</p> <p>Staff Responsible for Monitoring: Assistant Principal Assistant Superintendent Central Office Support Staff Counselor Curriculum Director Parent Principal Superintendent Teacher (General Ed.) Teacher (Special Ed.) SHAC Committee</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.

Root Cause: A significant portion of our families live below the poverty line.

Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root**

Cause: As a result of labor and housing market conditions.

Student Learning

Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.

Root Cause: A significant portion of our families live below the poverty line.

Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root**

Cause: As a result of labor and housing market conditions.

District Processes & Programs

Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. **Root**

Cause: As a result of labor and housing market conditions.

Goal 5: Safe, supportive learning environment

Performance Objective 2: Freedom from bullying

High Priority

HB3 Goal

Evaluation Data Sources: discipline reports and bullying toolkit results

Strategy 1 Details	Reviews			
<p>Strategy 1: Bullying prevention activities and presentations throughout the school year. Strategy's Expected Result/Impact: Decreased evidence of bullying incidents. Staff Responsible for Monitoring: campus principals</p> <p>Equity Plan Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.</p>
<p>Root Cause: A significant portion of our families live below the poverty line.</p>
<p>Problem Statement 2: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>
<p>Root Cause: As a result of labor and housing market conditions.</p>
Student Learning
<p>Problem Statement 5: Economically disadvantaged students, making up 72.6% of the population, require additional resources to enhance learning and support school initiatives.</p>
<p>Root Cause: A significant portion of our families live below the poverty line.</p>
<p>Problem Statement 6: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>
<p>Root Cause: As a result of labor and housing market conditions.</p>
District Processes & Programs
<p>Problem Statement 1: The high mobility rate of 13.8% remains a concern, particularly in addressing instructional loss among students who students who frequently relocate. Root Cause: As a result of labor and housing market conditions.</p>
<p>Root Cause: As a result of labor and housing market conditions.</p>

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$881,496.00

Total FTEs Funded by SCE: 3.25

Brief Description of SCE Services and/or Programs

• Provide accelerated instruction to each student enrolled in the district who has taken an end-of-course assessment instrument administered under TEC, §39.023(c)5 and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school. • Offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course (EOC) assessment instrument required for graduation. • Districts must separately budget sufficient funds, including funds under TEC, §48.1046 to provide required accelerated instruction to students who failed to perform satisfactorily on an EOC. A district may not budget funds received under TEC, §48.104, for any other purpose until the district adopts a budget to support additional accelerated instruction under TEC, §29.081(b-1). A district shall evaluate the effectiveness of accelerated instruction programs under Subsection (b1) and annually hold a public hearing to consider the results. • Evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under TEC, Chapter 39, Subchapter B, or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students. • regularly and routinely identify students that meet one or more of the at-risk criteria in TEC, §29.081; • provide appropriate academic and other support services designed to increase the likelihood of academic success; • record student at-risk status in PEIMS and maintain necessary supporting documentation. • be comprehensive and specific to meet the individualized needs of the at-risk and/or educationally disadvantaged student; • be coordinated among LEA staff, partner organizations, and parents/guardians as appropriate; • supplement each at-risk and/or educationally disadvantaged student’s regular education program by providing additional time and or resources; and • support personal and social development through supplemental academic, developmental, and counseling services that are designed to keep the student in school, promote to the next grade level, and graduate from high school.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrea DeLeon	High School Library Paraprofessional	0.25
Angie T Martinez	Elementary Paraprofessional	0.25
Carlos Flores	Junior High Science	0.25
Corina Ramirez	Elementary PE Paraprofessional	0.25
Ernestina Garcia	High School Business	0.25
Geneva M Cervantes	Junior High ELA	0.25
Hilda G Serna	Elementary PreK Paraprofessional	0.25
Ludy Resendez	Junior High Science	0.25
Marivel Medrano-Rivera	Junior High History	0.25
Monique L Medrano	High School Math	0.25

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rosie Estrada	Elementary Paraprofessional	0.25
Selene Flores	Junior High ELA	0.25
Sierra Cornelio	Junior High ELA	0.25

Title I

1.1: Comprehensive Needs Assessment

Campus Needs Assessment are completed to ensure campus and the district address areas of need throughout the district.

2.1: Campus Improvement Plan developed with appropriate stakeholders

All stakeholders participate in the development of the CIP's and DIP.

2.2: Regular monitoring and revision

The DIP is monitored and reviewed to ensure we are meeting the needs of the students and staff of the district.

2.3: Available to parents and community in an understandable format and language

Communication to parents is provided in their home language.

2.4: Opportunities for all children to meet State standards

Opportunities are provided to all students to ensure success of all state standards using High Quality Instructional Materials.

2.6: Address needs of all students, particularly at-risk

BISD analyzes STAAR data to ensure all at-risk students instructional needs are addressed and MTSS (Multi-Tiered Support Systems) are provided to students.

3.1: Annually evaluate the schoolwide plan

SBDM committee collaboratively reviews the school-wide plan.

4.1: Develop and distribute Parent and Family Engagement Policy

BISD distributes the Parent and Family Engagement Policy.

4.2: Offer flexible number of parent involvement meetings

Parent Involvement meetings are held at each campus throughout the school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marisa Sarate	District Parent Liaison		1
Rosalinda Garcia	Elementary Math Specialist		.0843

District Leadership Team

Committee Role	Name	Position
Parent	Melanie Walker	Parent
District-level Professional	Lance Riddell	Athletic Director
Administrator	Angelica Escobar	Elementary School Principal
Administrator	Ramiro Pena	Junior High School Principal
Administrator	Elsa Hofstetter	High School Principal
District-level Professional	Dr. Stacy Johnson	Superintendent
District-level Professional	Connie Herrera	Asst. Supt. C&I
District-level Professional	Adrian Pena	CFO

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Addendums

Note: This regulation addresses procedures for reporting a bullying, including cyberbullying, incident and investigation of reports of bullying of District students. For procedures regarding transfer of a student who is a victim of bullying or who engaged in bullying, see FDB. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI should be used in conjunction with FFH for certain prohibited conduct.

Reporting a Bullying Incident

Student Report

Bullying, including cyberbullying, is defined in FFI(LEGAL). A student who believes that he or she has experienced bullying, including cyberbullying, or that another student has, or that other students have, experienced bullying is encouraged to report the incident, in accordance with District policy. A student may report an incident of bullying anonymously.

The method(s) for a student to report bullying anonymously will be the following:

[Download the BISD ParentLink App.](#) by clicking on this link.

Open the Tip Line and submit a report.

Employee Report

An employee will adhere to the requirements of District policy in reporting an alleged bullying incident.

Report Format

The report may be made orally or in writing by completing the Incident Report form [see FFI(EXHIBIT)]. If the report is made orally, the principal or designee will document the allegations in writing and record the date and circumstances of the interview on a form designated by the District, as applicable.

The parent of the alleged victim will be notified of the incident of bullying on or before the third business day after the incident is reported. The alleged bully's parent will be notified within a reasonable amount of time after the incident, but no later than 10 days.

Investigative Procedures

The principal or designee must determine whether the allegations, if proven, would constitute prohibited conduct under FFH. If so, the principal or designee must refer the report for processing under the policies and procedures at FFH. If not, the principal or designee, herein referred to as the investigator, will proceed under this policy following the guidelines below, as appropriate.

General Considerations

The investigator must maintain confidentiality to the extent possible and as required by law and should advise the complainant that limited disclosure may be necessary to complete a thorough investigation.

If a student desires to be accompanied by a parent or friend during his or her interview, the District will consider the request and determine whether the presence of a parent or friend in the interview will help or hinder the investigation process. If the student's request is granted, the District will adhere to all applicable laws, policies, and associated procedures to protect the privacy of all students involved.

Guidelines

In conducting the investigation, the investigator will:

1. If appropriate, take action to protect the student and to prevent bullying during the investigation. If the District determines that a serious risk to the student's physical safety exists, the principal or designee may contact law enforcement directly. [See GRAA for classes of offenses for which the District is required to contact law enforcement.]
2. Secure any evidence.
3. If the investigator did not receive the initial complaint, interview the complainant first, proceeding chronologically through the allegations, and advise the complainant that the District does not tolerate bullying. If the complainant is a student, help the student feel secure about presenting allegations of wrongdoing. Ask the names of any witnesses who might confirm the complainant's version of the events. Also ask if the complainant is aware of or able to provide evidence that supports his or her version of the events. Assure the complainant of protection from retaliation.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(REGULATION)

4. Interview the alleged victim if that person is not also the complainant and explain how the investigation process will work. Advise the alleged victim that the District does not tolerate bullying and help the student feel secure about presenting allegations of wrongdoing. Ask the names of any witnesses who might confirm the alleged victim's version of the events. Also ask if the alleged victim is aware of or able to provide evidence that supports his or her version of the events. Assure the alleged victim of protection from retaliation.
5. Interview the alleged bully and explain how the investigation process will work. The alleged bully will be presented with each allegation and provided an opportunity to respond. Ask the names of any witnesses who might confirm the alleged bully's version of the events. Also ask if the alleged bully is aware of or able to provide evidence that supports his or her version of the events. Advise the alleged bully that retaliation against the victim, the complainant, or any witnesses is strictly prohibited by District policy.
6. Interview any witnesses. Help a student witness feel secure and assure him or her of protection from retaliation. Ask the names of any additional witnesses who might have information about the alleged incident(s).
7. Do not divulge information regarding the identity of the alleged victim, alleged bully, complainant, or witnesses unnecessarily when interviewing other witnesses.
8. If necessary, interview the alleged bully, alleged victim, and any witnesses again to address any new information discovered during the course of the investigation.
9. Maintain detailed notes of all interviews. Notes will be read to the person being interviewed to verify details and to ensure accuracy. In addition, the interviewer may audio record the interview with permission of the person being interviewed.
10. Document all efforts made to investigate the alleged bullying. Gather all relevant evidence.

Resolution of the Complaint

The investigator will prepare a written report of the investigation, which will include a determination of whether bullying occurred,

and, if so, whether the victim used reasonable self-defense. The investigator will notify the parties to the complaint of the resolution.

Disciplinary Action

If upon completion of the investigation the investigator determines that disciplinary action against a student is warranted, the investigator will proceed with the appropriate course of action, in accordance with the District's Student Code of Conduct. After an investigation is completed, the principal or designee may report to law enforcement if the principal has reasonable grounds to believe that a student has engaged in harassment using electronic communications or assault. In accordance with law, a school counselor may not be designated as the person to report to law enforcement because a counselor's duties include serving as an impartial, non-reporting conciliator.

Counseling Options

If the students involved have not yet been notified, the District will notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If upon completion of the investigation the investigator determines that the alleged incident does not rise to the level of bullying, the District will proceed in accordance with the Student Code of Conduct or any other appropriate corrective action.

Notice to Superintendent

Within ten District business days of the completion of an investigation, the principal will submit the Investigation Report [see FFI(EXHIBIT)] and any appropriate materials associated with the investigation to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the investigator will promptly notify the parents of the victim and of the student who engaged in bullying. The investigator must document that notice was provided to parents on the Investigation Report.

Notice of Right to Appeal

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

Reporting Child Abuse

In accordance with law, if the District has reason to believe that a child has been or may be abused or neglected, the District must contact a local or state law enforcement agency or Child Protective Services (CPS). [See FFG]

Follow-Up

After concluding the investigation, the District should periodically follow up with the complainant or other persons involved in the incident(s), as appropriate.

Texas Education Agency
2022-23 Staff Information (TAPR)
 BANQUETE ISD (178913) - NUECES COUNTY

Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	149.4	100.0%	763,729.4	100.0%
Professional Staff:	90.0	60.3%	489,326.8	64.1%
Teachers	77.2	51.7%	371,646.7	48.7%
Professional Support	4.8	3.2%	82,878.8	10.9%
Campus Administration (School Leadership)	5.0	3.3%	25,300.5	3.3%
Central Administration	3.0	2.0%	9,500.8	1.2%
Educational Aides:	18.7	12.5%	86,185.9	11.3%
Auxiliary Staff:	40.7	27.3%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	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:	113.0	75.6%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	44,033.4	11.8%
Hispanic	52.5	68.0%	110,015.9	29.6%
White	24.7	32.0%	203,967.5	54.9%
American Indian	0.0	0.0%	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	0.0	0.0%	4,531.1	1.2%
Teachers by Sex:				
Males	19.0	24.6%	90,752.5	24.4%
Females	58.2	75.4%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	62.2	80.6%	268,238.6	72.2%
Masters	14.0	18.1%	92,878.9	25.0%
Doctorate	1.0	1.3%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	8.0	10.4%	36,179.6	9.7%
1-5 Years Experience	13.7	17.8%	97,667.0	26.3%
6-10 Years Experience	12.0	15.5%	76,209.5	20.5%
11-20 Years Experience	24.0	31.1%	101,173.2	27.2%

Texas Education Agency
2022-23 Staff Information (TAPR)
 BANQUETE ISD (178913) - NUECES COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	16.0	20.7%	49,550.0	13.3%
Over 30 Years Experience	3.5	4.5%	10,867.4	2.9%
Number of Students per Teacher	10.9	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.3	6.1
Average Years Experience of Principals with District	5.3	5.3
Average Years Experience of Assistant Principals	5.0	5.2
Average Years Experience of Assistant Principals with District	5.0	4.4
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	14.0	11.0
Average Years Experience of Teachers with District:	5.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$43,722	\$53,300
1-5 Years Experience	\$45,558	\$56,516
6-10 Years Experience	\$48,836	\$59,732
11-20 Years Experience	\$57,657	\$63,389
21-30 Years Experience	\$60,983	\$67,876
Over 30 Years Experience	\$57,456	\$72,560
Average Actual Salaries (regular duties only):		
Teachers	\$53,373	\$60,717
Professional Support	\$69,400	\$72,022
Campus Administration (School Leadership)	\$90,344	\$85,167
Central Administration	\$136,848	\$112,702
Instructional Staff Percent:	68.3%	65.1%
Turnover Rate for Teachers:	33.7%	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 Student Information (TAPR)
 BANQUETE ISD (178913) - NUECES COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	843	100.0%	5,504,150	100.0%	843	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	1	0.1%	17,201	0.3%	1	0.1%	25,110	0.5%
Pre-Kindergarten	31	3.7%	243,493	4.4%	31	3.7%	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	31	3.7%	203,294	3.7%	31	3.7%	203,749	3.7%
Kindergarten	45	5.3%	367,180	6.7%	45	5.3%	367,633	6.7%
Grade 1	62	7.4%	399,048	7.2%	62	7.4%	399,419	7.2%
Grade 2	56	6.6%	395,639	7.2%	56	6.6%	395,969	7.2%
Grade 3	63	7.5%	393,583	7.2%	63	7.5%	393,871	7.1%
Grade 4	61	7.2%	393,765	7.2%	61	7.2%	394,020	7.1%
Grade 5	63	7.5%	395,111	7.2%	63	7.5%	395,384	7.2%
Grade 6	53	6.3%	399,341	7.3%	53	6.3%	399,557	7.2%
Grade 7	65	7.7%	409,362	7.4%	65	7.7%	409,566	7.4%
Grade 8	68	8.1%	425,589	7.7%	68	8.1%	425,758	7.7%
Grade 9	78	9.3%	477,875	8.7%	78	9.3%	478,101	8.7%
Grade 10	84	10.0%	436,752	7.9%	84	10.0%	437,002	7.9%
Grade 11	69	8.2%	385,894	7.0%	69	8.2%	386,246	7.0%
Grade 12	44	5.2%	364,317	6.6%	44	5.2%	366,512	6.6%
Ethnic Distribution:								
African American	2	0.2%	705,310	12.8%	2	0.2%	706,775	12.8%
Hispanic	707	83.9%	2,915,219	53.0%	707	83.9%	2,921,416	52.9%
White	130	15.4%	1,410,571	25.6%	130	15.4%	1,416,240	25.7%
American Indian	2	0.2%	17,920	0.3%	2	0.2%	17,976	0.3%
Asian	1	0.1%	280,306	5.1%	1	0.1%	280,742	5.1%
Pacific Islander	0	0.0%	8,696	0.2%	0	0.0%	8,718	0.2%
Two or More Races	1	0.1%	166,128	3.0%	1	0.1%	166,565	3.0%
Sex:								
Female	402	47.7%	2,688,496	48.8%	402	47.7%	2,693,780	48.8%
Male	441	52.3%	2,815,654	51.2%	441	52.3%	2,824,652	51.2%
Economically Disadvantaged	612	72.6%	3,415,987	62.1%	612	72.6%	3,421,217	62.0%
Non-Educationally Disadvantaged	231	27.4%	2,088,163	37.9%	231	27.4%	2,097,215	38.0%
Section 504 Students	102	12.1%	407,619	7.4%	102	12.1%	407,904	7.4%
EB Students/EL	23	2.7%	1,269,408	23.1%	23	2.7%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	15	1.6%	87,162	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
 BANQUETE ISD (178913) - NUECES COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	52	6.2%	302,409	5.5%	52	6.2%	302,615	5.5%
Foster Care	4	0.5%	13,415	0.2%	4	0.5%	13,453	0.2%
Homeless	7	0.8%	72,534	1.3%	7	0.8%	72,654	1.3%
Immigrant	0	0.0%	122,390	2.2%	0	0.0%	122,504	2.2%
Migrant	50	5.9%	13,769	0.3%	50	5.9%	13,810	0.3%
Title I	842	99.9%	3,555,650	64.6%	842	99.9%	3,563,890	64.6%
Military Connected	14	1.7%	199,203	3.6%	14	1.7%	199,325	3.6%
At-Risk	331	39.3%	2,935,164	53.3%	331	39.3%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	21	2.5%	1,278,846	23.2%	21	2.5%	1,279,697	23.2%
Career and Technical Education	252	29.9%	1,459,380	26.5%	252	29.9%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	247	89.8%	1,203,083	72.3%	247	89.8%	1,203,363	72.2%
Gifted and Talented Education	45	5.3%	453,585	8.2%	45	5.3%	453,689	8.2%
Special Education	109	12.9%	693,061	12.6%	109	12.9%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	109		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	35	32.1%	305,800	44.1%				
Students with Physical Disabilities	26	23.9%	138,820	20.0%				
Students with Autism	**	**	107,586	15.5%				
Students with Behavioral Disabilities	30	27.5%	130,018	18.8%				
Students with Non-Categorical Early Childhood	*	*	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	118	13.8%	893,031	16.8%				
By Ethnicity:								
African American	0	0.0%	176,665	3.3%				
Hispanic	99	11.6%	462,284	8.7%				
White	18	2.1%	180,620	3.4%				
American Indian	1	0.1%	3,221	0.1%				
Asian	0	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	0	0.0%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	21	19.1%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	13.6%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	92	17.2%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	83	12.5%	751,495	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 BANQUETE ISD (178913) - NUECES COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	3.6%	1.5%	0.0%	4.5%
Grade 1	2.0%	2.5%	14.3%	3.6%
Grade 2	0.0%	1.6%	12.5%	2.0%
Grade 3	0.0%	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%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	4.1%	8.7%	0.0%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	2	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	11.1	18.7
Grade 1	15.1	19.1
Grade 2	20.5	19.1
Grade 3	22.0	19.3
Grade 4	19.4	19.4
Grade 5	22.8	20.8
Grade 6	19.4	19.2
Secondary:		
English/Language Arts	15.2	16.2
Foreign Languages	17.5	18.8
Mathematics	14.0	17.5
Science	17.6	18.5
Social Studies	16.2	18.9

	Did not meet 2024	Approaches 2024	Meets 2024	Masters 2024
Algebra I	29%	71%	17%	2%
English I	29%	71%	51%	12%
English II	19%	81%	69%	4%
US History	2%	98%	63%	25%
Biology	12%	88%	45%	1%
Math	Did not meet 2024	Approaches 2024	Meets 2024	Masters 2024
3rd	50%	50%	20%	7%
4th	46%	54%	34%	12%
5th	19%	81%	44%	15%
6th	18%	82%	32%	2%
7th	29%	71%	47%	20%
8th	24%	76%	22%	6%
Reading	Did not meet 2024	Approaches 2024	Meets 2024	Masters 2024
3rd	32%	68%	25%	4%
4th	27%	73%	36%	12%
5th	8%	92%	62%	25%
6th	13%	87%	63%	20%
7th	18%	82%	65%	27%
8th	11%	89%	65%	30%

Science	Did not meet 2024	Approaches 2024	Meets 2024	Masters 2024
5th	42%	58%	17%	4%
8th	32%	68%	33%	11%
Social Studies	56%	44%	17%	10%

[MAP Growth Reports](#) > Banquete ISD

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025

Start Term

Winter 2023-2024

End Term

Spring 2023-2024

Course

Math K-12

Update

Filters (0)

Apply Filters

Banquete ISD

District Profile

Growth and Achievement Overview

Banquete ISD | Math K-12

Grade		Number of Students
All Grades	<p>Growth Median and Distribution</p> <p>48th 24% 18% 16% 18% 24%</p> <hr/> <p>Achievement Winter 2023-2024 Median and Distribution</p> <p>53rd 16 20 23% 26% 15</p> <p>Achievement Spring 2023-2024 Median and Distribution</p> <p>55th 15 23% 20 28% 14</p>	396
<p>Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th Rostered Fall 2024-2025</p>		

[More information about this chart](#) 

Grade 	Sort by -- select an option -- 	Number of Students
<p>Grade 1</p>	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution</p>  <p>Achievement Spring 2023-2024 Median and Distribution</p> 	<p>39</p>
<p>Grade 2</p>	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution</p>  <p>Achievement Spring 2023-2024 Median and Distribution</p> 	<p>42</p>
<p>Grade 3</p>	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution</p>  <p>Achievement Spring 2023-2024 Median and Distribution</p> 	<p>45</p>

Grade ↑	Sort by -- select an option --	Number of Students
Grade 4	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution: 46th percentile. Bar chart segments: 26% (red), 17% (orange), 20% (yellow), 26% (green), 11% (blue).</p> <p>Achievement Spring 2023-2024 Median and Distribution: 46th percentile. Bar chart segments: 24% (red), 17% (orange), 20% (yellow), 26% (green), 13% (blue).</p>	46
Grade 5	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution: 49th percentile. Bar chart segments: 23% (red), 16% (orange), 21% (yellow), 23% (green), 17% (blue).</p> <p>Achievement Spring 2023-2024 Median and Distribution: 43rd percentile. Bar chart segments: 27% (red), 17% (orange), 17% (yellow), 25% (green), 14% (blue).</p>	52
Grade 6	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution: 61st percentile. Bar chart segments: 12% (red), 22% (orange), 12% (yellow), 38% (green), 16% (blue).</p> <p>Achievement Spring 2023-2024 Median and Distribution: 55th percentile. Bar chart segments: 14% (red), 20% (orange), 24% (yellow), 26% (green), 16% (blue).</p>	50
Grade 7	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution: 48th percentile. Bar chart segments: 20% (red), 18% (orange), 36% (yellow), 16% (green), 10% (blue).</p> <p>Achievement Spring 2023-2024 Median and Distribution: 54th percentile. Bar chart segments: 16% (red), 24% (orange), 18% (yellow), 36% (green), 6% (blue).</p>	50

Grade ↑	Sort by -- select an option --	Number of Students
Grade 8	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution</p>  <p>Achievement Spring 2023-2024 Median and Distribution</p> 	38
Grade 9	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution</p>  <p>Achievement Spring 2023-2024 Median and Distribution</p> 	34
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p> <p style="text-align: right;">Rostered Fall 2024-2025 Tested Winter 2023-2024 - Spring 2023-2024</p> <p>More information about this chart ▼</p>		

Lexile® and Quantile® are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. The trademarks and names of other companies and products mentioned herein are the property of their respective owners. Copyright © 2024 MetaMetrics, Inc. All rights reserved.

[MAP Growth Reports](#) > Banquete ISD

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025 ▼

Start Term

Winter 2023-2024 ▼

End Term

Spring 2023-2024 ▼

Course

Reading ▼

Update

Filters (0)

Apply Filters

Banquete ISD

District Profile

Growth and Achievement Overview

Banquete ISD | Reading

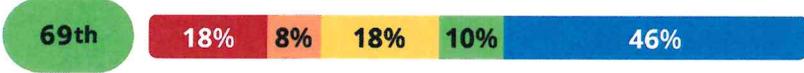
Grade		Number of Students
All Grades	<p>Growth Median and Distribution</p> <p>Achievement Winter 2023-2024 Median and Distribution</p> <p>Achievement Spring 2023-2024 Median and Distribution</p>	519

Percentiles Key

- 1st - 20th
- 21st - 40th
- 41st - 60th
- 61st - 80th
- >80th

Rostered Fall 2024-2025

[More information about this chart](#) ▼

Grade ↑	Sort by -- select an option -- ▼	Number of Students
<p>Grade 1</p>	<p>Growth Median and Distribution</p>  <hr/> <p>Achievement Winter 2023-2024 Median and Distribution</p>  <p>Achievement Spring 2023-2024 Median and Distribution</p> 	<p>39</p>
<p>Grade 2</p>	<p>Growth Median and Distribution</p>  <hr/> <p>Achievement Winter 2023-2024 Median and Distribution</p>  <p>Achievement Spring 2023-2024 Median and Distribution</p> 	<p>42</p>
<p>Grade 3</p>	<p>Growth Median and Distribution</p>  <hr/> <p>Achievement Winter 2023-2024 Median and Distribution</p>  <p>Achievement Spring 2023-2024 Median and Distribution</p> 	<p>47</p>

Grade ↑	Sort by -- select an option --	Number of Students
Grade 4	<p>Growth Median and Distribution</p> <p>29th 43% 20% 13% 15% 9%</p> <hr/> <p>Achievement Winter 2023-2024 Median and Distribution: 35th 30% 26% 24% 9 11</p> <p>Achievement Spring 2023-2024 Median and Distribution: 30th 35% 28% 18 17 2</p>	46
Grade 5	<p>Growth Median and Distribution</p> <p>37th 39% 18% 20% 7% 16%</p> <hr/> <p>Achievement Winter 2023-2024 Median and Distribution: 41st 21 27% 27% 18 7</p> <p>Achievement Spring 2023-2024 Median and Distribution: 41st 34% 16 27% 16 7</p>	44
Grade 6	<p>Growth Median and Distribution</p> <p>40th 21% 29% 23% 10% 17%</p> <hr/> <p>Achievement Winter 2023-2024 Median and Distribution: 54th 17 14 23% 29% 17</p> <p>Achievement Spring 2023-2024 Median and Distribution: 52nd 12 23% 31% 19 15</p>	48
Grade 7	<p>Growth Median and Distribution</p> <p>61st 21% 12% 16% 14% 37%</p> <hr/> <p>Achievement Winter 2023-2024 Median and Distribution: 48th 24% 12 31% 27% 6</p> <p>Achievement Spring 2023-2024 Median and Distribution: 52nd 16 20 29% 29% 6</p>	51

Grade ↑	Sort by -- select an option --	Number of Students
Grade 8	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution: 62nd percentile. Distribution: 8% (red), 18% (orange), 23% (yellow), 38% (green), 13% (blue).</p> <p>Achievement Spring 2023-2024 Median and Distribution: 59th percentile. Distribution: 23% (red), 28% (orange), 23% (yellow), 23% (green), 4% (blue).</p>	39
Grade 9	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution: 51st percentile. Distribution: 21% (red), 13% (orange), 30% (yellow), 28% (green), 8% (blue).</p> <p>Achievement Spring 2023-2024 Median and Distribution: 48th percentile. Distribution: 17% (red), 26% (orange), 28% (yellow), 25% (green), 4% (blue).</p>	47
Grade 10	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution: 47th percentile. Distribution: 23% (red), 20% (orange), 27% (yellow), 25% (green), 5% (blue).</p> <p>Achievement Spring 2023-2024 Median and Distribution: 42nd percentile. Distribution: 16% (red), 32% (orange), 27% (yellow), 18% (green), 7% (blue).</p>	56
Grade 11	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution: 20th percentile. Distribution: 51% (red), 19% (orange), 17% (yellow), 13% (green), 1% (blue).</p> <p>Achievement Spring 2023-2024 Median and Distribution: 45th percentile. Distribution: 30% (red), 15% (orange), 36% (yellow), 12% (green), 7% (blue).</p>	59

Grade ↑	Sort by -- select an option --	Number of Students
Grade 12	<p>Growth Median and Distribution</p> <p>99th 100%</p> <hr/> <p>Achievement Winter 2023-2024 Median and Distribution Achievement Spring 2023-2024 Median and Distribution</p> <p>1st 100% 9th 100%</p>	1
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p> <p>More information about this chart. ▼</p>		Rostered Fall 2024-2025 Tested Winter 2023-2024 - Spring 2023-2024

Lexile® and Quantile® are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. The trademarks and names of other companies and products mentioned herein are the property of their respective owners. Copyright © 2024 MetaMetrics, Inc. All rights reserved.

[MAP Growth Reports](#) > Banquete ISD

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025

Term Tested

Spring 2023-2024

Course

Science K-12

Update

Filters (0)

Apply Filters

Banquete ISD

District Profile

Achievement Overview

Banquete ISD | Science K-12

Grade	Achievement Spring 2023-2024 Median and Distribution	Number of Students
All Grades		336
Percentiles Key ● 1st - 20 th ● 21st - 40 th ● 41st - 60 th ● 61st - 80 th ● >80 th		Rostered Fall 2024-2025 Tested Spring 2023-2024
More information about this chart		

District Profile

Achievement by Grade

Banquette ISD Science K-12				
Grade ↑	Achievement Spring 2023- 2024 Median Sort by and Distribution		Average RIT	Num of Stud
		-- select an option --		
Grade 3	57th	13% 17% 35% 27% 8%	189	48
Grade 4	44th	26% 24% 17% 11% 22%	193	46
Grade 5	56th	20% 15% 30% 24% 11%	201	54
Grade 6	69th	8% 8% 24% 25% 35%	212	51
Grade 7	58th	16% 14% 21% 33% 16%	210	51
Grade 8	69th	13% 15% 13% 33% 26%	213	39
Grade 9	66th	9% 19% 21% 28% 23%	218	47

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2024-2025
Tested Spring 2023-2024

[More information about this chart](#) ▼

Lexile® and Quantile® are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. The trademarks and names of other companies and products mentioned herein are the property of their respective owners. Copyright © 2024 MetaMetrics, Inc. All rights reserved.

[MAP Growth Reports](#) > Banquete ISD

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025 ▼

Term Tested

Spring 2023-2024 ▼

Course

Reading ▼

Update

Filters (0)

Apply Filters

Banquete ISD

District Profile

Achievement Overview

Banquete ISD | Reading

Grade	Achievement Spring 2023-2024 Median and Distribution	Number of Students
All Grades		542

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2024-2025
Tested Spring 2023-2024

[More information about this chart](#) ▼

District Profile

Achievement by Grade

Banquete ISD | Reading

Grade ↑	Achievement Spring 2023- 2024 Median Sort by <input type="text" value="-- select an option --"/> and Distribution	Average RIT	Num of Stud
Grade 1	72nd	158	42
Grade 2	46th	172	42
Grade 3	50th	185	48
Grade 4	30th	188	48
Grade 5	35th	199	50
Grade 6	53rd	211	51
Grade 7	52nd	214	52
Grade 8	54th	220	43
Grade 9	46th	218	48
Grade 10	41st	216	57
Grade 11	45th	216	60
Grade 12	9th	199	1

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2024-2025
Tested Spring 2023-2024

[More information about this chart.](#) 

Lexile® and Quantile® are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. The trademarks and names of other companies and products mentioned herein are the property of their respective owners. Copyright © 2024 MetaMetrics, Inc. All rights reserved.

[MAP Growth Reports](#) > Banquete ISD

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025

Term Tested

Spring 2023-2024

Course

Math K-12

Update

Filters (0)

Apply Filters

Banquete ISD

District Profile

Achievement Overview

Banquete ISD | Math K-12

Grade	Achievement Spring 2023-2024 Median and Distribution	Number of Students
All Grades		413

Percentiles Key
 ● 1st - 20th
 ● 21st - 40th
 ● 41st - 60th
 ● 61st - 80th
 ● >80th

Rostered Fall 2024-2025
Tested Spring 2023-2024

[More information about this chart](#) ▾

District Profile

Achievement by Grade

Banquette ISD Math K-12								
Grade ↑	Achievement Spring 2023- 2024 Median Sort by and Distribution	-- select an option --			Average RIT	Num of Stud		
Grade 1	63rd	7%	12%	29%	28%	24%	161	42
Grade 2	57th	7%	31%	14%	22%	26%	178	42
Grade 3	46th	17%	31%	21%	25%	6%	188	48
Grade 4	44th	25%	19%	19%	25%	12%	197	48
Grade 5	43rd	28%	17%	18%	24%	13%	208	54
Grade 6	55th	14%	22%	23%	25%	16%	220	51
Grade 7	53rd	16%	23%	20%	35%	6%	222	51
Grade 8	55th	12%	22%	19%	37%	10%	226	41
Grade 9	47th	14%	33%	20%	25%	8%	227	36

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2024-2025
Tested Spring 2023-2024

[More information about this chart](#) ▼

Lexile® and Quantile® are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. The trademarks and names of other companies and products mentioned herein are the property of their respective owners. Copyright © 2024 MetaMetrics, Inc. All rights reserved.