Rockwall Independent School District

Rockwall-Heath High School

2023-2024 Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

2023-2024 Campus Needs Assessment

Heath has a tradition of excellence. We work to inspire, empower, and equip our students to achieve excellence. Our motto is "Love the Kid, Drive the Rigor." During this year we will have three areas of focus: Academic Excellence, Safety & Civility, and a Culture of Collaboration and Community. We are committed to maintaining a positive campus culture by celebrating success, and by providing ongoing leadership opportunities for students and staff. We are committed to systematic communication that provides multiple opportunities for our stakeholders to participate as partners.

At this time, our campus has the following needs:

Continue to focus on maximizing student achievement by developing Teacher Collective Efficacy through a structured PLC process and frequent, timely feedback of instructional practices.
Ensure all students are College, Career, and/or Military Ready before graduation.
Increase minority participation in advanced coursework including AP, Dual Credit and IB programs.
Increase successful college credit attainment through AP, Dual Credit and the IB Diploma Programme.
Increase quantity and quality of support for the growing population of EB and Special Programs (Special Education and 504) students.
Increase performance in all EOC tested areas by focusing on the Fundamental 5*.

The Fundamental 5: The Formula for Quality Instruction, a book by Sean Cain and Mike Laird, describes five critical practices, based on research, that result in highly effective teaching. The five fundamental practices include: framing the lesson, working in the power zone, frequent small group purposeful talk, recognize and reinforce, plus writing critically.

Demographics

Demographics Summary

See the addendum for the most recent TAPR reports, demographic and STAAR performance reports, which include detailed information about our campus.

We are waiting for 2022-2023 accountability results to be released.

Priority Problem Statements

Goals

Goal 1: We will improve student achievement. Students will demonstrate a minimum of one year of academic growth as measured by external measures (Rockwall ISD CCA, STAAR, AP, IB, and Advanced Academic Coursework).

Performance Objective 1: The Campus will improve the Extended Construct Response Score by an average of 1.5 points (10 pt scale).

Evaluation Data Sources: Interim assessment scores, Campus Common Assessment (CCA) results, EOC results

Strategy 1 Details		Reviews		
Strategy 1: The campus will designate, communicate, emphasize, and provide feedback on the implementation of the Fundamental Five with an emphasis on critical writing as a closure activity. Feedback will be shared through campus snapshots, emails, and results of staff surveys.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Writing scores will improve. **Staff Responsible for Monitoring:** Campus Principal, Associate over C&I				
Strategy 2 Details		**Reviews**		
Strategy 2: Review of Writing Tasks in PLC once per grading term with teachers bringing samples of student work.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Writing scores will improve. **Staff Responsible for Monitoring:** PLC Captains, Campus Administrators				
Strategy 3 Details		**Reviews**		
Strategy 3: The Admin Team will review the results of Campus Data Walks, and follow up with Department Coaches, PLC Captains, and Individual Teachers	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Writing scores will improve. **Staff Responsible for Monitoring:** Associate Principal C& I, Campus Administrators				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: We will improve student achievement. Students will demonstrate a minimum of one year of academic growth as measured by external measures (Rockwall ISD CCA, STAAR, AP, IB, and Advanced Academic Coursework).

Performance Objective 2: The Campus will increase performance on STAAR EOC performance in Biology, Algebra 1, and US History by 5% at each performance level (Approaches, Meets, and Masters).
Our overall Campus EOC "Approaches" performance* will increase by 5%

High Priority

Evaluation Data Sources: TEA Interim assessment scores, Campus common assessment (CCA) results, EOC results

Strategy 1 Details	Reviews			
Strategy 1: The campus will designate, communicate, emphasize, and provide feedback on the implementation of the Fundamental Five.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Utilization of the fundamental five will become the norm in instructional practice. Students will experience consistency in all classrooms, and student achievement will increase. **Staff Responsible for Monitoring:** Campus Principal, Campus Administrators, Campus Instructional Coaches				

Strategy 2 Details	Reviews			
Strategy 2: Students will track their own success to promote progress towards mastery.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student outcomes will improve. **Staff Responsible for Monitoring:** Classroom teachers.				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: We will improve student achievement. Students will demonstrate a minimum of one year of academic growth as measured by external measures (Rockwall ISD CCA, STAAR, AP, IB, and Advanced Academic Coursework).

Performance Objective 3: Every student will show at least one year of academic growth in the areas of ELAR and Mathematics, our English Language Learners (EBs) improve by at least one level on TELPAS, and we will improve the EOC performance of Special Education, EL, and Economically Disadvantaged (EcoDis) students in all tested areas by 5%.

Evaluation Data Sources: Campus Common Assessment (CCA), TEA interim assessments, TELPAS, and EOC results

Strategy 1 Details	Reviews			
Strategy 1: RHHS will work with team leads to tighten the structure for PLC conversations through the District PLC Academy sponsored by Solution Tree. Administrators will work with EOC PLC teams to utilize available Lead4Ward tools and create and monitor common formative assessments in Aware.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: A decrease in the number of course failures and an increase in EOC success relative to 2023 levels. **Staff Responsible for Monitoring:** Principal, Associate Principal C&I				

Strategy 2 Details	Reviews			
Strategy 2: RHHS will provide after school accelerated instruction and transportation for students in need of passing an EOC and/or support in their current classwork.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: An increase in the number of students successful on December EOC retests and coursework. **Staff Responsible for Monitoring:** Associate Principal for Curriculum, MTSS Administrators, EOC Intervention Coordinator				

Strategy 3 Details	Reviews			
Strategy 3: RHHS will provide Tier 1 intervention opportunities within the classroom by focusing on the use of anchor charts, common formative assessments, and bell-to-bell instruction.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Tighten the PLC Process Campus-Wide	Formative			Summative

Establish PLC norms.
Write PLC smart goals.
Develop weekly PLC agendas.
Take PLC minutes.
Respond to four critical questions of a PLC.
 	
    Strategy's Expected Result/Impact: Improved student achievement
    Staff Responsible for Monitoring: Leadership Team and Department Coaches
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: To increase ELAR scores, students will be rewarded for participating in self-selected, self-guided reading.	Formative			Summative
Strategy's Expected Result/Impact: We will create a culture in which reading becomes the norm for all students at RHHS. Percentage of students who "get caught reading" will increase annually. The 2021-2022 school year is a baseline for this literacy program. **Staff Responsible for Monitoring:** RHHS Library Media Specialist	Dec	Feb	Apr	June

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 1: We will improve student achievement. Students will demonstrate a minimum of one year of academic growth as measured by external measures (Rockwall ISD CCA, STAAR, AP, IB, and Advanced Academic Coursework).

Performance Objective 4: RHHS Counselors will ensure each student is enrolled in coursework that supports the opportunity to earn a CCMR indicator and the campus CCMR percentage will increase. 88% is the target.

    Evaluation Data Sources: AP, TSI, SAT, CCMR records in Skyward

Strategy 1 Details	Reviews			
Strategy 1: Students will be incentivized to earn a CCMR with a Rockwall ISD recognized graduation cord.	**Formative**			**Summative**
Staff Responsible for Monitoring: Associate Principals	**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: The method by which a CCMR indicator will be earned, will be reflected in a student's four-year graduation plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be more committed to their coursework.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Lead Counselor, Freshman Campus Principal				
Strategy 3 Details	**Reviews**			
Strategy 3: The counseling office will conduct a campus-wide audit of rising juniors and seniors in 23-24 and enroll students, with Algebra 2 credit, in a College Bridge ELA and/or Math class.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will be college-ready.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Associate Principal C&I, Counselors				
Strategy 4 Details	**Reviews**			
Strategy 4: Students enrolled in English 3, will take the TSIA mid-year, and all who do not meet standard will be enrolled in Texas College Bridge English 4.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will be college ready upon graduation.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Lead Counselor, Campus Administrator over English department, Associate Principal C&I				

Strategy 5 Details	Reviews			

Strategy 5: Students enrolled in Algebra 2, will take the TSIA as a summative assessment. All who do not meet standard will be enrolled in Texas College Bridge Advanced Algebra.
     Strategy's Expected Result/Impact: More students will be college ready in mathematics upon graduation.
     Staff Responsible for Monitoring: Lead Counselor, Campus Administrator over Math department, Associate Principal C&I
	Formative			**Summative**

	Dec	Feb	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: We will improve student achievement. Students will demonstrate a minimum of one year of academic growth as measured by external measures (Rockwall ISD CCA, STAAR, AP, IB, and Advanced Academic Coursework).

Performance Objective 5: AP performance and participation will increase by at least 5% so that over 77% of our AP students earn a passing score on each exam they take and more students enroll in AP.

Evaluation Data Sources: AP Score reports, Skyward enrollment reports

Strategy 1 Details		Reviews		
Strategy 1: RHHS Counselors will provide additional opportunities for students to pursue Advanced Academics by utilizing AP Potential reports; providing information about International Baccalaureate offerings; increasing Dual Credit participation through Collin College, Eastfield College and the Gene Burton College & Career Academy; and supporting our students and teachers with information and proper placement in dual enrollment OnRamps coursework through the University of Texas Austin.	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy 2 Details		Reviews		
Strategy 2: Counselors will develop four-year plans with entering freshmen.	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy 3 Details		Reviews		
Strategy 3: IB Coordinator will create and maintain an IB interest list for incoming freshmen, and actively recruit Sophomores through student outreach. **Strategy's Expected Result/Impact:** Increase in IB participation.	**Formative**			**Summative**
	Dec	Feb	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: We will improve student achievement. Students will demonstrate a minimum of one year of academic growth as measured by external measures (Rockwall ISD CCA, STAAR, AP, IB, and Advanced Academic Coursework).

Performance Objective 6: RHHS Counselors will increase participation of Black and Hispanic students in advanced academic courses such as Honors, IB, AP, Dual Credit and Dual Enrollment (OnRamps) by 10%.

    Evaluation Data Sources: Rosters, College Board reports

Strategy 1 Details				Reviews			

Strategy 1: RHHS Counselors will review mastery in on-level and honors courses to ensure more students enroll in advanced academic coursework.
    Strategy's Expected Result/Impact: An increase in the number of students enrolling in advanced coursework.
    Staff Responsible for Monitoring: Lead Counselor, Associate Principal over Curriculum & Instruction.
				Formative			**Summative**

				Dec	Feb	Apr	June
Strategy 2 Details				**Reviews**			

Strategy 2: Campus will utilize the AP Potential report to identify and communicate with students who could benefit from enrollment in Advanced Academics coursework.
    Strategy's Expected Result/Impact: An increase in the number of students enrolling in advanced coursework.
    Staff Responsible for Monitoring: Lead Counselor, Associate Principal over Curriculum & Instruction.
				Formative			**Summative**

				Dec	Feb	Apr	June
0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

Goal 1: We will improve student achievement. Students will demonstrate a minimum of one year of academic growth as measured by external measures (Rockwall ISD CCA, STAAR, AP, IB, and Advanced Academic Coursework).

Performance Objective 7: We will maintain an overall failure rate of less than 10% campus-wide.

    High Priority

    Evaluation Data Sources: Grade reporting by department

Strategy 1 Details	Reviews			
Strategy 1: RHHS staff will provide students timely and meaningful feedback on progress within a course in order to reduce reliance on credit recovery.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lower failure rate; lower number of credits earned through credit recovery. **Staff Responsible for Monitoring:** Department Coaches, PLC leads	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: We will commit to a campus-wide tutoring schedule and run late buses every Tuesday and Thursday, when school is in session to support after-school tutoring opportunities. Mandatory tutorials will be utilized.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A decrease in course failures. **Staff Responsible for Monitoring:** Assistant Principal over Transportation, Campus intervention lead.	**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: PLCs will utilize common formative assessments and adjust instruction to prevent summative course failure.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A decrease in course failure. **Staff Responsible for Monitoring:** Campus Principals, Department coaches.	**Dec**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: We will improve student achievement. Students will demonstrate a minimum of one year of academic growth as measured by external measures (Rockwall ISD CCA, STAAR, AP, IB, and Advanced Academic Coursework).

Performance Objective 8: The number of students with grades below 70 each semester will decrease by 10% per year.

    Evaluation Data Sources: Skyward grade reports

Strategy 1 Details		Reviews			

Strategy 1: RHHS Counselors will monitor grades and partner with RHHS Admin to provide appropriate interventions and support for students with grades below 70.
    Strategy's Expected Result/Impact: Course failure will decrease.
    Staff Responsible for Monitoring: Lead Counselor, Associate Principal over C&I
		Formative			**Summative**

		Dec	**Feb**	**Apr**	**June**
Strategy 2 Details		**Reviews**			

Strategy 2: PLCs will answer PLC question 3 on a consistent basis: How do we respond when students don't learn?
    Strategy's Expected Result/Impact: Course failure will decrease. Test scores will increase.
    Staff Responsible for Monitoring: PLC Leads
		Formative			**Summative**

		Dec	**Feb**	**Apr**	**June**
Strategy 3 Details		**Reviews**			

Strategy 3: Students attending morning and afternoon tutoring will be scanned in using positive attendance. Each subject level will use a unique attendance reason code to track student tutoring performance.
    Strategy's Expected Result/Impact: Teachers are easily able to track student tutoring attendance, and parents receive the tutoring attendance communication. Overall failure rate improves by 2%.
    Staff Responsible for Monitoring: Associate Principal for Student Services, Assistant Principal over Attendance, Secretary over Attendance.
		Formative			**Summative**

		Dec	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 1: We will improve student achievement. Students will demonstrate a minimum of one year of academic growth as measured by external measures (Rockwall ISD CCA, STAAR, AP, IB, and Advanced Academic Coursework).

Performance Objective 9: All freshmen will earn 5 or more credits

   Evaluation Data Sources: Freshmen grades, % of credits earned

Strategy 1 Details				Reviews			
Strategy 1: Freshmen Academy curriculum will be developed and implemented.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Freshmen will be supported during their transition year. **Staff Responsible for Monitoring:** Freshmen Campus Principal				**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: The campus will host the Freshmen Parent Academy.				**Formative**			**Summative**
Strategy's Expected Result/Impact: More freshmen will achieve success. **Staff Responsible for Monitoring:** Freshman Campus Principal				**Dec**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: We will engage with students, parents, and the community to foster a collaborative and respectful culture.

Performance Objective 1: The campus will use proactive, informative, and concise communication with teachers, families, and the community.

    Evaluation Data Sources: The number of questions sent through anonymous tip line, social media, or emails to campus administrators.

Strategy 1 Details		Reviews			
Strategy 1: The campus will send out a biweekly Smore newsletter that provides key information for parents as well as recognize student and faculty achievements.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Reduction in the number of questions sent through anonymous tip line, social media, or emails to Campus administrators. **Staff Responsible for Monitoring:** Campus Principals					
Strategy 2 Details		Reviews			
Strategy 2: We will encourage two-way communication with our community using a variety of means including: Phone Calls, Email, Blackboard, Rockwall Safe, Skyward Announcements, and the anonymous tip line.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Reduction in the number of questions sent through anonymous tip lines, social media, or emails to Campus administrators. **Staff Responsible for Monitoring:** Associate Principals over Student Services, Curriculum & Instruction					
	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: We will engage with students, parents, and the community to foster a collaborative and respectful culture.

Performance Objective 2: The campus will continue to support the development of administrators, teachers, and staff with a focus on individualized continuous improvement.

    Evaluation Data Sources: Staff retention data

Strategy 1 Details				Reviews			

Strategy 1: PLC's will ensure the RISD District Curriculum is implemented in all courses by responding to data walk feedback.
    Strategy's Expected Result/Impact: A stronger vertical team.
    Staff Responsible for Monitoring: RHHS Admin, Department Coaches, Team Leads
				Formative			**Summative**

				Dec	**Feb**	**Apr**	**June**

Strategy 2 Details				Reviews			

Strategy 2: The campus will identify and develop the future leaders for Heath High School through our Leadership Development Program focused on instruction, communication, and service.
    Strategy's Expected Result/Impact: Development of next generation of PLC Captains, Dept. Coaches, and Heath Administrators.
    Staff Responsible for Monitoring: Campus Principals
				Formative			**Summative**

				Dec	**Feb**	**Apr**	**June**

Strategy 3 Details				Reviews			

Strategy 3: The campus will prioritize structured PLC meetings to ensure focus on continuously improving instructional objectives.
    Strategy's Expected Result/Impact: Increased alignment to Rockwall ISD Scope and Sequence, PLC conversations focused on data and instructional innovation.
    Staff Responsible for Monitoring: Campus Administration, PLC leads, District Coordinators
				Formative			**Summative**

				Dec	**Feb**	**Apr**	**June**

Strategy 4 Details				Reviews			

Strategy 4: The campus will encourage positive, supportive and constructive feedback through peer observations, campus data walks and walkthroughs.
    Strategy's Expected Result/Impact: Increased number of data walks as reported weekly by Associate for C&I. Greater integration of the Fundamental 5.
    Staff Responsible for Monitoring: Campus Administration, Associate C&I
				Formative			**Summative**

				Dec	**Feb**	**Apr**	**June**

Strategy 5 Details		Reviews			
Strategy 5: The campus will clarify the instructional, communication, support, and service expectations for Campus Leadership positions to ensure vertical alignment of campus goals through departments, PLCs, to the individual classroom.		**Formative**			**Summative**
		Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Greater focus on instruction in the Campus Leadership Meetings; Clarity in roles and greater redundancy. **Staff Responsible for Monitoring:** Campus Principals					

Strategy 6 Details		Reviews			
Strategy 6: The campus leadership meetings will prioritize two-way communication focused on improving classroom instruction. Agendas will be open to all members for input.		**Formative**			**Summative**
		Dec	Feb	Apr	June
Strategy's Expected Result/Impact: better alignment to campus instructional goals, particularly the Fundamental Five **Staff Responsible for Monitoring:** Campus Principals					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: We will promote a safe and civil environment for students, staff, and the community.

Performance Objective 1: The campus will prioritize the physical safety of students and staff to ensure a safe and productive learning environment.

    Evaluation Data Sources: Gaggle alerts, anonymous tip lines, Raptor logs

Strategy 1 Details		Reviews			

Strategy 1: All staff will be trained on the Standard Response Protocol to ensure adequate response to an emergency situation.
    Strategy's Expected Result/Impact: Quicker response times during safety drills. Evacuation in < 4 minutes.
    Staff Responsible for Monitoring: Assistant Principal over Safety & Security, Associate Principal for Student Services.
		Formative			**Summative**

		Dec	Feb	Apr	June

Strategy 2 Details		Reviews			

Strategy 2: We will use safety guards effectively (checking doors, building relationships, actively monitoring all areas, regulating entry, directing parking lot, identification of students/staff/subs/visitors, assist in implementation of SRP, and monitoring of eHallpass to ensure staff, visitor and student safety at all times.
    Strategy's Expected Result/Impact: A reduction in the number of incidents.
    Staff Responsible for Monitoring: Assistant Principal over Safety.
		Formative			**Summative**

		Dec	Feb	Apr	June

Strategy 3 Details		Reviews			

Strategy 3: We will provide MERT, Stop the Bleed, CPI and Vector Training.
We will ensure there is proper signage (Sex trafficking, 1st amendment, child abuse, and gun law) in our building.
    Strategy's Expected Result/Impact: A quicker response time, and reduction in the chance of harm to students and staff.
    Staff Responsible for Monitoring: Assistant Principal over Safety, Associate Principal over Student Services
		Formative			**Summative**

		Dec	Feb	Apr	June

Strategy 4 Details		Reviews			

Strategy 4: RHHS Campus Principals will discuss safety concerns with Student Resource Officers (SROs) and review threats.
    Strategy's Expected Result/Impact: A safer school environment
    Staff Responsible for Monitoring: Campus Principals
		Formative			**Summative**

		Dec	Feb	Apr	June

Strategy 5 Details		Reviews			

Strategy 5: RHHS Campus Administration will be trained to monitor and respond to the anonymous tip line, 911 calls, and Gaggle alerts.
    Strategy's Expected Result/Impact: A safer school environment
    Staff Responsible for Monitoring: Campus Principal
		Formative			**Summative**

		Dec	Feb	Apr	June
Strategy 6 Details		Reviews			

Strategy 6: The campus will continue to universally use E-hall pass to minimize the number of students outside the direct supervision of a teacher during the day.
    Strategy's Expected Result/Impact: The number of students in the hallway during class will be dramatically reduced and provide more class time overall for students.
    Staff Responsible for Monitoring: Assistant Principal over E-Hall Pass, Associate Principal over Student Services, Teachers
		Formative			**Summative**

		Dec	Feb	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: We will promote a safe and civil environment for students, staff, and the community.

Performance Objective 2: We will ensure the emotional safety of students and staff.

    Evaluation Data Sources: Gaggle alerts, anonymous tip lines, counseling visits

Strategy 1 Details		Reviews			
Strategy 1: We will embed SEL curriculum weekly through check-ins, bell ringers, and exit tickets utilizing the Better Together one-page documents provided by the district.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved academic success.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Associate Principal for Student Services, PLC leads, teachers					

Strategy 2 Details		Reviews			
Strategy 2: We will develop MTSS Tier 2, 504, and SpEd plans for Behavior/SEL needs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance and grades will improve		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Principal for MTSS, SpEd & 504 Coordinators					

Strategy 3 Details		Reviews			
Strategy 3: We will utilize restorative and trauma-informed strategies for restorative conferences and discipline practices.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance and grades will improve		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: RHHS Administrators and RHHS Counselors					

Strategy 4 Details		Reviews			
Strategy 4: We will respond to the anonymous tip line as appropriate.		**Formative**			**Summative**
Staff Responsible for Monitoring: Associate Principal for Student Services		**Dec**	**Feb**	**Apr**	**June**

Strategy 5 Details		Reviews			
Strategy 5: We will respond to Gaggle alerts as appropriate.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students are supported		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: RHHS Admin					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: We will ensure compliance with the local wellness policy through implementation of the Rockwall ISD Wellness Plan with an emphasis on student and staff well-being.

Performance Objective 1: In order to improve the health of staff and students, at RHHS we will address the following four areas: 1) Nutrition Promotion, 2) Nutrition Education, 3) Physical Activity, and 4) Other school-based activities.

> **Evaluation Data Sources:** Healthier students and staff that are self-reflective and self-motivated on personal health and wellness.

Strategy 1 Details			Reviews			
Strategy 1: We will encourage employee wellness by having at least one staff member assigned to the Rock Solid Wellness team and encouraging campus-wide participation in district and campus-specific wellness events, such as Wellness Wednesdays.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Healthier staff that are self-reflective and self-motivated on personal health and wellness **Staff Responsible for Monitoring:** RHHS Campus Wellness Team						
Strategy 2 Details			Reviews			
Strategy 2: The campus will provide healthy recipes on a monthly basis.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Support for healthier habits			**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: RHHS Campus Wellness Team						

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 4: We will ensure compliance with the local wellness policy through implementation of the Rockwall ISD Wellness Plan with an emphasis on student and staff well-being.

Performance Objective 2: The campus will provide direct support for the social emotional development of students through a dedicated MTSS process.

    Evaluation Data Sources: Attendance and discipline records in Skyward

Strategy 1 Details		Reviews			

Strategy 1: Our campus will focus on referring students to the MTSS program who can benefit from early intervention; such as those with excessive tardies, absences or difficulty passing classes.
     Strategy's Expected Result/Impact: The number of students accessing tiered intervention will increase while the number of students with outcries have a corresponding decrease.
     Staff Responsible for Monitoring: AP for MTSS, Associate for Student Services, Teachers
		Formative			**Summative**

		Dec	Feb	Apr	June
Strategy 2 Details		**Reviews**			

Strategy 2: The campus will provide opportunities for our freshmen to learn about the dangers of e-cigarette useage and alcohol consumption.
     Strategy's Expected Result/Impact: A reduction in the number of students assigned to DAEP due to e-cigarette or alcohol
     Staff Responsible for Monitoring: Freshmen Campus Principal, Associate for Student Services
		Formative			**Summative**

		Dec	Feb	Apr	June
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Addendums

Texas Education Agency
2021-22 Staff Information
ROCKWALL-HEATH H S (199901004) - ROCKWALL ISD - ROCKWALL COUNTY

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent	District	State
Total Staff	195.0	100.0%	100.0%	100.0%
Professional Staff:	180.8	92.7%	68.5%	64.1%
Teachers	157.7	80.9%	52.3%	49.3%
Professional Support	15.1	7.8%	12.4%	10.7%
Campus Administration (School Leadership)	8.0	4.1%	2.8%	2.9%
Educational Aides:	14.2	7.3%	8.6%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	7.0	n/a	40.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	29.1	14.9%	20.0%	52.1%
Teachers by Ethnicity:				
African American	6.1	3.9%	3.8%	11.2%
Hispanic	8.8	5.6%	9.6%	28.9%
White	135.5	85.9%	83.4%	56.4%
American Indian	2.3	1.5%	0.7%	0.3%
Asian	2.0	1.3%	0.7%	1.9%
Pacific Islander	1.0	0.6%	0.1%	0.1%
Two or More Races	2.0	1.3%	1.7%	1.2%
Teachers by Sex:				
Males	66.2	42.0%	19.5%	24.1%
Females	91.5	58.0%	80.5%	75.9%
Teachers by Highest Degree Held:				
No Degree	2.6	1.6%	0.5%	1.4%
Bachelors	87.4	55.4%	66.2%	72.6%
Masters	64.2	40.7%	32.2%	25.2%
Doctorate	3.5	2.2%	1.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	14.2	9.0%	4.2%	7.9%
1-5 Years Experience	26.8	17.0%	21.2%	26.7%
6-10 Years Experience	34.8	22.1%	21.2%	20.6%
11-20 Years Experience	62.1	39.4%	35.8%	28.6%
21-30 Years Experience	19.4	12.3%	16.2%	13.2%
Over 30 Years Experience	0.4	0.3%	1.5%	2.9%
Number of Students per Teacher	17.9	n/a	16.6	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	6.6	6.3
Average Years Experience of Principals with District	11.0	6.0	5.4
Average Years Experience of Assistant Principals	5.5	5.5	5.5
Average Years Experience of Assistant Principals with District	4.5	4.0	4.8
Average Years Experience of Teachers:	11.5	12.5	11.1
Average Years Experience of Teachers with District:	5.4	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$55,902	$55,886	$51,054
1-5 Years Experience	$56,001	$55,431	$54,577
6-10 Years Experience	$57,148	$56,848	$57,746
11-20 Years Experience	$59,372	$59,077	$61,377
21-30 Years Experience	$62,216	$62,220	$65,949
Over 30 Years Experience	$66,780	$67,876	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$58,367	$58,333	$58,887
Professional Support	$65,756	$67,631	$69,505
Campus Administration (School Leadership)	$90,793	$82,850	$84,990
Instructional Staff Percent:	n/a	67.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

| | ----- Campus ----- | | | |
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.9%	6.2%
Career and Technical Education	23.1	14.7%	5.0%	5.2%
Compensatory Education	0.0	0.0%	1.9%	3.0%
Gifted and Talented Education	0.0	0.0%	1.3%	1.7%
Regular Education	120.6	76.4%	81.8%	70.8%
Special Education	13.4	8.5%	6.1%	9.6%
Other	0.6	0.4%	1.1%	3.5%

-     Indicates there is no data for the item.

*   Indicates results are masked due to small numbers.

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

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

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency
2021-22 Staff Information
ROCKWALL-HEATH H S (199901004) - ROCKWALL ISD - ROCKWALL COUNTY

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	195.0	100.0%	100.0%	100.0%
Professional Staff:	180.8	92.7%	68.5%	64.1%
Teachers	157.7	80.9%	52.3%	49.3%
Professional Support	15.1	7.8%	12.4%	10.7%
Campus Administration (School Leadership)	8.0	4.1%	2.8%	2.9%
Educational Aides:	14.2	7.3%	8.6%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	7.0	n/a	40.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	29.1	14.9%	20.0%	52.1%
Teachers by Ethnicity:				
African American	6.1	3.9%	3.8%	11.2%
Hispanic	8.8	5.6%	9.6%	28.9%
White	135.5	85.9%	83.4%	56.4%
American Indian	2.3	1.5%	0.7%	0.3%
Asian	2.0	1.3%	0.7%	1.9%
Pacific Islander	1.0	0.6%	0.1%	0.1%
Two or More Races	2.0	1.3%	1.7%	1.2%
Teachers by Sex:				
Males	66.2	42.0%	19.5%	24.1%
Females	91.5	58.0%	80.5%	75.9%
Teachers by Highest Degree Held:				
No Degree	2.6	1.6%	0.5%	1.4%
Bachelors	87.4	55.4%	66.2%	72.6%
Masters	64.2	40.7%	32.2%	25.2%
Doctorate	3.5	2.2%	1.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	14.2	9.0%	4.2%	7.9%
1-5 Years Experience	26.8	17.0%	21.2%	26.7%
6-10 Years Experience	34.8	22.1%	21.2%	20.6%
11-20 Years Experience	62.1	39.4%	35.8%	28.6%
21-30 Years Experience	19.4	12.3%	16.2%	13.2%
Over 30 Years Experience	0.4	0.3%	1.5%	2.9%
Number of Students per Teacher	17.9	n/a	16.6	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	6.6	6.3
Average Years Experience of Principals with District	11.0	6.0	5.4
Average Years Experience of Assistant Principals	5.5	5.5	5.5
Average Years Experience of Assistant Principals with District	4.5	4.0	4.8
Average Years Experience of Teachers:	11.5	12.5	11.1
Average Years Experience of Teachers with District:	5.4	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$55,902	$55,886	$51,054
1-5 Years Experience	$56,001	$55,431	$54,577
6-10 Years Experience	$57,148	$56,848	$57,746
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Average Actual Salaries (regular duties only):			
Teachers	$58,367	$58,333	$58,887
Professional Support	$65,756	$67,631	$69,505
Campus Administration (School Leadership)	$90,793	$82,850	$84,990
Instructional Staff Percent:	n/a	67.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.9%	6.2%
Career and Technical Education	23.1	14.7%	5.0%	5.2%
Compensatory Education	0.0	0.0%	1.9%	3.0%
Gifted and Talented Education	0.0	0.0%	1.3%	1.7%
Regular Education	120.6	76.4%	81.8%	70.8%
Special Education	13.4	8.5%	6.1%	9.6%
Other	0.6	0.4%	1.1%	3.5%

-    Indicates there is no data for the item.

*   Indicates results are masked due to small numbers.

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

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

**TEA | School Programs | Assessment and
Reporting | Performance Reporting**

Texas Education Agency
2021-22 Student Information
ROCKWALL-HEATH H S (199901004) - ROCKWALL ISD - ROCKWALL COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	2,823	100.0%	17,818	5,402,928	2,824	100.0%	17,926	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.7%	0.4%
Pre-Kindergarten	0	0.0%	2.4%	4.1%	0	0.0%	2.4%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.3%	0.6%	0	0.0%	0.3%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.1%	3.5%	0	0.0%	2.0%	3.5%
Kindergarten	0	0.0%	6.6%	6.8%	0	0.0%	6.6%	6.8%
Grade 1	0	0.0%	6.7%	7.1%	0	0.0%	6.6%	7.1%
Grade 2	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 5	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.8%	7.4%	0	0.0%	7.7%	7.4%
Grade 7	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 9	787	27.9%	8.9%	8.8%	787	27.9%	8.9%	8.8%
Grade 10	718	25.4%	8.1%	7.6%	718	25.4%	8.1%	7.5%
Grade 11	679	24.1%	7.9%	7.2%	679	24.0%	7.9%	7.2%
Grade 12	639	22.6%	7.6%	6.7%	640	22.7%	7.6%	6.7%
Ethnic Distribution:								
African American	334	11.8%	10.5%	12.8%	334	11.8%	10.5%	12.8%
Hispanic	754	26.7%	24.2%	52.8%	754	26.7%	24.2%	52.7%
White	1,496	53.0%	56.9%	26.3%	1,497	53.0%	56.9%	26.3%
American Indian	19	0.7%	0.6%	0.3%	19	0.7%	0.6%	0.3%
Asian	87	3.1%	3.0%	4.8%	87	3.1%	3.0%	4.8%
Pacific Islander	3	0.1%	0.2%	0.2%	3	0.1%	0.2%	0.2%
Two or More Races	130	4.6%	4.6%	2.9%	130	4.6%	4.6%	2.9%
Sex:								
Female	1,348	47.8%	48.7%	48.9%	1,348	47.7%	48.6%	48.8%
Male	1,475	52.2%	51.3%	51.1%	1,476	52.3%	51.4%	51.2%
Economically Disadvantaged	783	27.7%	25.8%	60.7%	784	27.8%	25.9%	60.6%
Non-Educationally Disadvantaged	2,040	72.3%	74.2%	39.3%	2,040	72.2%	74.1%	39.4%
Section 504 Students	428	15.2%	12.3%	7.4%	428	15.2%	12.2%	7.4%
EB Students/EL	214	7.6%	9.2%	21.7%	214	7.6%	9.2%	21.7%
Students w/ Disciplinary Placements (2020-21)	31	1.1%	0.4%	0.6%				
Students w/ Dyslexia	272	9.6%	9.6%	5.0%	272	9.6%	9.6%	5.0%
Foster Care	10	0.4%	0.5%	0.3%	10	0.4%	0.5%	0.3%

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Homeless	3	0.1%	0.1%	1.1%	3	0.1%	0.1%	1.1%
Immigrant	15	0.5%	0.5%	2.0%	15	0.5%	0.5%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	3	0.1%	15.9%	64.3%	3	0.1%	16.0%	64.3%
Military Connected	227	8.0%	7.3%	3.3%	227	8.0%	7.3%	3.3%
At-Risk	580	20.5%	31.6%	53.5%	580	20.5%	31.4%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	207	7.3%	9.0%	21.9%	207	7.3%	9.0%	21.8%
Career and Technical Education	2,007	71.1%	23.1%	25.8%				
Career and Technical Education (9-12 grades only)	2,007	71.1%	70.9%	71.0%				
Gifted and Talented Education	238	8.4%	8.3%	8.0%	238	8.4%	8.2%	8.0%
Special Education	252	8.9%	11.8%	11.6%	253	9.0%	12.1%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	252							
By Type of Primary Disability Students with Intellectual Disabilities	125	49.6%	39.9%	43.0%				
Students with Physical Disabilities	7	2.8%	24.5%	20.8%				
Students with Autism	30	11.9%	12.7%	14.7%				
Students with Behavioral Disabilities	90	35.7%	22.1%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.5%				
Mobility (2020-21):								
Total Mobile Students	267	9.6%	10.3%	13.6%				
By Ethnicity: African American	49	1.8%	1.7%	2.5%				
Hispanic	70	2.5%	2.5%	6.6%				
White	130	4.7%	5.4%	3.5%				
American Indian	1	0.0%	0.1%	0.1%				
Asian	8	0.3%	0.3%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	9	0.3%	0.4%	0.5%				
Count and Percent of Special Ed Students who are Mobile	28	11.2%	12.8%	15.7%				
Count and Percent of EB Students/EL who are Mobile	26	12.6%	11.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	90	13.0%	15.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	235	11.3%	17.3%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.7%	1.9%	-	7.9%	5.2%
Grade 1	-	1.1%	2.9%	-	1.4%	4.2%
Grade 2	-	0.1%	1.7%	-	0.0%	2.2%
Grade 3	-	0.1%	1.0%	-	0.0%	1.0%
Grade 4	-	0.0%	0.7%	-	1.4%	0.7%

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
	Campus	District	State	Campus	District	State
Grade 5	-	0.1%	0.5%	-	0.5%	0.7%
Grade 6	-	0.2%	0.6%	-	0.0%	0.6%
Grade 7	-	0.3%	0.7%	-	0.7%	0.7%
Grade 8	-	0.5%	0.6%	-	0.8%	0.8%
Grade 9	6.1%	6.1%	10.5%	13.8%	15.7%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.4	18.7
Grade 1	-	19.7	18.7
Grade 2	-	19.8	18.6
Grade 3	-	18.7	18.7
Grade 4	-	19.9	18.8
Grade 5	-	22.1	20.2
Grade 6	-	24.6	19.2
Secondary:			
English/Language Arts	21.3	20.8	16.3
Foreign Languages	22.8	23.2	18.4
Mathematics	20.8	21.2	17.5
Science	21.6	22.4	18.5
Social Studies	23.9	24.2	19.1

-   Indicates there are no students in the group.

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

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

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

**TEA | School Programs | Assessment and
Reporting | Performance Reporting**

Texas Education Agency
2021-22 STAAR Performance
ROCKWALL-HEATH H S (199901004) - ROCKWALL ISD - ROCKWALL COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																

End of Course English I

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL
At Approaches Grade Level or Above	2022	65%	82%	**79%**	67%	74%	86%	*	91%	*	80%	24%	86%	82%	74%	66%	55%
	2021	67%	82%	**79%**	61%	71%	88%	73%	86%	*	79%	35%	81%	82%	73%	69%	59%
At Meets Grade Level or Above	2022	47%	67%	**65%**	46%	57%	75%	*	86%	*	59%	10%	79%	68%	59%	41%	32%
	2021	50%	69%	**63%**	46%	49%	74%	55%	57%	*	74%	20%	69%	67%	53%	45%	30%
At Masters Grade Level	2022	11%	19%	**19%**	7%	14%	25%	*	41%	*	15%	0%	14%	20%	17%	9%	2%
	2021	12%	18%	**15%**	6%	8%	21%	9%	21%	*	12%	3%	13%	17%	9%	7%	2%

End of Course English II

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL
At Approaches Grade Level or Above	2022	72%	86%	**83%**	71%	78%	89%	75%	90%	*	94%	46%	85%	86%	77%	74%	64%
	2021	71%	87%	**85%**	74%	80%	89%	63%	95%	-	94%	35%	77%	88%	77%	76%	68%
At Meets Grade Level or Above	2022	55%	73%	**68%**	45%	57%	78%	50%	86%	*	83%	23%	62%	72%	59%	53%	34%
	2021	57%	77%	**74%**	54%	67%	81%	38%	89%	-	74%	25%	69%	77%	66%	58%	45%
At Masters Grade Level	2022	9%	14%	**11%**	5%	7%	15%	0%	10%	*	6%	1%	23%	12%	7%	4%	0%
	2021	11%	16%	**16%**	3%	12%	20%	13%	5%	-	26%	9%	23%	16%	15%	6%	0%

End of Course Algebra I

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL
At Approaches Grade Level or Above	2022	76%	92%	**85%**	75%	82%	89%	*	100%	*	90%	57%	80%	85%	84%	77%	80%
	2021	73%	90%	**79%**	65%	76%	86%	86%	100%	*	79%	48%	83%	82%	74%	76%	70%
At Meets Grade Level or Above	2022	43%	72%	**48%**	35%	42%	57%	*	80%	*	57%	18%	20%	51%	45%	38%	33%
	2021	41%	64%	**38%**	21%	33%	49%	29%	50%	*	38%	20%	42%	42%	33%	31%	29%
At Masters Grade Level	2022	27%	50%	**24%**	14%	24%	27%	*	80%	*	27%	8%	20%	26%	21%	19%	19%
	2021	23%	40%	**15%**	3%	11%	20%	29%	33%	*	21%	7%	25%	16%	13%	11%	9%

End of Course Biology

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL
At Approaches Grade Level or Above	2022	83%	94%	**93%**	81%	89%	97%	67%	100%	-	97%	64%	94%	94%	88%	86%	78%
	2021	82%	96%	**94%**	83%	94%	97%	86%	100%	*	92%	57%	91%	97%	87%	87%	91%
At Meets Grade Level or Above	2022	55%	77%	**73%**	55%	61%	82%	50%	90%	-	82%	24%	76%	76%	63%	51%	34%
	2021	55%	80%	**76%**	51%	70%	84%	29%	87%	*	80%	32%	91%	78%	68%	57%	51%
At Masters Grade Level	2022	21%	39%	**36%**	12%	26%	45%	17%	76%	-	41%	8%	53%	39%	30%	20%	7%
	2021	22%	40%	**39%**	24%	29%	46%	29%	53%	*	40%	13%	73%	41%	32%	21%	12%

End of Course U.S. History

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL
At Approaches Grade Level or Above	2022	89%	96%	**95%**	87%	95%	97%	100%	89%	-	94%	69%	92%	96%	91%	91%	88%
	2021	88%	96%	**93%**	81%	91%	97%	*	92%	*	100%	73%	89%	96%	84%	88%	80%
At Meets Grade Level or Above	2022	68%	84%	**81%**	68%	80%	87%	100%	84%	-	84%	40%	67%	84%	73%	75%	63%
	2021	69%	81%	**77%**	52%	65%	87%	*	84%	*	95%	42%	78%	81%	63%	61%	40%
At Masters Grade Level	2022	42%	59%	**56%**	35%	49%	65%	29%	63%	-	69%	19%	58%	59%	48%	42%	23%
	2021	43%	58%	**52%**	32%	43%	61%	*	56%	*	67%	21%	56%	57%	39%	37%	16%

SAT/ACT All Subjects

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	92%	97%	**96%**	100%	96%	97%	-	100%	-	78%	-	-	97%	85%	89%	*
	2021	95%	98%	**98%**	92%	93%	99%	-	100%	*	100%	*	*	98%	100%	94%	*
At Meets Grade Level or Above	2022	64%	76%	**76%**	64%	69%	79%	-	92%	-	67%	-	-	80%	35%	54%	*
	2021	69%	83%	**83%**	77%	79%	84%	-	83%	*	100%	*	*	84%	67%	76%	*
At Masters Grade Level	2022	13%	11%	**15%**	14%	6%	18%	-	33%	-	0%	-	-	17%	0%	2%	*
	2021	14%	11%	**10%**	15%	7%	10%	-	17%	*	17%	*	*	10%	11%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	87%	**87%**	76%	83%	92%	78%	94%	*	90%	50%	89%	90%	82%	78%	71%
	2021	67%	81%	**87%**	73%	82%	92%	74%	94%	78%	89%	49%	84%	90%	79%	79%	72%
At Meets Grade Level or Above	2022	48%	65%	**69%**	50%	60%	78%	59%	87%	*	72%	21%	67%	73%	59%	51%	37%
	2021	41%	57%	**68%**	46%	58%	78%	40%	79%	33%	73%	28%	69%	73%	56%	50%	38%
At Masters Grade Level	2022	23%	36%	**28%**	14%	22%	35%	11%	47%	*	29%	6%	36%	30%	22%	16%	9%
	2021	18%	28%	**27%**	14%	20%	33%	17%	34%	0%	30%	10%	35%	29%	20%	15%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	87%	**81%**	69%	76%	88%	64%	91%	*	87%	34%	85%	84%	75%	70%	59%
	2021	68%	80%	**82%**	67%	75%	88%	68%	91%	*	86%	35%	79%	85%	75%	72%	63%
At Meets Grade Level or Above	2022	53%	68%	**66%**	46%	57%	77%	36%	86%	*	70%	16%	70%	70%	59%	47%	33%
	2021	45%	58%	**68%**	50%	57%	78%	47%	76%	*	74%	22%	69%	72%	59%	51%	36%
At Masters Grade Level	2022	25%	35%	**15%**	6%	11%	20%	0%	26%	*	11%	1%	19%	16%	12%	6%	1%
	2021	18%	26%	**15%**	5%	9%	20%	11%	12%	*	18%	5%	17%	17%	12%	7%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	86%	**88%**	79%	85%	92%	*	100%	*	87%	57%	80%	90%	84%	80%	81%
	2021	66%	82%	**85%**	70%	79%	91%	86%	100%	*	83%	48%	85%	88%	76%	78%	70%
At Meets Grade Level or Above	2022	42%	61%	**57%**	39%	49%	65%	*	88%	*	59%	18%	20%	63%	44%	42%	33%
	2021	37%	55%	**51%**	30%	41%	63%	29%	67%	*	50%	21%	46%	58%	34%	35%	30%
At Masters Grade Level	2022	20%	33%	**21%**	14%	20%	24%	*	47%	*	21%	8%	20%	23%	19%	15%	18%
	2021	18%	28%	**13%**	5%	10%	16%	29%	25%	*	20%	6%	31%	14%	12%	10%	9%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	88%	**93%**	81%	89%	97%	67%	100%	-	97%	64%	94%	94%	88%	86%	78%
	2021	71%	85%	**94%**	83%	94%	97%	86%	100%	*	92%	57%	91%	97%	87%	87%	91%
At Meets Grade Level or Above	2022	47%	66%	**73%**	55%	61%	82%	50%	90%	-	82%	24%	76%	76%	63%	51%	34%
	2021	44%	61%	**76%**	51%	70%	84%	29%	87%	*	80%	32%	91%	78%	68%	57%	51%
At Masters Grade Level	2022	21%	36%	**36%**	12%	26%	45%	17%	76%	-	41%	8%	53%	39%	30%	20%	7%
	2021	20%	33%	**39%**	24%	29%	46%	29%	53%	*	40%	13%	73%	41%	32%	21%	12%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	89%	**95%**	87%	95%	97%	100%	89%	-	94%	69%	92%	96%	91%	91%	88%
	2021	73%	87%	**93%**	81%	91%	97%	*	92%	*	100%	73%	89%	96%	84%	88%	80%
At Meets Grade Level or Above	2022	50%	69%	**81%**	68%	80%	87%	100%	84%	-	84%	40%	67%	84%	73%	75%	63%
	2021	49%	67%	**77%**	52%	65%	87%	*	84%	*	95%	42%	78%	81%	63%	61%	40%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	30%	47%	**56%**	35%	49%	65%	29%	63%	-	69%	19%	58%	59%	48%	42%	23%
	2021	29%	45%	**52%**	32%	43%	61%	*	56%	*	67%	21%	56%	57%	39%	37%	16%

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

- Indicates there are no students in the group.

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Performance Reporting