San Antonio Independent School District

CAST Tech High School

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 30, 2022

Demographics

Demographics Summary

CAST Tech is a diverse campus with at least half of the students coming from the urban core and the difference representing broader San Antonio and the surrounding area. Families choose CAST Tech as their schooling option which creates a diverse representation of the greater San Antonio community due to our open lottery enrollment. All faculty applied to work at CAST Tech and are committed to its design features, as well as the mission of the school. The local industry is an intentional partner of the school with a constant presence within the campus curriculum and culture.

Ethnic Distribution of Student Body:

3% African American

88% Hispanic

7% White

3% Other

The student body is comprised of:

61% Economically Disadvantaged

11% Emergent Bilingual

13% Gifted & Talented

8% Special Education

79% male

30% female

48% of our incoming freshmen are new to SAISD, i.e. parochial, private charter, homeschool, out of the district, and new to SA.

See addendum for additional data.

Demographics Strengths

1. The student body is diverse since students are coming from across the city and within the urban core.

2. The learning community is small, which allows the faculty to cultivate strong, meaningful relationships with students and their families.

3. Faculty chose to work at CAST Tech which promotes cohesion of the team as they work toward the mission and vision of the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause:** Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.

Problem Statement 2 (Prioritized): Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause:** The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Student Learning

Student Learning Summary

May 2022 Results					
SUBJECT	Tested	Did Not Meet	Approaches	Meets	Masters
Math	99	28%	72%	25%	13%
English	266	25%	75%	53%	12%
Science	116	7%	7%	66%	26%
Social Studies	126	6%	6%	74%	40%
Academic Growth	80	scale score			
Relative Performance	92	scale score			
Closing the Gaps	78	scale score			

see addendum for more detailed reports

AP Scores - July 2022

Student Learning Strengths

Campus Ratings	2018	2019	2020	2021	2022
CAST Tech	80 (B)	84 (B)	NA - COVID	NA - COVID	88 (B)

Students are outpacing the learning targets projected by the SAISD Research Dept. CAST Tech was projected at a grade of 86 for spring 2022 and earned a grade of 88.

see addendum for additional TEA report of outcomes; campus earned 5 of 7 state distinctions

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause:** As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.

Problem Statement 2 (Prioritized): Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause:**

Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.

Problem Statement 3 (Prioritized): Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause:** The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Problem Statement 4 (Prioritized): As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs

School Processes & Programs Summary

CAST Tech has three CTE Pathways: business, technology, and user experience.

Project Based Learning is part of the instructional delivery model across the campus in all courses.

Choice Time is integrated during the week so that students may develop agency and all students have a scheduled time for intervention and/or enrichment.

The course curriculum is developed with input from the local industry so that students are learning real-world skills and platforms while being taught the TEKS.

All staff and faculty apply to be at CAST Tech. Thus, 100% of faculty are bought in to the mission and instructional design of the school.

School Processes & Programs Strengths

Teachers create lesson that incorporate industry skills, which promotes student interest and retentin of content being taught.

Students have a voice in their learning which promotes ownership in the learning process.

The campus faculty consistently reflects, adjusts, and further develops their practices in order to support students.

CCMR results are strong, top in state for comparable schools.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause:** The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Problem Statement 2 (Prioritized): Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause:** Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.

Problem Statement 4 (Prioritized): Parents and students could not identify the FACE specialist. **Root Cause:** The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.

Problem Statement 5 (Prioritized): As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause:** As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.

Perceptions

Perceptions Summary

The industry is regularly on campus both directly and indirectly to coach/mentor staff and students.

Teachers have double the amount of TEA required planning time to assist with the curriculum design and lesson creations necessary to fulfill the campus mission. Teachers that have left are the campus are due to promotion, moved out of state, or exited education to work within the industry.

Students' voice is regularly solicited by staff in order to inform our work and develop their leadership and communication skills.

As a CAST school, we promote authentic learning experiences, student voice and agency, equity, and relationships.

Parent meetings take place, at least monthly, in order to solicit their perspective and as well as honor their questions/concerns.

The campus has one of the highest student retention rates for enrollment within the Innovation Zone of schools.

See the addendum for the student survey and parent survey feedback.

Perceptions Strengths

Based on 21-22 Panorama data:

93% of families indicated the school welcomes family involvement and engagement

93% of families feel comfortable interacting with school faculty and staff

84% of families indicated the school is responsive to concerns and addresses them in a timely manner

14% know of the FACE specialist is and how to contact this person (vacancy in Spring 2022)

90% of students names a faculty member they could go to for help/assistance

Students identified the following as strengths of CAST Tech, listed in rank order:

1. Environment & Community feel - safe, accepting

2. Faculty/Staff

3. Classes - engaging, meaningful, tech integration

4. Facilities - open, courtyard, furniture, design, layout

5. Freedom - dresscode

6. Pathways

7. Schedule - bell schedule, Flexisched, tutoring, lunch

8. Opportunities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents and students could not identify the FACE specialist. **Root Cause:** The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.

Problem Statement 2 (Prioritized): Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause:** The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Priority Problem Statements

Problem Statement 1: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus.

Root Cause 1: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations.

Root Cause 2: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: As a campus, 25% of our students taking the English 1/2 assessment failed the exam.

Root Cause 3: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Parents and students could not identify the FACE specialist.

Root Cause 4: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

Root Cause 5: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 5 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity 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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 1: CAST Tech will earn a TEA accountability rating of at least a "A", with an overall score of 90 or above, by June 2023.

Evaluation Data Sources: 22-23 STAAR scores, 22-23 dual-credit results, 22-23 AP results, TSI scores, industry certification results, attendance rate, Branching Minds, MAP results

Strategy 1 Details	Reviews			
Strategy 1: Department Leaders will utilize PLCs to review data and develop intervention lessons to conduct during Choice Time, Saturday Success, and before/after-school tutorials. Leadership Team members will meet in PLCs once a month to participate in the data dive for intervention preparation.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: Branching Minds, grades, rosters for Choice Time, Sat Success and tutorials Q1 -Choice Time built into Master Schedule and teachers trained on how to schedule students for accelerated instruction using Flexisched Q2 - 70% of students are scheduled in varied learning opportunities to show growth in or mastery of targeted skills, i.e. Dec EOC prep, AP workshop, Dual-Credit support, TSI prep, TELPAS support, SAT prep Q3 - 80% of students are scheduled in varied learning opportunities to show growth in or master of targeted skills, i.e. EOC prep, AP exam prep, Dual-Credit support, TSI prep, TELPAS support, SAT prep **Staff Responsible for Monitoring:** Instructional Coach, Dept Chairs, Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2, 5 **Funding Sources:** teacher extra duty pay, scheduling software, small group materials (markers, chart paper, paper, pens, pencils, highlighters)ensils - 211 - ESEA Title I, Part A - Regular - $7,000, teacher extra duty pay - 282 - ESSER - $7,017.39	5%			

Strategy 2 Details	Reviews			
Strategy 2: CAST Tech faculty will promote parent family engagement via workshops and training with the various programs, opportunities, tools, and events provided by the school as well as specialized supports.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: surveys, participation rates Q1 - Survey parents in August 2022 to gather their input on engagement preferences, interests, and topics, i.e. in-person vs virtual meetings, volunteer opportunities, student led conferences, parent meeting topics. Q2 - Share a calendar of volunteer opportunities, host parent education workshops based on parent feedback, and facilitate the opportunity for every parent to participate in a teacher/student conference Q3 - Host Student-Led Parent Conferences based on first semester outcomes and growth goals for second semester and continue to advertise volunteer opportunities as well as parent education workshops **Staff Responsible for Monitoring:** FACE Specialist, principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 2, 4 - Perceptions 1 **Funding Sources:** refreshments, paper, pens/pencils, chart paper, post-its, chromebook - 211 - ESEA Title I, Part A - Regular - $2,000	15%			
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.

Student Learning
Problem Statement 1: As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause**: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.
Problem Statement 2: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.

School Processes & Programs

Problem Statement 2: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.

Problem Statement 4: Parents and students could not identify the FACE specialist. **Root Cause**: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.

Problem Statement 5: As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause**: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.

Perceptions

Problem Statement 1: Parents and students could not identify the FACE specialist. **Root Cause**: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.

Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Goal 3: ENSURE PROFICIENCY
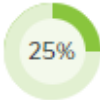
2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: By June 2023, 33% of all CAST Tech students and student groups will achieve "Meets" level performance on Algebra I; 79% in Biology I, 71% in English I, 71% in English II, and 82% in US History EOC's.

    Evaluation Data Sources: 22-23 STAAR results, 20-22 STAAR results, Branching Minds

Strategy 1 Details	Reviews			
Strategy 1: Choice Time, enrichment and intervention, will occur for all students via tiered targeted instruction on Tuesdays, Wednesdays, and Thursdays during AVID. Teachers will use both Flexisched to manage groups and assignments. Teachers will use collaborative and differentiated strategies to engage students along with software programs and other digital tools to enhance the learning experience. Teachers will use innovative supplies to engage students and enhance learning. Additional tutorials will take place before/after school and on Saturdays.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

KPI/Metric/Measure: grades, Branching Minds, Flexisched, STAAR Scores
 	
    Staff Responsible for Monitoring: Department Heads, Grade Level Sponsors, administration, instructional coach, core content teachers, instructional assistant
 	
    TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 5 - Perceptions 2
    Funding Sources: teacher extra duty pay, tiered grouping, software, instructinal supplies - paper, pens, pencils, hot items - 211 - ESEA Title I, Part A - Regular - $5,000, teacher extra duty pay - 282 - ESSER - $3,000
	25%			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.

Demographics
Problem Statement 2: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Student Learning
Problem Statement 1: As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause**: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.
Problem Statement 2: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.
Problem Statement 3: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

School Processes & Programs
Problem Statement 1: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.
Problem Statement 2: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.
Problem Statement 5: As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause**: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.

Perceptions
Problem Statement 2: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 1: By June 2023, CAST Tech will have an ADA of 90% for the academic school year.

Evaluation Data Sources: graduation rosters, grades, Branching Minds, attendance reports, attendance committee meetings minutes, experiential learning experiences - field trips, guidance session logs

Strategy 1 Details	Reviews			
Strategy 1: The faculty and school administration will progress monitor at least twice a grading cycle to include review of student attendance patterns in order to devise action plans for at-risk students to include conferences, unique scheduling, prioritization of credits, work-based learning opportunities, and SEL supports, as well as incentives/awards for student body	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

recognition.

KPI/Metric/Measure: attendance reports, grade reports, home visit log, Branching Minds, field trip logs, student recognition quarterly logs, guidance session logs

Staff Responsible for Monitoring: administration, FACE specialist, counselors, part-time counselors, teachers of record, partnership coordinator

Q1 - specialized trips and educational pathway experiences to promote real-world learning will be derived by the faculty and scheduled for the 22-23 school year; Student recognition for those with at least 90% ADA; identify students for guidance sessions.

Q2 - 50% of the students will have participated in educational experiences related to the school's specialized pathways and student recognition for those with at least 92% ADA; By the end of the fall semester, the school's ADA will be at least 91% and targeted guidance sessions will be taking place to address students' SEL needs

Q3 - 75% of students will have participated in educational experiences related to the school's specialized pathways and student recognition for those with at least 94% ADA; By the end of the 3rd grading cycle, the school's ADA will be at least 92% and targeted guidance sessions will be taking place to address students' SEL needs.

Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2, 4, 5 - Perceptions 1

Funding Sources: FACE supplies - pens, paper, FACE refreshments - 211 - ESEA Title I, Part A - Regular - $2,000, bus fees - 282 - ESSER - $3,316, Part-Time Counselor - 282 - ESSER - $6,250, certificate paper, student incentive items, refreshments - 173 - Student Attendance Incentive - Kindness Grant - $5,000, Counselor Supp Pay & Part-Time Counselor - 211 - ESEA Title I, Part A - Regular - $5,000

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.

Student Learning
Problem Statement 1: As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause**: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.
Problem Statement 2: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.

School Processes & Programs
Problem Statement 2: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.
Problem Statement 4: Parents and students could not identify the FACE specialist. **Root Cause**: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.
Problem Statement 5: As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause**: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.

Perceptions
Problem Statement 1: Parents and students could not identify the FACE specialist. **Root Cause**: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

3a: Increase the percent of Grade 8 students earning HS credit

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Performance Objective 1: By July 2023, CAST Tech will increase the percentage of students earning a score of 3 or higher on an AP exam from 15% to 20% and maintain at least 95% of dual-credit students earning college credit.

    Evaluation Data Sources: AP reports from College Board - 2021, 2022, & 2023, dual-credit transcripts

Strategy 1 Details	Reviews			
Strategy 1: The AP teachers will host AP workshop tutorials to provide students additional opportunities to learn the AP curriculum. Dual Credit students will have at least a monthly grade check with the counseling department to monitor status and promote college tutorials, parent contacts, and interventions as needed.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: grade reports, Choice time rosters - Flexisched, Saturday Success Rosters, Dual Credit withdrawals **Staff Responsible for Monitoring:** counselors, AP teachers, instructional coach, administration **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 4, 5 - Perceptions 1, 2 **Funding Sources:** teacher extra duty pay, counselor extra duty pay, supplies - pens, pencils, paper - 211 - ESEA Title I, Part A - Regular - $5,000, teacher extra duty pay, counselor extra duty pay - 282 - ESSER - $3,000	20%			
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.
Problem Statement 2: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Student Learning
Problem Statement 1: As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause**: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.
Problem Statement 2: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.
Problem Statement 3: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

School Processes & Programs
Problem Statement 1: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.
Problem Statement 2: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.
Problem Statement 4: Parents and students could not identify the FACE specialist. **Root Cause**: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.
Problem Statement 5: As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause**: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.

Perceptions
Problem Statement 1: Parents and students could not identify the FACE specialist. **Root Cause**: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.
Problem Statement 2: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Performance Objective 1: By March 2022, CAST Tech will increase the percentage of TSI-ready students in both ELA and math by 5%.

    Evaluation Data Sources: TSI score reports

Strategy 1 Details	Reviews			
Strategy 1: A parent and student meeting will take place to share the purpose of TSI testing. Select faculty will participate in professional development to garner resources and strategies to prepare students for the TSI exams. Targeted tutorials and a college bridge course will be provided for TSI test prep.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

KPI/Metric/Measure: TSI scores, TSI testing rosters, College Bridge course rosters, tutorial rosters - Choice Time
 	
    Staff Responsible for Monitoring: College Bound Advisor, counselors, administration, AVID teachers, FACE specialist
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 4, 5 - Perceptions 1, 2
	15%			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.
Problem Statement 2: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Student Learning
Problem Statement 1: As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause**: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.
Problem Statement 2: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.
Problem Statement 3: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

School Processes & Programs
Problem Statement 1: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.
Problem Statement 2: Ongoing, in-depth levels of differentiation are needed due to the diversity of achievement levels as students enter the campus. **Root Cause**: Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum or instructional style the students have experienced.
Problem Statement 4: Parents and students could not identify the FACE specialist. **Root Cause**: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.
Problem Statement 5: As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause**: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.

Perceptions
Problem Statement 1: Parents and students could not identify the FACE specialist. **Root Cause**: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.
Problem Statement 2: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Performance Objective 1: By May 2022, at least 70% of the Class of 2024 will have achieved a CCMR indicator as established by the TEA.

   Evaluation Data Sources: CCMR data reports, industry-based certifications, dual-credit results, AP results, SAT/ACT scores, TSI scores

Strategy 1 Details		Reviews			
Strategy 1: The CTE department will focus on targeted certifications that are relevant to industry and their pathway by providing class time instruction to prepare for these exams. Tutorials will be provided for certification test prep and instruction. Time will be scheduled during the school year for certification exam testing. Professional development will be provided for teachers, as needed. Note: TSI, AP, and Dual-Credit strategies are covered in prior goals.		**Formative**			**Summative**
		Oct	Jan	Apr	June
KPI/Metric/Measure: industry certification testing results, CCMR roster		5%			
Staff Responsible for Monitoring: CTE department, administration					
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction					
Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 4, 5 - Perceptions 1, 2					
Funding Sources: test vouchers - 167 - Career and Technology - $6,000, teacher extra duty pay - 196 - 1882 UTSA, teacher extra duty pay - 282 - ESSER - $5,000					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.
Student Learning
Problem Statement 1: As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause**: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.

Student Learning

Problem Statement 3: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

School Processes & Programs

Problem Statement 1: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Problem Statement 4: Parents and students could not identify the FACE specialist. **Root Cause**: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.

Problem Statement 5: As a campus, 25% of our students taking the English 1/2 assessment failed the exam. **Root Cause**: As a campus, we need to improve course assessment design, disaggregation of assessment data, and research-based development of targeted intervention instruction and assessment.

Perceptions

Problem Statement 1: Parents and students could not identify the FACE specialist. **Root Cause**: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.

Problem Statement 2: Teachers have limited time to reflect upon their outcomes after creating and implementing a unique curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations. **Root Cause**: The teachers need additional work time during their contract days to thoughtfully consult with industry, develop lessons/assessments, and then reflect upon student outcomes to inform adjustments and next steps.

Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Performance Objective 1: By June 2023, 95% of senior students will apply to an institution of higher education or trade school and receive at least one acceptance letter.

>   **Evaluation Data Sources:** School Links, i.e. scholarships, admittance rates, reported graduation plans for the Class of 2023

Strategy 1 Details	Reviews			
Strategy 1: The College Bound Advisor will work with the AVID and practicum teachers to schedule ongoing grade-level meetings and student conferences, particularly with the Class of 2023 and 2024. Family support meetings for college information/enrollment will be scheduled during the school day and after school hours with the FACE specialist and College Bound Advisor.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: student conference rosters, School Links reports **Staff Responsible for Monitoring:** College Bound advisor, counselors, administration, Jr/Sr AVID teachers, FACE Specialist **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 4 - Perceptions 1 **Funding Sources:** FACE supplies - paper, pens, highlighters; FACE refreshments - 211 - ESEA Title I, Part A - Regular - $2,000	15%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Parents and students could not identify the FACE specialist. **Root Cause**: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.
Perceptions
Problem Statement 1: Parents and students could not identify the FACE specialist. **Root Cause**: The FACE specialist is split between two schools and the position was vacant the entire spring semester. Multiple staff are to be identified as supports to parents in order to build community.

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
Strategy 1: Students will be offered college readiness exams such as the PSAT at no cost to themselves.	**Formative**			**Summative**
KPI/Metric/Measure: By the end of 2022-2023, the college ready ratings will increase by 5%	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** PSAT Examinations - 164 - State Compensatory Education (SCE) - $3,402	10%			

Strategy 2 Details	Reviews			
Strategy 2: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.	**Formative**			**Summative**
KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5%	**Oct**	**Jan**	**Apr**	**June**

Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: Student Learning 4
Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - $2,700

15%

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause**: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

State Compensatory

Budget for CAST Tech High School

Total SCE Funds: $2,793.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The funds are used for the supplementary materials needed to carry out Choice Time, i.e. AP workshops, STAAR prep, HB4545 tutorials, such as paper, pens/pencils, and so on.

Personnel for CAST Tech High School

Name	Position	FTE
na	na	0

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The campus plan was formally reviewed and adopted on September 30, 2022 at the Campus Advisory Board Meeting: Mtg Minutes.

Teachers devised goals in August 2022 during PD week.

Parent reviewed and provided feedback regarding campus goals on August 31, 2022. Parent Mtg s

Faculty involved with the development of the campus plan, include:

EMPLOYEE	POSITION
Affognon, Stella	Teacher: Science - Chemistry
Alcala, Melissa	Admin: Principal
Barber, Jacob	Admin: Asst Principal
Cadena, Maria	Para: Hall Monitor
Camarillo, Hector	Para: Data Clerk
Carmona-Garcia, Sonya	FACE Specialist - split: CAST/FOX
Casanova, Selena	Teacher: English III/IV
Champion, Nico	Fine Arts: theatre
Covarrubias, Alica	Fine Arts: mariachi
Cox, Stephen	Fine Arts: band
De Hoyos, Javier	Instructional Coach
Dodd, Carly	Admin: Asst Principal
Fernandez, Sylvia	Teacher: CTE - Business
Flores, Luis	Teacher: Social Studies - US History
Fox, Beth	Community Member
Garcia, David	Teacher: Science - Physics
Garza, Kendra	Teacher: Science - Env Sci, DC Biology, & CTE
Gomez, Robert	head custodian
Guadiano, David	Teacher: Math
Hauptman, Ashley	Teacher: Fine Arts (Visual Arts tchr)
JoJanie	Fine Arts: theatre
Jones, Lisa	Teacher: CTE - Computer Science & IT
Juarez, Richard	Parent
King, Dayton	Teacher: Math

EMPLOYEE	POSITION
Kretlow, John	Teacher: LOTE - Spanish
Martinez, Ramon	Teacher: PE/Coach
McClure, Sandra	Teacher: CTE - Computer Science & IT
McCoy, Erica	CIS - community representative
McDonald, Lauren	Teacher: English II
McMillen, Jacob	Teacher: Social Studies - WGeo, Human Geo
Montalvo, Patricia	Counselor
Natividad, Jonar	SpEd GEC Assistant
Quintanilla-Vasquez, Melissa	Teacher: AP English
Ramirez, Elijah	Library Instructional Asst
Ramos, Benedicto	Teacher: Science - Biology
Ramos, Bettina	Para: Admin Asst
Ramos, Susan	Teacher: Sped GEC
Robinson, Rhonda	Fine Arts: dance
Rodriguez, Mario	Teacher: CTE (Financial Math) & Math
Rodriguez, Yaritza	Teacher: CTE - Tech Apps
Sanchez, Claudia	Teacher: CTE - Tech Apps
Stengel, Amy	Fine Arts: theatre
Thompson, Christopher	Teacher: Social Studies - W History, Govt/Eco
Torres, Olympia	Counselor, Lead
Turner, Diana	LVN
Vacancy	Librarian
Garcia, Humberto	District Representative
Vasquez, Analisa	Mentor Coordinator
Vasquez, Lucilla	College Bound Advisor
Villarreal, Cristela	Para: Operations Clerk
Walley, Jason	Teacher: CTE - Business
Whalon, Megan	Teacher: LOTE - Spanish
Wilkins, Kierstin	Teacher: English I
Willing, Lee	Athletic Coordinator
Zamarippa, David	Fine Arts: mariachi

Parents involved with campus plan review and input, include: Richard Juarez and Terry Stewart

Advisory Board participants on Sept 30, 2022, are noted in this sign-in sheet: (insert here)

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

All the following are part of the implementation and review of the Campus Plan:

EMPLOYEE	POSITION
Affognon, Stella	Teacher: Science - Chemistry
Alcala, Melissa	Admin: Principal
Barber, Jacob	Admin: Asst Principal
Cadena, Maria	Para: Hall Monitor
Camarillo, Hector	Para: Data Clerk
Carmona-Garcia, Sonya	FACE Specialist - split: CAST/FOX
Casanova, Selena	Teacher: English III/IV
Champion, Nico	Fine Arts: theatre (0.5 allocation)
Covarrubias, Alica	Fine Arts: mariachi (1/3 allocation)
Cox, Stephen	Fine Arts: band (1/3 allocation)
De Hoyos, Javier	Instructional Coach
Dodd, Carly	Admin: Asst Principal
Fernandez, Sylvia	Teacher: CTE - Business
Flores, Luis	Teacher: Social Studies - US History
Fox, Beth	Part-Time Counselor (tentative)
Garcia, David	Teacher: Science - Physics
Garza, Kendra	Teacher: Science - Env Sci, DC Biology, & CTE
Gomez, Robert	head custodian
Guadiano, David	Teacher: Math
Hauptman, Ashley	Teacher: Fine Arts (Visual Arts tchr)
JoJanie	Fine Arts: theatre
Jones, Lisa	Teacher: CTE - Computer Science & IT
Juarez, Richard	Teacher: SpEd GEC
King, Dayton	Teacher: Math
Kretlow, John	Teacher: LOTE - Spanish
Martinez, Ramon	Teacher: PE/Coach
McClure, Sandra	Teacher: CTE - Computer Science & IT
McCoy, Erica	CIS (PT social worker/counselor)
McDonald, Lauren	Teacher: English II
McMillen, Jacob	Teacher: Social Studies - WGeo, Human Geo
Montalvo, Patricia	Counselor
Natividad, Jonar	SpEd GEC Assistant
Quintanilla-Vasquez, Melissa	Teacher: AP English
Ramirez, Elijah	Library Instructional Asst
Ramos, Benedicto	Teacher: Science - Biology
Ramos, Bettina	Para: Admin Asst
Ramos, Susan	Teacher: Sped GEC
Robinson, Rhonda	Fine Arts: dance (1/3 allocation)

EMPLOYEE	POSITION
Rodriguez, Mario	Teacher: CTE (Financial Math) & Math
Rodriguez, Yaritza	Teacher: CTE - Tech Apps
Sanchez, Claudia	Teacher: CTE - Tech Apps
Stengel, Amy	Fine Arts: theatre
Thompson, Christopher	Teacher: Social Studies - W History, Govt/Eco
Torres, Olympia	Counselor, Lead
Turner, Diana	LVN
Vacancy	Librarian
Garcia, Humberto	Sped GEC Assistant (district allocation, not campus)
Vasquez, Analisa	Mentor Coordinator
Vasquez, Lucilla	College Bound Advisor
Villarreal, Cristela	Para: Operations Clerk
Walley, Jason	Teacher: CTE - Business
Whalon, Megan	Teacher: LOTE - Spanish
Wilkins, Kierstin	Teacher: English I
Willing, Lee	Athletic Coordinator (1/3 allocation)
Zamarippa, David	Fine Arts: mariachi (1/3 allocation)

insert parent list here

2.2: Regular monitoring and revision

The Campus Plan is scheduled to reviewed the following dates:

Thurs, Oct 27: Quarter 1

Thurs, Jan 5: Quarter 2 review

Thurs, Mar 23: Quarter 3 review

Thurs, May 25: Quarter 4 review

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

The CIP is posted in the parent weekly bulletin, the faculty weekly bulletin, the campus webpage, and the front counter. The CIP is available in English and Spanish.

2.4: Opportunities for all children to meet State standards

See element boxes checked within Campus Plan.

2.5: Increased learning time and well-rounded education

See checked element boxes within Plan4Learning document

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

See element boxes checked in Plan4Learning

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.2: Offer flexible number of parent involvement meetings

Parent meetings are offered both in-person and virtual. Additionally, the materials and a summary of all parent meetings is published after the meeting takes place. Parent meetings are scheduled for:

Aug 31, 2022 (in-person) at 5:30pm

Sept 28, 2022 (virtual) at 5:15pm

October 19, 2022 (virtual) at noon

October 29, 2022 (in-person) at 5pm

November 16, 2022 (virtual) at noon

December 1, 2022 (in-person) at 5:30pm

January 11, 2023 (virtual) at noon

February 8, 2023 (in-person) at 5:30pm

March 8, 2023 (virtual) at noon

April 5, 2023 (in-person) at 5:30pm

May 24, 2023 (in-person) at 5:30pm

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

NA

Title I Personnel

Name	Position	Program	FTE
Elijah Ramirez	Part-Time Librarian Instructional Asst	Library Services	0.5
Olympia Torres	Lead Counselor	Guidance	1.0

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">164 - State Compensatory Education (SCE)</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>11</td><td>1</td><td>1</td><td>PSAT Examinations</td><td></td><td>$3,402.00</td></tr>
<tr><td>11</td><td>1</td><td>2</td><td>MAP Assessment Platform</td><td></td><td>$2,700.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$6,102.00</td></tr>
<tr><td colspan="6" align="center">167 - Career and Technology</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>9</td><td>1</td><td>1</td><td>test vouchers</td><td></td><td>$6,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$6,000.00</td></tr>
<tr><td colspan="6" align="center">173 - Student Attendance Incentive</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>5</td><td>1</td><td>1</td><td>certificate paper, student incentive items, refreshments</td><td>Kindness Grant</td><td>$5,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$5,000.00</td></tr>
<tr><td colspan="6" align="center">196 - 1882 UTSA</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>9</td><td>1</td><td>1</td><td>teacher extra duty pay</td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">211 - ESEA Title I, Part A - Regular</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>teacher extra duty pay, scheduling software, small group materials (markers, chart paper, paper, pens, pencils, highlighters)ensils</td><td></td><td>$7,000.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>refreshments, paper, pens/pencils, chart paper, post-its, chromebook</td><td></td><td>$2,000.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>teacher extra duty pay, tiered grouping, software, instructinal supplies - paper, pens, pencils, hot items</td><td></td><td>$5,000.00</td></tr>
<tr><td>5</td><td>1</td><td>1</td><td>Counselor Supp Pay & Part-Time Counselor</td><td></td><td>$5,000.00</td></tr>
<tr><td>5</td><td>1</td><td>1</td><td>FACE supplies - pens, paper, FACE refreshments</td><td></td><td>$2,000.00</td></tr>
<tr><td>7</td><td>1</td><td>1</td><td>teacher extra duty pay, counselor extra duty pay, supplies - pens, pencils, paper</td><td></td><td>$5,000.00</td></tr>
<tr><td>10</td><td>1</td><td>1</td><td>FACE supplies - paper, pens, highlighters; FACE refreshments</td><td></td><td>$2,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$28,000.00</td></tr>
</table>

			282 - ESSER		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	teacher extra duty pay		$7,017.39
4	1	1	teacher extra duty pay		$3,000.00
5	1	1	Part-Time Counselor		$6,250.00
5	1	1	bus fees		$3,316.00
7	1	1	teacher extra duty pay, counselor extra duty pay		$3,000.00
9	1	1	teacher extra duty pay		$5,000.00
				Sub-Total	$27,583.39

Addendums

Texas Education Agency
2022 Accountability Ratings Overall Summary
CAST TECH H S (015907027) - SAN ANTONIO ISD - BEXAR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**88**	B
Student Achievement		**91**	A
STAAR Performance	52	79	
College, Career and Military Readiness	93	98	
Graduation Rate	100	100	
School Progress		**92**	A
Academic Growth	69	79	C
Relative Performance (Eco Dis: 58.0%)	73	92	A
Closing the Gaps	**60**	**77**	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✓ **ELA/Reading**

✓ **Mathematics**

✓ **Science**

✓ **Social Studies**

✗ **Comparative Academic Growth**

✓ **Postsecondary Readiness**

✗ **Comparative Closing the Gaps**

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency
2022 College, Career, and Military Readiness
CAST TECH H S (015907027) - SAN ANTONIO ISD - BEXAR COUNTY

Calculation Table

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	130	
Total credit for CCMR criteria	121	93%

Data Table

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	64	49%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	97	75%
Met TSI assessment criteria	96	74%
Met ACT criteria	22	17%
Met SAT criteria	24	19%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	68	52%
Met TSI assessment criteria	66	51%
Met ACT criteria	21	16%
Met SAT criteria	15	12%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	29	22%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	71	55%
Industry-Based Certifications		
Earned an industry-based certification from approved list	93	72%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		

	Annual Graduates	
	Count Credit	Percentage
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	7	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency
2022 STAAR Performance
CAST TECH H S (015907027) - SAN ANTONIO ISD - BEXAR COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	271	159	124	128	682	
Approaches GL or Above	209	125	115	121	570	84%
Meets GL or Above	146	52	80	94	372	55%
Masters GL	32	14	30	50	126	18%
Total Percentage Points						157%
Component Score						**52**

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	84%	89%	83%	78%	-	*	*	-	82%	65%	75%	56%	75%	82%	85%
At Meets GL Standard or Above	55%	68%	52%	63%	-	*	*	-	49%	33%	51%	31%	63%	46%	65%
At Masters GL Standard	18%	26%	16%	29%	-	*	*	-	11%	4%	10%	8%	13%	9%	30%
Number of Tests															
At Approaches GL Standard or Above	570	17	498	40	-	*	*	-	334	37	73	47	6	305	265
At Meets GL Standard or Above	372	13	313	32	-	*	*	-	200	19	49	26	5	170	202
At Masters GL Standard	126	5	95	15	-	*	*	-	43	2	10	7	1	32	94
Total Tests	682	19	597	51	-	*	*	-	409	57	97	84	8	371	311
Participation															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
% participation 2020-21	92%	95%	92%	100%	-	*	-	*	90%	98%	95%	84%	100%	92%	93%
% participation 2021-22	98%	100%	98%	100%	-	83%	*	-	97%	94%	96%	98%	100%	97%	98%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	77%	86%	77%	68%	-	*	*	-	76%	60%	72%	47%	*	74%	80%
At Meets GL Standard or Above	54%	57%	53%	56%	-	*	*	-	47%	40%	52%	25%	*	44%	64%
At Masters GL Standard	12%	14%	10%	20%	-	*	*	-	6%	0%	0%	3%	*	5%	19%
Number of Tests															
At Approaches GL Standard or Above	209	6	180	17	-	*	*	-	126	18	33	17	*	98	111
At Meets GL Standard or Above	146	4	123	14	-	*	*	-	78	12	24	9	*	58	88
At Masters GL Standard	32	1	23	5	-	*	*	-	10	0	0	1	*	6	26
Total Tests	271	7	233	25	-	*	*	-	165	30	46	36	*	133	138
Participation															
% participation 2020-21	90%	90%	90%	100%	-	*	-	-	88%	100%	96%	80%	*	88%	93%
% participation 2021-22	97%	100%	97%	100%	-	*	*	-	96%	95%	96%	95%	*	96%	99%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	79%	*	78%	83%	-	-	-	-	74%	62%	53%	37%	*	81%	75%
At Meets GL Standard or Above	33%	*	30%	58%	-	-	-	-	26%	15%	12%	5%	*	29%	39%
At Masters GL Standard	9%	*	8%	8%	-	-	-	-	8%	15%	12%	0%	*	2%	20%
Number of Tests															
At Approaches GL Standard or Above	125	*	111	**	-	-	-	-	69	8	9	7	*	81	44
At Meets GL Standard or Above	52	*	42	**	-	-	-	-	24	2	2	1	*	29	23
At Masters GL Standard	14	*	12	**	-	-	-	-	7	2	2	0	*	2	12
Total Tests	159	*	142	**	-	-	-	-	93	13	17	19	*	100	59
Participation															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
% participation 2020-21	95%	100%	95%	100%	-	-	-	*	94%	89%	87%	86%	-	97%	92%
% participation 2021-22	96%	*	97%	100%	-	*	-	-	95%	93%	94%	100%	*	97%	95%
Science															
Percent of Tests															
At Approaches GL Standard or Above	93%	*	92%	100%	-	-	-	-	91%	82%	90%	78%	*	92%	94%
At Meets GL Standard or Above	65%	*	61%	71%	-	-	-	-	61%	36%	65%	61%	*	60%	71%
At Masters GL Standard	24%	*	19%	43%	-	-	-	-	11%	0%	15%	22%	*	14%	38%
Number of Tests															
At Approaches GL Standard or Above	115	*	100	**	-	-	-	-	67	9	18	14	*	66	49
At Meets GL Standard or Above	80	*	67	**	-	-	-	-	45	4	13	11	*	43	37
At Masters GL Standard	30	*	21	**	-	-	-	-	8	0	3	4	*	10	20
Total Tests	124	*	109	**	-	-	-	-	74	11	20	18	*	72	52
Participation															
% participation 2020-21	92%	*	92%	*	-	-	-	-	90%	100%	100%	89%	*	89%	95%
% participation 2021-22	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	95%	100%	95%	86%	-	*	-	-	94%	*	93%	82%	*	91%	98%
At Meets GL Standard or Above	73%	80%	72%	86%	-	*	-	-	69%	*	71%	45%	*	61%	87%
At Masters GL Standard	39%	40%	35%	86%	-	*	-	-	23%	*	36%	18%	*	21%	58%
Number of Tests															
At Approaches GL Standard or Above	121	**	107	6	-	*	-	-	72	*	13	9	*	60	61
At Meets GL Standard or Above	94	**	81	6	-	*	-	-	53	*	10	5	*	40	54
At Masters GL Standard	50	**	39	6	-	*	-	-	18	*	5	2	*	14	36
Total Tests	128	**	113	7	-	*	-	-	77	*	14	11	*	66	62
Participation															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
% participation 2020-21	94%	*	93%	100%	-	-	-	*	91%	*	100%	92%	*	95%	93%
% participation 2021-22	98%	100%	98%	100%	-	*	-	-	99%	80%	94%	100%	*	99%	98%

-   Indicates there are no students in the group.

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

**   When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Released August 2022   **TEA | School Programs | Assessment and Reporting |**
Performance Reporting

Texas Education Agency
2022 Academic Growth
CAST TECH H S (015907027) - SAN ANTONIO ISD - BEXAR COUNTY

Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	22	0.0	19	9.5	62	62.0	71.5	103	69
Reading / ELA	11	0.0	10	5.0	52	52.0	57.0	73	78
Mathematics	11	0.0	9	4.5	10	10.0	14.5	30	48

Number of Assessments

2020-21		2021-22 Did Not Meet		Approaches		Meets	Masters	Count
Both Subjects								103
Both Subjects	Did Not Meet	8	12	4	6	2	0	32
	Approaches	6	0	10	2	11	4	33
	Meets	0		7		5	18	3	33
	Masters	0		0		1	4	5
Reading / ELA								73
Reading / ELA	Did Not Meet	3	12	0	5	1	0	21
	Approaches	5	0	5	2	10	0	22
	Meets	0		2		5	18	0	25
	Masters	0		0		1	4	5
Mathematics								30
Mathematics	Did Not Meet	5	0	4	1	1	0	11
	Approaches	1	0	5	0	1	4	11
	Meets	0		5		0	0	3	8
	Masters	0		0		0	0	0

Texas Education Agency
2022 Closing the Gaps
CAST TECH H S (015907027) - SAN ANTONIO ISD - BEXAR COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	6	13	46%	50%	23.0
Growth Status	5	7	71%	10%	7.1
ELP Status	0	1	0%	10%	0.0
School Quality Status	4	4	100%	30%	30.0
Closing the Gaps Score					**60**

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
Target Met	**Yes**		**Yes**	**No**					**Yes**	**Yes**	**Yes**		**No**	**Yes**		
% at Meets GL Standard or Above	54%	57%	53%	56%	-	*	*	-	47%	52%	25%	*	44%	64%		
# at Meets GL Standard or Above	146	4	123	14	-	*	*	-	78	24	9	*	58	88		
Total Tests (Adjusted)	271	7	233	25	-	*	*	-	165	46	36	*	133	138		
Mathematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**	**45%**		
Target Met	**No**		**No**						**No**				**No**	**No**		
% at Meets GL Standard or Above	33%	*	30%	58%	-	-	-	-	26%	11%	5%	*	29%	39%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
# at Meets GL Standard or Above	52	*	42	**	-	-	-	-	24	2	1	*	29	23		
Total Tests (Adjusted)	159	*	142	**	-	-	-	-	93	18	19	*	100	59		
Total Indicators															**6**	**13**
Growth Status																
ELA/Reading Target	**66%**	**62%**	**65%**	**69%**	**67%**	**77%**	**67%**	**68%**	**64%**	**64%**	**59%**	**65%**	**66%**	**67%**		
Target Met	**Yes**		**Yes**						**Yes**				**Yes**	**Yes**		
Academic Growth Score	78%	*	78%	83%	-	-	-	-	76%	82%	77%	-	75%	81%		
Growth Points	57.0	*	50.0	**	-	-	-	-	35.5	14.0	10.0	-	28.5	28.5		
Total Tests	73	*	64	**	-	-	-	-	47	17	13	-	38	35		
Mathematics Target	**71%**	**67%**	**69%**	**74%**	**71%**	**86%**	**74%**	**73%**	**68%**	**68%**	**61%**	**70%**	**71%**	**70%**		
Target Met	**No**		**No**													
Academic Growth Score	48%	*	48%	*	-	-	-	-	48%	29%	*	*	33%	71%		
Growth Points	14.5	*	13.5	*	-	-	-	-	11.0	2.0	*	*	6.0	8.5		
Total Tests	30	*	28	*	-	-	-	-	23	7	*	*	18	12		
Total Indicators															**5**	**7**
Graduation Rate Status																
Target	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**n/a**	**n/a**	**n/a**		
Target Met																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Target										36%						
Target Met										No						
TELPAS Progress Rate										30%						
TELPAS Progress										9						
TELPAS Total										30						
Total Indicators															0	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes		Yes	No					Yes	Yes	Yes		No	Yes		
STAAR Component Score	52	61	50	57	-	*	*	-	47	45	32	50	46	60		
% at Approaches GL Standard or Above	84%	89%	83%	78%	-	*	*	-	82%	75%	56%	75%	82%	85%		
% at Meets GL Standard or Above	55%	68%	52%	63%	-	*	*	-	49%	51%	31%	63%	46%	65%		
% at Masters GL Standard	18%	26%	16%	29%	-	*	*	-	11%	10%	8%	13%	9%	30%		
Total Tests	682	19	597	51	-	*	*	-	409	97	84	8	371	311		
Total Indicators															6	8
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Yes		Yes						Yes				Yes			
% Students Meeting CCMR	93%	100%	92%	93%	-	-	-	*	92%	71%	67%	-	95%	83%		
# Students Meeting CCMR	124	**	100	14	-	-	-	*	77	5	8	-	104	20		
Total Students	134	**	109	15	-	-	-	*	84	7	12	-	110	24		
Total Indicators															4	4
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
ELA/Reading																
% Participation	90%	90%	90%	100%	-	*	-	-	88%	96%	80%	*	88%	93%		
# Participants	236	**	207	14	-	*	-	-	144	44	28	*	125	111		
Total Tests	261	**	231	14	-	*	-	-	163	46	35	*	142	119		
Mathematics																
% Participation	95%	100%	95%	100%	-	-	-	*	94%	87%	86%	-	97%	92%		
# Participants	122	**	108	7	-	-	-	*	76	13	12	-	87	35		
Total Tests	128	**	114	7	-	-	-	*	81	15	14	-	90	38		
Participation 2021-22																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	97%	100%	97%	100%	-	*	*	-	96%	96%	95%	*	96%	99%		
# Participants	277	7	238	25	-	*	*	-	170	52	36	*	136	141		
Total Tests	285	7	246	25	-	*	*	-	178	54	38	*	142	143		
Mathematics																
% Participation	96%	*	97%	100%	-	*	-	-	95%	94%	100%	*	97%	95%		
# Participants	159	*	142	12	-	*	-	-	93	17	19	*	100	59		
Total Tests	165	*	147	12	-	*	-	-	98	18	19	*	103	62		

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

**　　　When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

\+　　　　Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1)　Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2)　Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3)　Indicates the student group met its four-year graduation rate growth target.

-　　　　Indicates there are no students in the group.

Texas Education Agency
2022 Distinction Designation Summary
CAST TECH H S (015907027) - SAN ANTONIO ISD - BEXAR COUNTY

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	82,312.0	83,991.0	**98.0**	95.5	Q1
Accelerated Student Progress in ELA/Reading	0	73	0.0	3.0	Q4
Accelerated Student Progress in Mathematics	8	30	27.0	31.0	Q2
Algebra I Performance (Masters Grade Level)	13	104	13.0	31.5	Q3
English I Performance (Masters Grade Level)	22	138	**16.0**	12.0	Q1
English II Performance (Masters Grade Level)	10	133	8.0	10.0	Q2
EOC Biology Performance (Masters Grade Level)	30	124	**24.0**	20.0	Q1
EOC U.S. History Performance (Masters Grade Level)	50	128	39.0	49.0	Q3
SAT/ACT Results for Accelerated Testers in Mathematics (Masters Grade Level)	1	55	2.0	6.0	Q2
AP/IB Examination Participation: ELA	73	259	**28.2**	6.1	Q1
AP/IB Examination Participation: Mathematics	28	259	**10.8**	3.6	Q1
AP/IB Examination Participation: Science	3	259	1.2	5.7	Q2
AP/IB Examination Participation: Social Studies	44	259	**17.0**	0.0	Q1
AP/IB Examination Participation: Any Subject	111	259	**42.9**	16.2	Q1
AP/IB Examination Results (Examinees >= Criterion): ELA	12	73	16.4	66.7	
AP/IB Examination Results (Examinees >= Criterion): Mathematics	4	28	14.3	24.4	
AP/IB Examination Results (Examinees >= Criterion): Social Studies	1	44	2.3	44.8	
SAT/ACT Participation	131	130	**100.0**	82.0	Q1
Average SAT Score: Evidence-Based Reading and Writing (EBRW)	n/a	36	518.0	527.0	Q2
Average SAT Score: Mathematics	n/a	36	502.0	515.0	Q2
Average ACT Score: ELA	n/a	131	17.8	20.2	Q3
Average ACT Score: Mathematics	n/a	131	18.4	19.9	Q3
Average ACT Score: Science	n/a	131	18.1	20.6	Q4
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	372	682	55.0	60.0	Q3
TSI Criteria Graduates	64	130	49.2	57.8	Q2
College, Career, and Military Ready Graduates	121	130	**93.0**	83.0	Q1
Advanced/Dual-Credit Completion: ELA/Reading (9–12)	112	480	**23.3**	18.7	Q1
Advanced/Dual-Credit Completion: Mathematics (9–12)	146	445	**32.8**	21.7	Q1

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Advanced/Dual-Credit Completion: Science (9–12)	40	461	8.7	32.7	Q4
Advanced/Dual-Credit Completion: Social Studies (9–12)	314	480	**65.4**	16.9	Q1

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

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

Released August 2022   **TEA | School Programs | Assessment and Reporting | Performance Reporting**

Texas Education Agency
2022 Graduation Rate
CAST TECH H S (015907027) - SAN ANTONIO ISD - BEXAR COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
% Dropped Out - Conversion	100.0%										
# Dropped Out	0	0	0	0	-	*	-	**	0	0	0
# of Students	505	20	423	47	-	*	-	**	291	28	53

+   Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.

-   Indicates there are no students in the group.

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

**   When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Released August 2022

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency
2022 Relative Performance
CAST TECH H S (015907027) - SAN ANTONIO ISD - BEXAR COUNTY
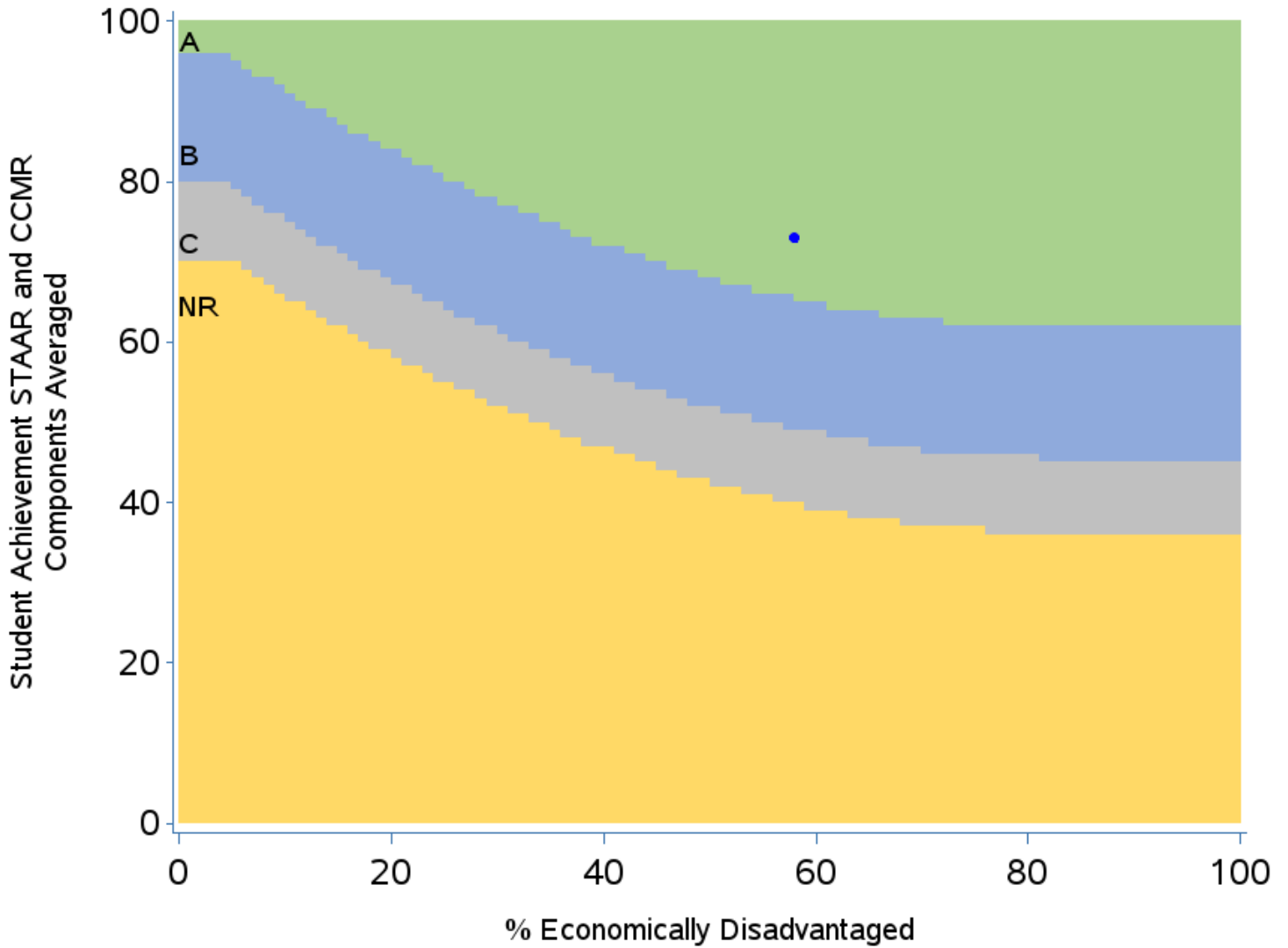
Note: Place your mouse cursor over a plot point for more detailed information.

% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR and CCMR	Value needed for:		
				90	80	70
58.0	57.1 to 58	High School/K-12	73	66	49	40

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN ANTONIO ISD

Campus Name: CAST TECH H S

Campus Number: 015907027

2021 Accountability Rating: Not Rated: Declared State of Disaster

This page is intentionally blank.

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

	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																	
At Approaches Grade Level or Above	2021	67%	48%	**66%**	60%	67%	56%	-	-	-	-	53%	*	62%	70%	62%	70%
	2019	68%	49%	**80%**	40%	81%	85%	-	*	-	*	39%	*	80%	80%	75%	100%
At Meets Grade Level or Above	2021	50%	29%	**46%**	60%	44%	44%	-	-	-	-	40%	*	40%	52%	39%	40%
	2019	50%	30%	**61%**	40%	60%	77%	-	*	-	*	28%	*	45%	70%	51%	67%
At Masters Grade Level	2021	12%	4%	**7%**	0%	8%	11%	-	-	-	-	7%	*	4%	11%	6%	0%
	2019	11%	4%	**10%**	20%	10%	15%	-	*	-	*	0%	*	2%	15%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	53%	**78%**	*	79%	80%	-	*	-	-	25%	*	76%	81%	76%	67%
	2019	68%	54%	**86%**	83%	84%	100%	-	-	-	*	40%	*	80%	91%	88%	78%
At Meets Grade Level or Above	2021	57%	36%	**62%**	*	61%	60%	-	*	-	-	25%	*	56%	69%	56%	47%
	2019	49%	32%	**74%**	83%	71%	100%	-	-	-	*	20%	*	68%	80%	74%	56%
At Masters Grade Level	2021	11%	4%	**10%**	*	10%	20%	-	*	-	-	0%	*	6%	15%	9%	0%
	2019	8%	3%	**5%**	0%	4%	20%	-	-	-	*	0%	*	6%	4%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	48%	**51%**	*	49%	*	-	-	-	-	36%	-	53%	46%	50%	64%
	2019	85%	76%	**78%**	*	79%	80%	-	-	-	*	67%	*	84%	72%	74%	86%
At Meets Grade Level or Above	2021	41%	14%	**13%**	*	14%	*	-	-	-	-	18%	-	14%	12%	20%	36%
	2019	61%	44%	**31%**	*	31%	40%	-	-	-	*	27%	*	35%	28%	26%	14%
At Masters Grade Level	2021	23%	4%	**1%**	*	2%	*	-	-	-	-	0%	-	0%	4%	2%	9%
	2019	37%	21%	**16%**	*	16%	40%	-	-	-	*	7%	*	16%	17%	13%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	66%	**88%**	*	87%	*	-	-	-	-	75%	*	88%	88%	85%	86%
	2019	88%	79%	**97%**	100%	96%	100%	-	-	-	*	80%	*	93%	100%	96%	100%
At Meets Grade Level or Above	2021	55%	31%	**58%**	*	57%	*	-	-	-	-	50%	*	45%	74%	43%	36%
	2019	62%	40%	**76%**	60%	75%	89%	-	-	-	*	40%	*	71%	81%	73%	78%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CAST TECH H S (015907027) - SAN ANTONIO ISD - BEXAR COUNTY

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

	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	2021	22%	8%	**25%**	*	21%	*	-	-	-	-	0%	*	10%	44%	13%	0%
	2019	25%	10%	**15%**	0%	12%	44%	-	-	-	*	0%	*	7%	23%	8%	22%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	73%	**94%**	*	93%	93%	-	-	-	*	91%	*	97%	91%	92%	100%
At Meets Grade Level or Above	2021	69%	44%	**81%**	*	79%	93%	-	-	-	*	73%	*	84%	80%	76%	80%
At Masters Grade Level	2021	43%	19%	**55%**	*	50%	86%	-	-	-	*	55%	*	45%	60%	47%	20%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	83%	**85%**	*	84%	100%	-	-	-	*	*	-	89%	70%	90%	*
At Meets Grade Level or Above	2021	69%	34%	**46%**	*	43%	80%	-	-	-	*	*	-	48%	40%	43%	*
At Masters Grade Level	2021	14%	1%	**6%**	*	5%	20%	-	-	-	*	*	-	7%	0%	7%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	44%	**78%**	75%	77%	82%	-	*	-	*	55%	50%	77%	79%	74%	75%
	2019	78%	63%	**86%**	68%	85%	92%	-	*	-	100%	55%	100%	84%	87%	85%	91%
At Meets Grade Level or Above	2021	41%	20%	**54%**	50%	52%	71%	-	*	-	*	41%	50%	48%	62%	47%	43%
	2019	50%	32%	**64%**	53%	63%	81%	-	*	-	89%	28%	70%	59%	69%	61%	56%
At Masters Grade Level	2021	18%	6%	**19%**	15%	17%	47%	-	*	-	*	12%	33%	10%	29%	14%	3%
	2019	24%	12%	**11%**	5%	9%	27%	-	*	-	11%	2%	10%	7%	14%	6%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	48%	**73%**	56%	73%	64%	-	*	-	-	41%	*	70%	76%	69%	69%
	2019	75%	59%	**83%**	64%	82%	91%	-	*	-	100%	39%	100%	80%	85%	82%	89%
At Meets Grade Level or Above	2021	45%	25%	**54%**	56%	54%	50%	-	*	-	-	33%	*	49%	60%	48%	43%
	2019	48%	31%	**68%**	64%	66%	87%	-	*	-	83%	25%	60%	59%	75%	65%	61%
At Masters Grade Level	2021	18%	7%	**9%**	0%	9%	14%	-	*	-	-	4%	*	5%	13%	7%	0%
	2019	21%	10%	**8%**	9%	7%	17%	-	*	-	0%	0%	0%	4%	10%	3%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	37%	**66%**	80%	64%	86%	-	-	-	*	42%	-	71%	54%	66%	69%
	2019	82%	69%	**78%**	*	79%	80%	-	-	-	*	67%	*	84%	72%	74%	86%
At Meets Grade Level or Above	2021	37%	13%	**28%**	20%	26%	57%	-	-	-	*	25%	-	31%	20%	29%	38%
	2019	52%	35%	**31%**	*	31%	40%	-	-	-	*	27%	*	35%	28%	26%	14%

TEA | School Programs | Assessment and Reporting | Performance Reporting   Page 4 of 23

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	4%	**3%**	0%	3%	14%	-	-	-	*	0%	-	3%	3%	4%	8%
	2019	26%	15%	**16%**	*	16%	40%	-	-	-	*	7%	*	16%	17%	13%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	46%	**87%**	*	86%	*	-	-	-	-	75%	*	88%	86%	85%	86%
	2019	81%	65%	**97%**	100%	96%	100%	-	-	-	*	80%	*	93%	100%	96%	100%
At Meets Grade Level or Above	2021	44%	19%	**57%**	*	56%	*	-	-	-	-	50%	*	45%	71%	43%	36%
	2019	54%	33%	**76%**	60%	75%	89%	-	-	-	*	40%	*	71%	81%	73%	78%
At Masters Grade Level	2021	20%	5%	**25%**	*	21%	*	-	-	-	-	0%	*	10%	43%	13%	0%
	2019	25%	10%	**15%**	0%	12%	44%	-	-	-	*	0%	*	7%	23%	8%	22%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	59%	**94%**	*	93%	93%	-	-	-	*	91%	*	97%	91%	92%	100%
At Meets Grade Level or Above	2021	49%	33%	**81%**	*	79%	93%	-	-	-	*	73%	*	84%	80%	76%	80%
At Masters Grade Level	2021	29%	14%	**55%**	*	50%	86%	-	-	-	*	55%	*	45%	60%	47%	20%

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

- Indicates there are no students in the group.

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	66	**68**	92	66	67	-	-	-	*	55	*	68	67	68	56
	2018	67	62	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2019	75	71	**59**	*	61	50	-	-	-	-	57	-	72	48	57	*
	2018	72	61	**37**	*	36	*	-	-	-	-	15	*	33	42	35	17
All Grades Both Subjects	2019	69	66	**66**	81	65	61	-	-	-	*	56	*	69	62	65	55
	2018	69	66	**37**	*	36	*	-	-	-	-	15	*	33	42	35	17
All Grades ELA/Reading	2019	68	65	**68**	92	66	67	-	-	-	*	55	*	68	67	68	56
	2018	69	65	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	66	**59**	*	61	50	-	-	-	-	57	-	72	48	57	*
	2018	70	66	**37**	*	36	*	-	-	-	-	15	*	33	42	35	17

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CAST TECH H S (015907027) - SAN ANTONIO ISD - BEXAR COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	44%	**78%**	-	-	-	-	-	-	70%	*	66%	*	60%	77%	68%	86%
	2019	78%	63%	**86%**	-	-	-	-	-		86%	-	86%		100%		93%	
At Meets Grade Level or Above	2021	41%	20%	**54%**	-	-	-	-	-	-	30%	*	24%	*	40%	55%	32%	62%
	2019	50%	32%	**64%**	-	-	-	-	-		29%	-	29%		63%		47%	
At Masters Grade Level	2021	18%	6%	**19%**	-	-	-	-	-	-	6%	*	7%	*	0%	21%	5%	12%
	2019	24%	12%	**11%**	-	-	-	-	-		0%	-	0%		13%		7%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	48%	**73%**	-	-	-	-	-	-	59%	*	56%	-	*	73%	60%	83%
	2019	75%	59%	**83%**	-	-	-	-	-		*	-	*		*		100%	
At Meets Grade Level or Above	2021	45%	25%	**54%**	-	-	-	-	-	-	29%	*	25%	-	*	55%	30%	65%
	2019	48%	31%	**68%**	-	-	-	-	-		*	-	*		*		50%	
At Masters Grade Level	2021	18%	7%	**9%**	-	-	-	-	-	-	0%	*	0%	-	*	10%	0%	4%
	2019	21%	10%	**8%**	-	-	-	-	-		*	-	*		*		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	37%	**66%**	-	-	-	-	-	-	71%	*	67%	-	*	65%	63%	88%
	2019	82%	69%	**78%**	-	-	-	-	-		*	-	*		*		*	
At Meets Grade Level or Above	2021	37%	13%	**28%**	-	-	-	-	-	-	43%	*	33%	-	*	25%	38%	50%
	2019	52%	35%	**31%**	-	-	-	-	-		*	-	*		*		*	
At Masters Grade Level	2021	18%	4%	**3%**	-	-	-	-	-	-	14%	*	17%	-	*	3%	13%	0%
	2019	26%	15%	**16%**	-	-	-	-	-		*	-	*		*		*	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	46%	**87%**	-	-	-	-	-	-	83%	-	83%	-	-	88%	83%	83%
	2019	81%	65%	**97%**	-	-	-	-	-		*	-	*		*		*	
At Meets Grade Level or Above	2021	44%	19%	**57%**	-	-	-	-	-	-	0%	-	0%	-	-	66%	0%	42%
	2019	54%	33%	**76%**	-	-	-	-	-		*	-	*		*		*	
At Masters Grade Level	2021	20%	5%	**25%**	-	-	-	-	-	-	0%	-	0%	-	-	32%	0%	0%
	2019	25%	10%	**15%**	-	-	-	-	-		*	-	*		*		*	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	59%	**94%**	-	-	-	-	-	-	*	-	*	*	*	93%	*	100%
	2019	81%	67%	**-**	-	-	-	-	-		-	-	-		-		-	
At Meets Grade Level or Above	2021	49%	33%	**81%**	-	-	-	-	-	-	*	-	*	*	*	80%	*	100%
	2019	55%	38%	**-**	-	-	-	-	-		-	-	-		-		-	
At Masters Grade Level	2021	29%	14%	**55%**	-	-	-	-	-	-	*	-	*	*	*	55%	*	71%
	2019	33%	18%	**-**	-	-	-	-	-		-	-	-		-		-	

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

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

	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)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	88%	**92%**	95%	92%	100%	-	*	-	*	84%	100%	92%	93%	90%	95%
Included in Accountability	83%	84%	**91%**	91%	90%	100%	-	*	-	*	83%	100%	90%	92%	88%	84%
Not Included in Accountability: Mobile	3%	3%	**0%**	5%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	2%	0%	-	*	-	*	1%	0%	2%	1%	2%	11%
Not Tested	12%	12%	**8%**	5%	8%	0%	-	*	-	*	16%	0%	8%	7%	10%	5%
Absent	2%	2%	**1%**	5%	1%	0%	-	*	-	*	7%	0%	2%	1%	2%	0%
Other	10%	10%	**6%**	0%	7%	0%	-	*	-	*	9%	0%	7%	6%	8%	5%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	92%	**99%**	100%	99%	100%	-	*	-	100%	100%	100%	100%	99%	99%	100%
Not Included in Accountability: Mobile	4%	6%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	97.3%	**98.2%**	98.4%	98.1%	98.2%	-	*	-	*	96.4%	98.2%	96.7%
2018-19	95.4%	93.0%	**95.7%**	94.1%	95.8%	95.4%	-	*	-	*	94.4%	94.7%	97.0%
Chronic Absenteeism													
2019-20	6.7%	14.5%	**9.9%**	12.5%	9.7%	10.8%	-	*	-	14.3%	22.2%	10.4%	15.8%
2018-19	11.4%	22.5%	**11.2%**	22.2%	12.1%	3.7%	-	*	-	0.0%	16.0%	17.1%	12.5%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.5%	**-**	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.3%	**0.3%**	0.0%	0.3%	0.0%	-	*	-	0.0%	2.7%	0.0%	0.0%
2018-19	1.9%	3.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	84.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	83.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	83.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	86.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	87.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	12.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	87.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	87.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	82.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	81.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	40.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	15.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	88.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	73.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	89.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	56.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	10.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	16.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	70.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	88.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	86.8%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	2,614	360,220
By Ethnicity:				
African American	-	-	151	44,729
Hispanic	-	-	2,393	184,060
White	-	-	43	105,215
American Indian	-	-	1	1,226
Asian	-	-	16	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	10	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	20	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	26	952
Foundation H.S. Program (No Endorsement)	-	-	292	49,535
Foundation H.S. Program (Endorsement)	-	-	80	15,689
Foundation H.S. Program (DLA)	-	-	2,196	292,532
Special Education Graduates	-	-	250	29,018
Economically Disadvantaged Graduates	-	-	2,223	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	310	29,639
At-Risk Graduates	-	-	1,841	148,836

There is no data for this campus.

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	42.9%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	33.4%	41.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	21.2%	28.5%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	24.7%	29.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2019-20	16.4%	25.0%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	18.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	10.4%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	5.1%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	9.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	7.3%	26.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2019-20	4.2%	4.2%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	2.6%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	25.6%	**43.1%**	33.3%	44.6%	40.0%	-	-	-	*	41.7%	42.2%	*
	2019	25.2%	32.3%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020	12.7%	16.5%	**27.7%**	33.3%	27.7%	26.7%	-	-	-	*	25.0%	28.9%	*
	2019	14.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	6.4%	4.7%	**13.9%**	0.0%	13.4%	20.0%	-	-	-	*	8.3%	10.8%	*
	2019	7.4%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Science	2020	9.4%	4.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2019	10.4%	6.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2020	12.4%	13.7%	**27.7%**	16.7%	27.7%	33.3%	-	-	-	*	25.0%	22.9%	*
	2019	13.9%	17.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	33.8%	**28.8%**	*	26.0%	50.0%	-	-	-	*	20.0%	22.9%	-
	2019	51.0%	24.7%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020	50.1%	19.9%	**21.1%**	*	16.1%	*	-	-	-	*	*	12.5%	-
	2019	41.2%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	25.4%	**36.8%**	-	33.3%	*	-	-	-	*	*	33.3%	-
	2019	52.2%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Science	2020	47.6%	31.5%	-	-	-	-	-	-	-	-	-	-	-
	2019	40.6%	15.1%	-	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	22.1%	**13.2%**	*	9.7%	40.0%	-	-	-	*	*	0.0%	-
	2019	46.3%	14.0%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
At/Above Criterion for All Examinees	2019-20	35.7%	13.6%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	36.1%	12.3%	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	887	-	-	-	-	-	-	-	-	-	-	-
	2018-19	1027	884	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2019-20	513	448	-	-	-	-	-	-	-	-	-	-	-
	2018-19	517	444	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	506	439	-	-	-	-	-	-	-	-	-	-	-
	2018-19	510	439	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	16.1	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20.6	18.9	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2019-20	19.9	15.3	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20.3	18.6	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	20.1	16.5	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20.4	18.7	-	-	-	-	-	-	-	-	-	-	-
Science	2019-20	20.5	16.7	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20.8	19.2	-	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	52.1%	**91.4%**	92.9%	90.5%	97.1%	-	*	-	100.0%	75.8%	88.8%	94.1%
	2018-19	44.6%	46.0%	**85.1%**	66.7%	84.7%	92.0%	-	*	-	100.0%	66.7%	78.4%	66.7%
English Language Arts	2019-20	18.2%	19.7%	**24.5%**	35.7%	23.1%	29.4%	-	*	-	42.9%	9.1%	24.6%	5.9%
	2018-19	17.8%	18.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2019-20	20.7%	16.8%	**15.6%**	14.3%	13.5%	26.5%	-	*	-	57.1%	9.4%	12.8%	5.9%
	2018-19	20.4%	14.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Science	2019-20	22.4%	23.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2018-19	21.7%	22.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2019-20	24.6%	28.5%	**81.4%**	85.7%	79.9%	91.2%	-	*	-	85.7%	43.8%	77.7%	76.5%
	2018-19	23.6%	28.8%	**73.2%**	55.6%	72.4%	80.0%	-	*	-	100.0%	21.7%	64.9%	50.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	68.4%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	59.0%	65.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	48.6%	-	-	-	-	-	-	-	-	-	-	-
	2017-18	53.4%	47.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	59.8%	-	-	-	-	-	-	-	-	-	-	-
	2017-18	60.7%	44.2%	-	-	-	-	-	-	-	-	-	-	-

| | Membership | | | | Enrollment | | | |
| | Campus | | | | Campus | | | |
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	492	100.0%	45,780	5,359,040	492	100.0%	45,802	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.1%	0.4%
Pre-Kindergarten	0	0.0%	7.5%	3.7%	0	0.0%	7.5%	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	2.3%	0.5%				
Pre-Kindergarten: 4-year Old	0	0.0%	5.3%	3.2%				
Kindergarten	0	0.0%	7.0%	6.7%	0	0.0%	7.0%	6.7%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 5	0	0.0%	7.2%	7.4%	0	0.0%	7.2%	7.4%
Grade 6	0	0.0%	7.5%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.8%
Grade 8	0	0.0%	7.1%	7.9%	0	0.0%	7.1%	7.9%
Grade 9	132	26.8%	8.1%	8.1%	132	26.8%	8.1%	8.1%
Grade 10	102	20.7%	7.7%	7.8%	102	20.7%	7.7%	7.8%
Grade 11	125	25.4%	6.5%	7.2%	125	25.4%	6.5%	7.2%
Grade 12	133	27.0%	6.3%	6.8%	133	27.0%	6.3%	6.8%
Ethnic Distribution:								
African American	19	3.9%	6.0%	12.7%	19	3.9%	6.0%	12.7%
Hispanic	413	83.9%	89.9%	52.9%	413	83.9%	89.9%	52.9%
White	45	9.1%	2.8%	26.5%	45	9.1%	2.8%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	3	0.6%	0.5%	4.7%	3	0.6%	0.5%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	12	2.4%	0.6%	2.7%	12	2.4%	0.6%	2.7%
Sex:								
Female	148	30.1%	48.9%	48.9%	148	30.1%	48.9%	48.9%
Male	344	69.9%	51.1%	51.1%	344	69.9%	51.1%	51.1%
Economically Disadvantaged	278	56.5%	87.6%	60.3%	278	56.5%	87.6%	60.2%
Non-Educationally Disadvantaged	214	43.5%	12.4%	39.7%	214	43.5%	12.4%	39.8%
Section 504 Students	64	13.0%	5.1%	7.2%	64	13.0%	5.1%	7.2%
EB Students/EL	29	5.9%	21.0%	20.7%	29	5.9%	21.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	1	0.3%	1.3%	1.2%				

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	19	3.9%	3.9%	4.5%	19	3.9%	3.9%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	3	0.6%	1.4%	1.1%	3	0.6%	1.4%	1.1%
Immigrant	0	0.0%	1.2%	2.0%	0	0.0%	1.2%	2.0%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	492	100.0%	98.3%	64.5%	492	100.0%	98.3%	64.5%
Military Connected	40	8.1%	1.8%	2.7%	40	8.1%	1.8%	2.7%
At-Risk	205	41.7%	65.7%	49.2%	205	41.7%	65.7%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	25	5.1%	22.7%	21.0%	25	5.1%	22.7%	20.9%
Gifted and Talented Education	44	8.9%	7.4%	8.3%	44	8.9%	7.4%	8.3%
Special Education	47	9.6%	13.1%	11.1%	47	9.6%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	47							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	36.2%	48.3%	42.5%				
Students with Physical Disabilities	*	*	19.2%	21.3%				
Students with Autism	**	**	9.8%	14.1%				
Students with Behavioral Disabilities	18	38.3%	20.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.5%				
Mobility (2019-20):								
Total Mobile Students	35	8.9%	21.3%	13.8%				
By Ethnicity:								
African American	2	0.5%	2.1%	2.8%				
Hispanic	30	7.6%	17.9%	7.1%				
White	3	0.8%	0.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	4	10.8%	22.0%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	10.5%	14.9%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	22	9.9%	20.8%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	43	11.3%	19.4%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.5%	1.4%	-	0.3%	4.8%
Grade 1	-	0.4%	1.9%	-	1.1%	3.2%
Grade 2	-	0.4%	1.0%	-	1.1%	1.4%
Grade 3	-	0.2%	0.5%	-	0.0%	0.6%
Grade 4	-	0.1%	0.3%	-	0.2%	0.4%
Grade 5	-	0.3%	0.2%	-	0.3%	0.3%
Grade 6	-	0.4%	0.2%	-	0.7%	0.3%
Grade 7	-	0.6%	0.3%	-	0.8%	0.3%
Grade 8	-	0.3%	0.2%	-	0.4%	0.4%
Grade 9	3.4%	11.6%	4.7%	0.0%	15.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	16.5	17.7
Grade 1	-	16.5	18.0
Grade 2	-	18.9	18.0
Grade 3	-	18.6	18.2
Grade 4	-	18.8	18.3
Grade 5	-	20.3	19.8
Grade 6	-	16.3	19.4
Secondary:			
English/Language Arts	18.5	12.5	15.7
Foreign Languages	21.7	17.6	17.8
Mathematics	17.6	13.9	16.9
Science	15.5	13.9	17.9
Social Studies	14.6	14.8	18.3

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	33.0	100.0%	100.0%	100.0%
Professional Staff:	32.0	97.0%	62.7%	64.3%
Teachers	25.5	77.1%	42.3%	49.6%
Professional Support	4.0	12.1%	16.5%	10.6%
Campus Administration (School Leadership)	2.6	7.8%	3.0%	3.0%
Educational Aides:	1.0	3.0%	10.4%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	49.0	4,290.0
Part-time Librarians	0.0	n/a	14.0	582.0
Full-time Counselors	1.0	n/a	124.0	13,211.0
Part-time Counselors	0.0	n/a	12.0	1,126.0
Total Minority Staff:	19.7	59.7%	83.4%	51.5%
Teachers by Ethnicity:				
African American	1.9	7.4%	8.2%	11.1%
Hispanic	13.3	52.3%	67.9%	28.4%
White	8.3	32.4%	21.4%	56.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.8%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	2.0	7.9%	1.6%	1.2%
Teachers by Sex:				
Males	14.3	56.0%	24.8%	23.8%
Females	11.2	44.0%	75.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.2%
Bachelors	10.7	42.2%	62.5%	73.0%
Masters	13.7	53.9%	35.6%	25.0%
Doctorate	1.0	3.9%	0.3%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	7.9%	7.5%	6.7%
1-5 Years Experience	10.2	39.9%	29.9%	27.8%
6-10 Years Experience	3.1	12.3%	20.9%	20.3%
11-20 Years Experience	8.6	33.6%	27.6%	29.1%
21-30 Years Experience	0.9	3.6%	11.8%	13.0%
Over 30 Years Experience	0.7	2.7%	2.3%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	19.3	n/a	14.5	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.5	7.1	6.4
Average Years Experience of Principals with District	3.5	5.8	5.5
Average Years Experience of Assistant Principals	2.5	5.8	5.5
Average Years Experience of Assistant Principals with District	2.5	5.1	4.8
Average Years Experience of Teachers:	10.3	10.3	11.2
Average Years Experience of Teachers with District:	4.0	7.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,400	$52,465	$50,849
1-5 Years Experience	$55,044	$54,316	$53,288
6-10 Years Experience	$56,378	$55,506	$56,282
11-20 Years Experience	$58,645	$57,511	$59,900
21-30 Years Experience	$60,646	$60,486	$64,637
Over 30 Years Experience	$65,710	$67,357	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$56,861	$56,337	$57,641
Professional Support	$67,513	$64,276	$68,030
Campus Administration (School Leadership)	$102,450	$82,541	$83,424
Instructional Staff Percent:	n/a	59.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	40.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	10.8%	6.2%
Career and Technical Education	5.6	22.0%	4.0%	5.1%
Compensatory Education	0.0	0.0%	6.5%	2.8%
Gifted and Talented Education	0.0	0.0%	1.3%	1.8%
Regular Education	19.9	78.0%	65.0%	71.0%
Special Education	0.0	0.0%	12.4%	9.4%
Other	0.0	0.0%	0.0%	3.6%

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
  (To open link in a new window, press the "Ctrl" key and click on the link.)

Teacher Focus Areas for CAST Tech High School

Understand your school's instructional culture. This tab provides teachers' perspectives on different aspects of instructional culture and how they compare to the perspectives of teachers at other schools.

Order
Lowest to Highest

Benchmark
National Top Quartile

Domain Scores
All

Year
Spring 2022

■ School
■ Benchmark

Domain Scores

Click on a domain in this chart to see survey items from that domain in the chart below, and a link to resources and support for that domain

Domain	Score
Peer Culture	3.8
Hiring Process	4.0
Academic Opportunity	4.5
Instructional Planning for Student Growth	4.6
Learning Environment	5.2
Professional Development	5.3
Leadership	5.9
Diversity, Equity, and Inclusion	6.0
Career Progression	6.5
Family and Community Engagement	6.6
Observation and Feedback	6.7
Evaluation	6.9

Peer Culture

Difference from National Top Quartile

Survey Item	%	Difference
There is a low tolerance for ineffective teaching at my school.	29%	-54%
At my school, teachers use a common vocabulary to discuss effective teaching practice.	38%	-52%
Teachers at my school share a common vision of what effective teaching looks like.	42%	-46%
The time I spend collaborating with my colleagues is productive.	67%	-20%
There are many teachers at my school who set an example of what highly effective teaching looks like.	71%	-20%

■ Strongly agree ■ Agree ■ Somewhat agree ■ Somewhat disagree ■ Disagree ■ Strongly disagree

Cast Tech High School

Family-School Relationships Survey
Spring 2022

Summary

Topic Description	Results	Comparison	
Dress code	**84%**	**77%**	SAISD
Family Engagement/Input	**71%** ▼ 11 since last survey	**79%**	SAISD
Family Involvement The degree to which families become involved with and interact with their child's school.	**26%** ▲ 1 since last survey	**32%**	SAISD
School Climate Perceptions of the overall social and learning climate of the school.	**74%** ▼ 4 since last survey	**73%**	SAISD
School Fit Families' perceptions of how well a school matches their child's developmental needs.	**68%** ▲ 1 since last survey	**69%**	SAISD
School Safety Perceptions of student physical and psychological safety at school.	**77%** ▼ 7 since last survey	**72%**	SAISD

113 responses

Dress code

Your average

84%

113 responses

District average: **77%** SAISD

How did people respond?

Q.1: How well does the most recent dress code support a positive learning environment?

Extremely well	46%	51
Quite well	31%	34
Somewhat well	8%	9
Slightly well	6%	6
Not well at all	1%	1
I don't know	8%	9
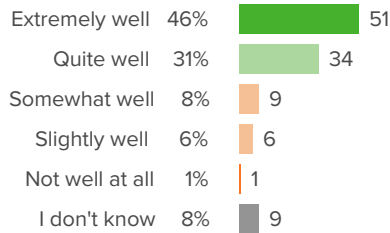
Favorable: **84%**

Q.2: When it comes to dress code, I prefer for my child to have:

Free dress	67%	74
Uniforms	26%	29
I don't know	7%	8
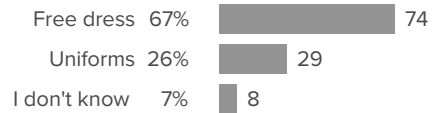
Family Engagement/Input

Your average

71%

113 responses

Change

▼ **11**

since last survey

District average: **79%** SAISD

How did people respond?

Q.1: My child's school welcomes family involvement and engagement.

Strongly Agree	48%	53
Agree	39%	43
Disagree	5%	5
Strongly Disagree	2%	2
I don't know	6%	7
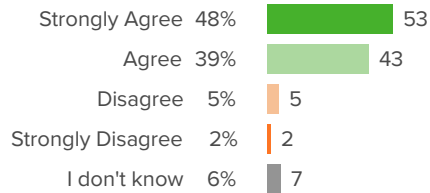
▲ **0** from last survey   Favorable: **93%**

Q.2: My child's school is responsive to my concerns and addresses them in a timely manner.

Strongly Agree	41%	40
Agree	20%	19
Disagree	10%	10
Strongly Disagree	1%	1
I don't know	28%	27
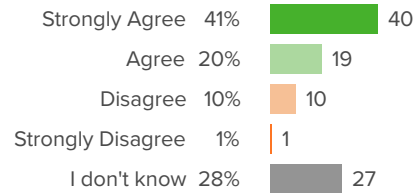
▼ **10** from last survey   Favorable: **84%**

Q.3: I feel comfortable interacting with school personnel (teachers, administrators, or other school staff).

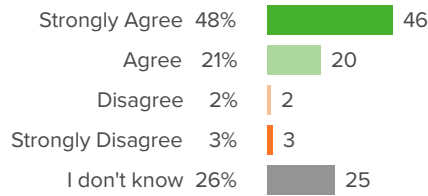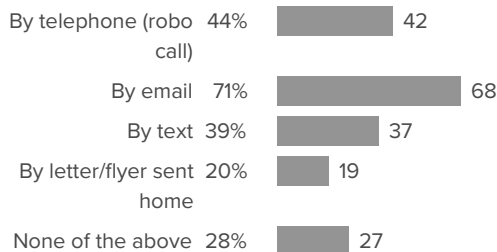|		
Strongly Agree	48%	46
Agree	21%	20
Disagree	2%	2
Strongly Disagree	3%	3
I don't know	26%	25

▼ **5** from last survey   Favorable: **93%**

Q.4: I have been involved in my child's education this year by:

Attending in person or virtual meetings, events, or parent workshops, such as Family Power Hour	42%	40
Communicating with my child's teacher/s and/or attending parent/teacher conferences	61%	59
Providing space for my child to do his/her schoolwork	66%	63
Making sure my child reads every night	22%	21
Making sure my child attends school every day	68%	65
Talking to my child about what is happening at school	70%	67
Participating in committees or parent organizations	9%	9
Using the Parent Portal to monitor my child's grades, homework and attendance	56%	54
None of the above	23%	22

Q.5: How do you usually learn about what is happening at your child's school?

By telephone (robo call)	44%	42
By email	71%	68
By text	39%	37
By letter/flyer sent home	20%	19
None of the above	28%	27

Q.6: Do you know who the Family and Community Engagement (FACE) Specialist at your child's school is?

Yes, I know who that is	14%	13
No, I don't know who that is	86%	79
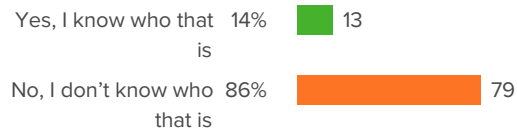
▼ **28** from last survey   Favorable: **14%**

Q.7: How would you like to see parent and family engagement funds used?

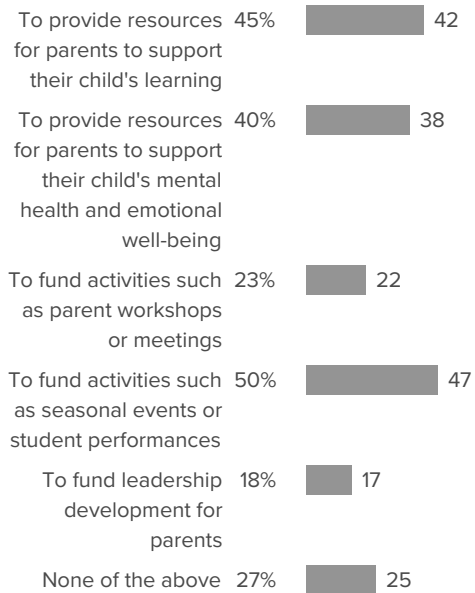|		
To provide resources for parents to support their child's learning	45%	42
To provide resources for parents to support their child's mental health and emotional well-being	40%	38
To fund activities such as parent workshops or meetings	23%	22
To fund activities such as seasonal events or student performances	50%	47
To fund leadership development for parents	18%	17
None of the above	27%	25

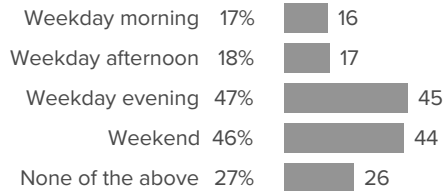**Q.8: Did you participate in any of the following decision-making opportunities requiring parent input and partnership?**

School annual Title I meeting	11%	10
Development of school-parent compact or campus parent involvement policy	10%	9
Parent advisory councils or committees	11%	10
Parent organization meetings (such as PTA or PTO)	9%	8
None of the above	86%	80
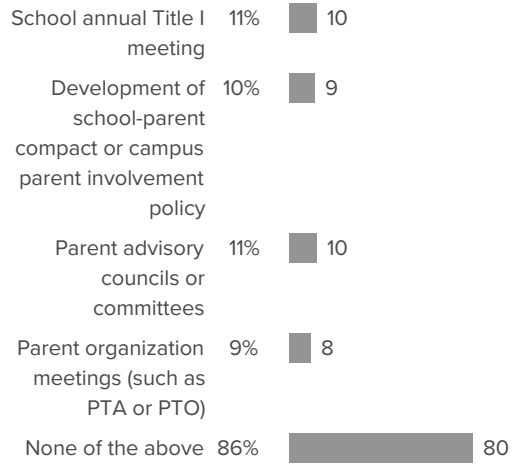
Q.9: What types of family engagement activities would you participate in, either in person or virtually, if they were offered by your child's school or the district?

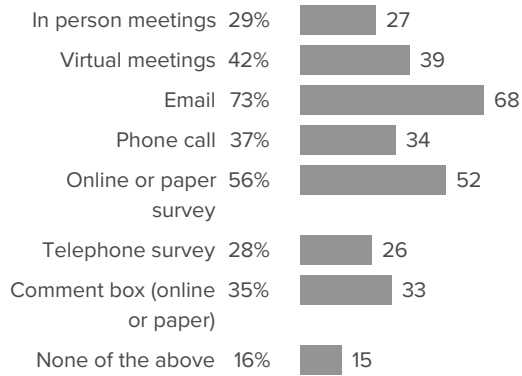|		
Parent workshops	26%	25
Open House/Meet the Teacher	58%	56
Decision-making committees or advisory groups	17%	16
Resource Fairs	23%	22
Student Performances	44%	42
Family learning events	26%	25
Volunteer opportunities	33%	32
None of the above	30%	29
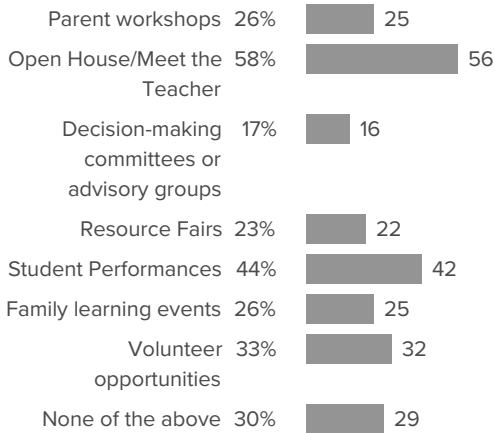
Q.10: I would participate in family engagement activities if they were offered by my child's school or the district during the following days/times:

Weekday morning	17%	16
Weekday afternoon	18%	17
Weekday evening	47%	45
Weekend	46%	44
None of the above	27%	26

Q.11: What are the best ways for you to provide input or feedback about your child's school and/or the school district?

Response	Percent	Count
In person meetings	29%	27
Virtual meetings	42%	39
Email	73%	68
Phone call	37%	34
Online or paper survey	56%	52
Telephone survey	28%	26
Comment box (online or paper)	35%	33
None of the above	16%	15

Family Involvement

Your average

26%

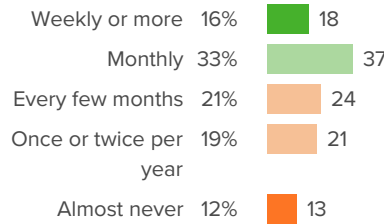113 responses

Change

▲ **1**

since last survey

District average: **32%** SAISD

How did people respond?

Q.1: How often do you communicate with teachers at your child's school either in person, on the phone, or virtually through email or video?

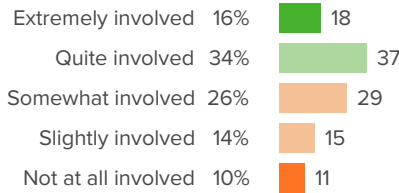|		
Weekly or more	16%	18
Monthly	33%	37
Every few months	21%	24
Once or twice per year	19%	21
Almost never	12%	13

▲ **5** from last survey   Favorable: **49%**

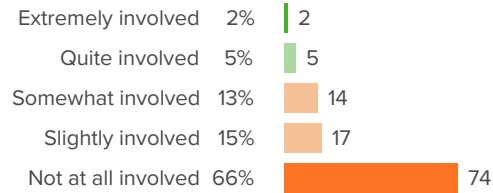**Q.2: In the past year, how often have you discussed your child's school with other parents from the school?**

Weekly or more	7%	8
Monthly	12%	14
Every few months	6%	7
Once or twice	10%	11
Almost never	65%	73
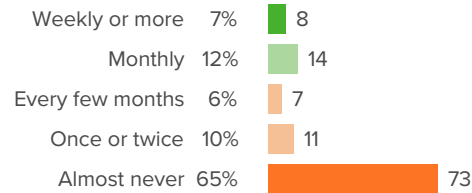
▲ **8** from last survey   Favorable: **19%**

Q.3: In the past year, how involved have you been in your child's learning?

Extremely involved	16%	18
Quite involved	34%	37
Somewhat involved	26%	29
Slightly involved	14%	15
Not at all involved	10%	11

▼ **5** from last survey   Favorable: **50%**

Q.4: How involved have you been with parent group(s) at your child's school either in person or virtually?

Extremely involved	2%	2
Quite involved	5%	5
Somewhat involved	13%	14
Slightly involved	15%	17
Not at all involved	66%	74

▲ **0** from last survey   Favorable: **6%**

Q.5: How involved have you been in fundraising efforts at your child's school?

Extremely involved	3%	3
Quite involved	2%	2
Somewhat involved	11%	12
Slightly involved	22%	24
Not at all involved	63%	70
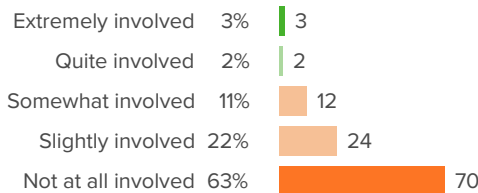
▼ **2** from last survey   Favorable: **5%**

School Climate

Your average

74%

113 responses
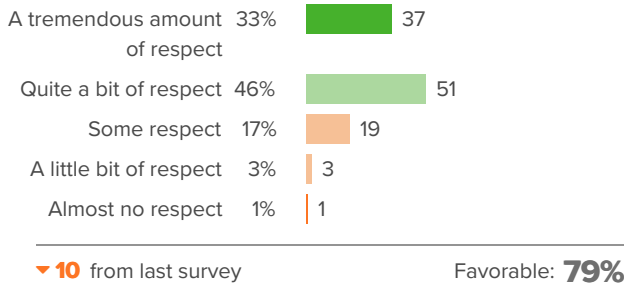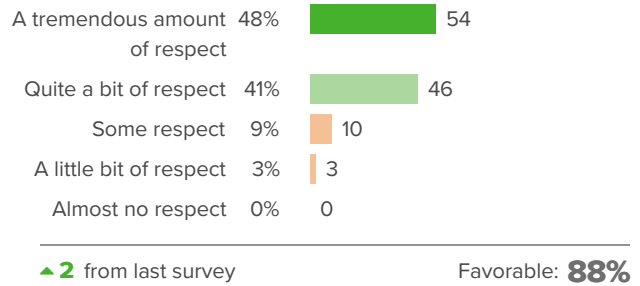
Change

▼ **4**

since last survey
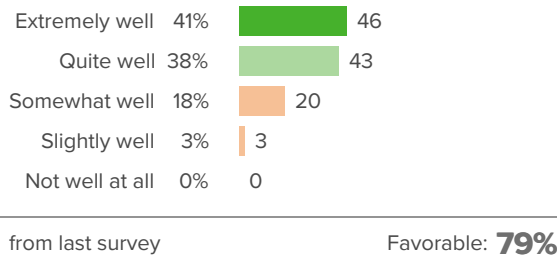
District average: **73%** SAISD

How did people respond?

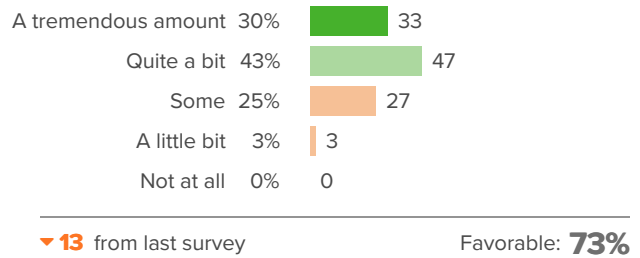### Q.1: Overall, how much respect do you think the children at your child's school have for the staff?

A tremendous amount of respect	33%	37
Quite a bit of respect	46%	51
Some respect	17%	19
A little bit of respect	3%	3
Almost no respect	1%	1

▼ **10** from last survey   Favorable: **79%**

Q.2: Overall, how much respect do you think the teachers at your child's school have for the children?

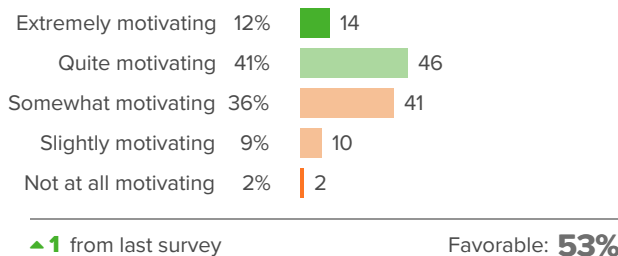|		
A tremendous amount of respect	48%	54
Quite a bit of respect	41%	46
Some respect	9%	10
A little bit of respect	3%	3
Almost no respect	0%	0

▲ **2** from last survey   Favorable: **88%**

Q.3: How well do administrators at your child's school create a school environment that helps children learn?

Extremely well	41%	46
Quite well	38%	43
Somewhat well	18%	20
Slightly well	3%	3
Not well at all	0%	0

▼ **1** from last survey   Favorable: **79%**

Q.4: How much does the school value the diversity of children's backgrounds?

A tremendous amount	30%	33
Quite a bit	43%	47
Some	25%	27
A little bit	3%	3
Not at all	0%	0

▼ **13** from last survey   Favorable: **73%**

Q.5: How motivating are the classroom lessons at your child's school?

Extremely motivating	12%	14
Quite motivating	41%	46
Somewhat motivating	36%	41
Slightly motivating	9%	10
Not at all motivating	2%	2

▲ **1** from last survey   Favorable: **53%**

Q.6: To what extent do you think that children enjoy going to your child's school?

Enjoy a tremendous amount	27%	30
Enjoy quite a bit	51%	56
Enjoy somewhat	19%	21
Enjoy a little bit	2%	2
Do not enjoy at all	1%	1

▼ **3** from last survey   Favorable: **78%**
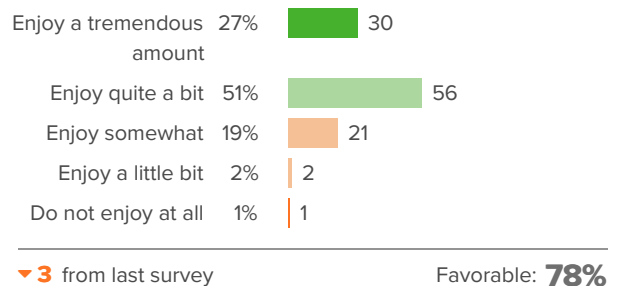
Q.7: How fair or unfair is the school's system of evaluating children?

Very fair	38%	▇	42
Somewhat fair	25%	▇	28
Slightly fair	5%	▍	5
Neither fair nor unfair	23%	▇	25
Slightly unfair	6%	▍	7
Somewhat unfair	3%	▏	3
Very unfair	0%		0

▼ **4** from last survey   Favorable: **68%**
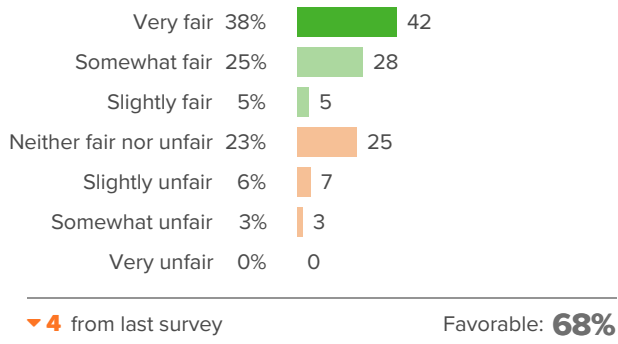
School Fit

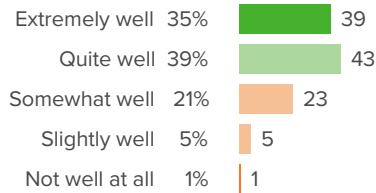**Your average**

68%

113 responses

Change

▲ **1**

since last survey
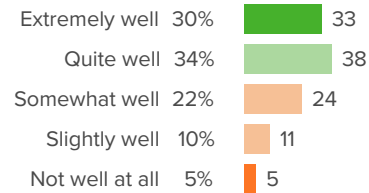
District average: **69%** SAISD

How did people respond?

Q.1: How well do you feel your child's school is preparing him/her for his/her next academic year?

Extremely well	35%	39
Quite well	39%	43
Somewhat well	21%	23
Slightly well	5%	5
Not well at all	1%	1

▲ **2** from last survey   Favorable: **74%**

Q.2: How well do activities offered at your child's school match his/her interests?

Extremely well	30%	33
Quite well	34%	38
Somewhat well	22%	24
Slightly well	10%	11
Not well at all	5%	5

▲ **13** from last survey   Favorable: **64%**

Q.3: At your child's school, how well does the overall approach to discipline work for your child?

Extremely well	36%	40
Quite well	36%	40
Somewhat well	20%	22
Slightly well	6%	7
Not well at all	1%	1
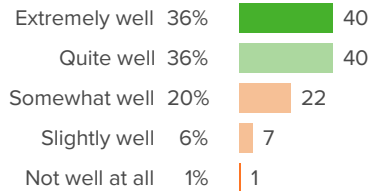
▼ **3** from last survey   Favorable: **73%**

Q.4: How comfortable is your child in asking for help from school adults?

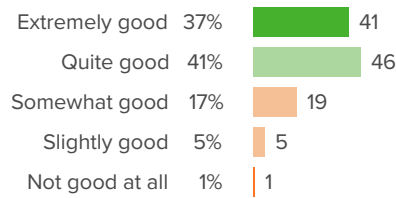|		
Extremely comfortable	20%	22
Quite comfortable	32%	35
Somewhat comfortable	25%	27
Slightly comfortable	19%	21
Not comfortable at all	5%	5
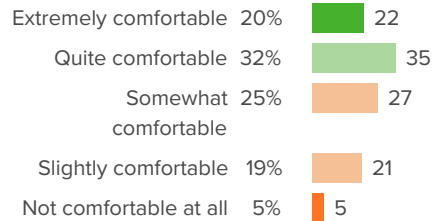
▼ **4** from last survey   Favorable: **52%**

Q.5: Given your child's cultural background, how good a fit is his/her school?

Extremely good	37%	41
Quite good	41%	46
Somewhat good	17%	19
Slightly good	5%	5
Not good at all	1%	1

▼ **3** from last survey   Favorable: **78%**

Q.6: How much of a sense of belonging does your child feel at his/her school?

Tremendous belonging	27%	29
Quite a bit of belonging	40%	43
Some belonging	19%	20
A little bit of belonging	10%	11
No belonging at all	5%	5
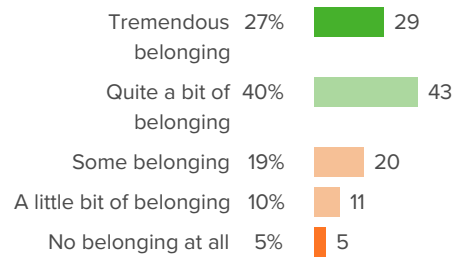
▲ **2** from last survey   Favorable: **67%**

School Safety

Your average

77%

113 responses
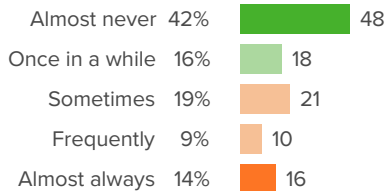
Change

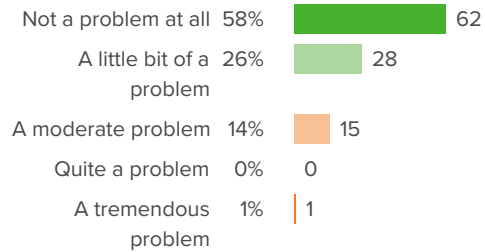▼ **7**

since last survey

District average: **72%** SAISD

How did people respond?

Q.1: How often do you worry about violence at your child's school?

Almost never	42%	48
Once in a while	16%	18
Sometimes	19%	21
Frequently	9%	10
Almost always	14%	16

▼ **17** from last survey   Favorable: **58%**

Q.2: To what extent are drugs a problem at your child's school?

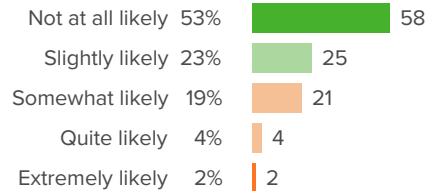|		
Not a problem at all	58%	62
A little bit of a problem	26%	28
A moderate problem	14%	15
Quite a problem	0%	0
A tremendous problem	1%	1

▼ **5** from last survey   Favorable: **85%**

Q.3: If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?
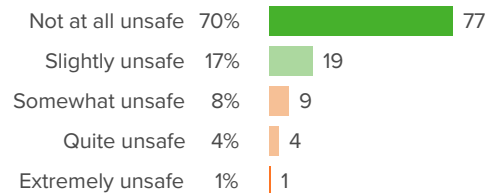
Not at all difficult	61%	65
Slightly difficult	17%	18
Somewhat difficult	15%	16
Quite difficult	6%	6
Extremely difficult	2%	2
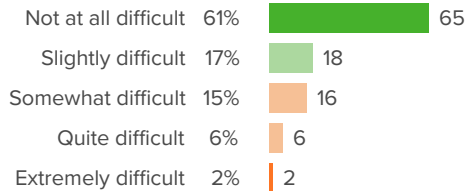
▼ **8** from last survey   Favorable: **78%**

Q.4: How likely is it that someone from your child's school will bully him/her online?

Not at all likely	53%	58
Slightly likely	23%	25
Somewhat likely	19%	21
Quite likely	4%	4
Extremely likely	2%	2

▼ **10** from last survey   Favorable: **75%**

Q.5: Overall, how unsafe does your child feel at school?

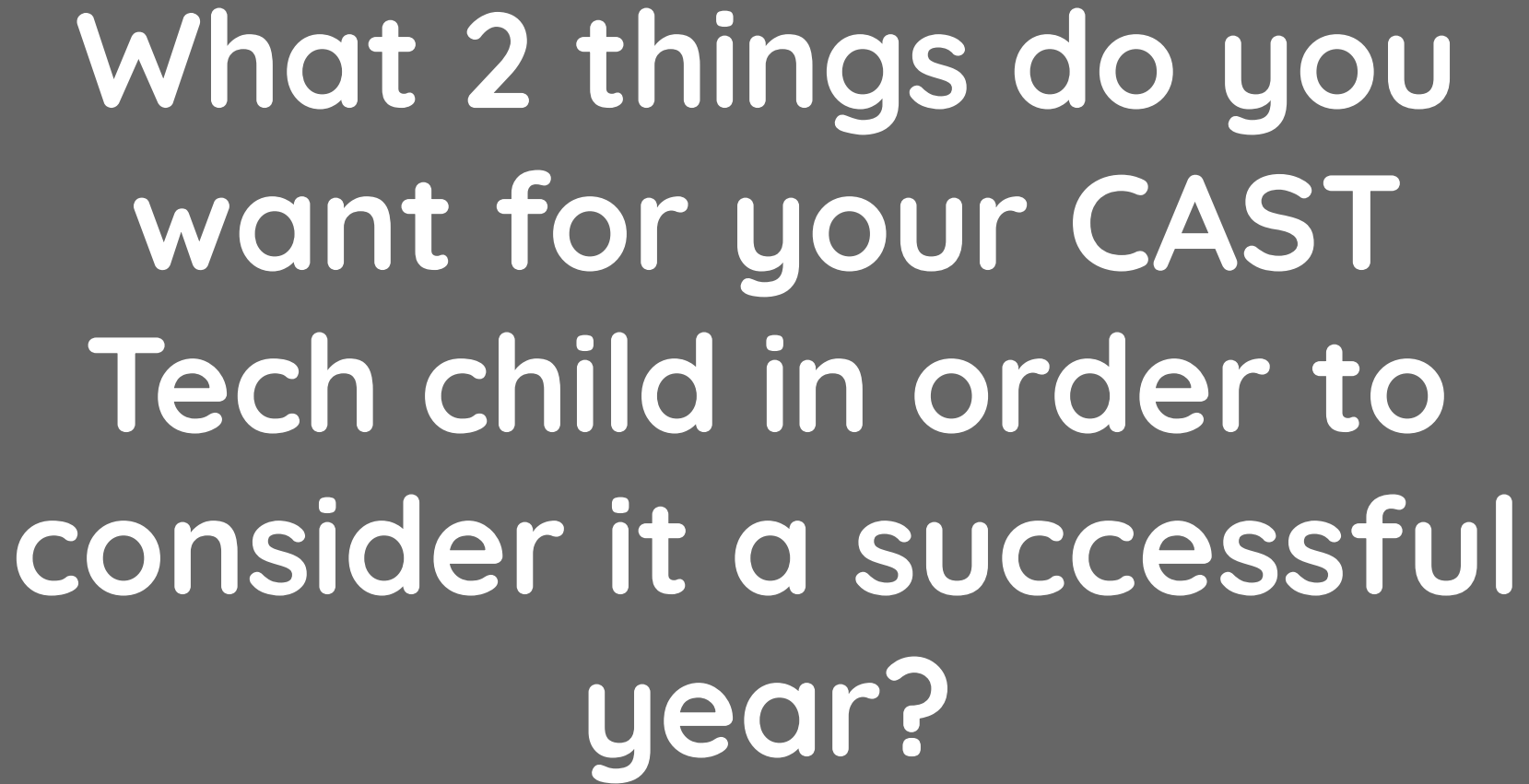|		
Not at all unsafe	70%	77
Slightly unsafe	17%	19
Somewhat unsafe	8%	9
Quite unsafe	4%	4
Extremely unsafe	1%	1

▲ **3** from last survey   Favorable: **87%**

Parent Involvement Meeting 2022

August 31, 2022

What 2 things do you want for your CAST Tech child in order to consider it a successful year?

What is your perspective on student travel?

Hopes and Concerns

App Garden

https://bit.ly/3Kn3h8g

Knights on Patrol Sign-up

bit.ly/3Rs9rGO

Parent Input

https://bit.ly/3KAZlky

Parent Engagement

Review, if interested, and your input is welcome:

- [Compact Input & Review](#)
- [Campus Plan Review](#)

HEB Foundation Camp

Technology Detox!!

Team Building

Kayaking!!

Campfires!!

Stargazing

Tower Climbs

Upcoming Senior Things

Spirit Shirt Fundraiser

Voted on by students at the end of last year. In the process of placing order.
Cost $20

Full Front

Four Years Later...
CAST TECH

Class OF 23
Sample Names Sample Names
Sample Names Sample Names
Sample Names Sample Names
Sample Names Sample Names
Sample Names Sample Names
Sample Names Sample Names
Sample Names Sample Names

Full Back

Bobcat Day Trip

Open house event. Need an estimate of # of students interested to reserve spots.

Date: Saturday, October 15th

TEXAS ★ STATE
UNIVERSITY ®

Announcements

Parent Involvement
Meeting 2022

August 31, 2022

8.18.22
Teacher feedback solicited and noted as follows:

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS
Perf Obj: CAST Tech will earn a TEA accountability rating of at least a "B," with an overall score of 90 or above by June 2023.

Feedback:
- Increase speaking and presenting to assist with TELPAS growth
    - Incorporate 7-steps strategies
- Non-negotiable oral presentations every 9-weeks
- Make contact w/ parents w/ glows, not just grows
- Emphasize and info on TSI date(s) for relevance and why it matters
- Continue STAAR interventions
- Family night - enjoyable & educational

****

Goal 2: NA

****

Goal 3: NA

****

Goal 4: ENSURE PROFICIENCY
Perf Obj: By June 2023, 33% of all CAST Tech students and student groups will achieve "Meet" level performance as follows: 30% in Algebra 1, 65% in English 1/2 , Biology 68%, US History 74%.

Feedback:
- Target absent students; they represent a big percentage of do no meets
- Increase writing in all classes
- Increase speaking in all classes
- Choice Time needs a committee w/ time to meet
- Increase academic reading in all classes w/ support
- Prepare kids for new STAAR item formats
- Student assistants in EOC courses

****

Goal 5: ENSURE PROFICIENCY
Perf Obj: By June 2023, CAST Tech will have an ADA of 95% for the academic school year.

Feedback:
- Teacher support by contacting their own AVID students w/ overall spreadsheet.
  - Another teacher: I feel this doesn't express the needs of individual classes.
  - Incentive programs by progress report or 9-weeks
- Students required to email/text parents their grades every 3 weeks and CC: teachers. Ownership on students. (Parents respond to show receipt within email.)
- High parent contact by all staff: schedule time
- Having all enSrichment/student assistants assigned to teachers will help with attendance
- Saturday uccess to help kids catch up from illness

****

Goal 6: NA

****

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS
Perf Obj: By July 2023, CAST Tech will increase the percentage of students earning a score of 4 or higher on an AP exam by 5% and maintain at least 95% of dual-credit students earning college credit.

Feedback:
- BOY, MOY, Mock testing
  - Track and analyze data
    - Individual study plans
- Peer tutors - pull from students who were successful in past
- Spring SAT success by teacher
- Spanish AP students should have a proficiency in the intermediate range to remain in the class
- Consideration: Market dual-credit instead of AP when courses offer both options
- Honors classes include AP-style questions
- Should we consider OnRamps, requires 2-weeks of teacher training in the summer
- TSI prep at junior level
- Refresher and Initial AP Training for the AP teachers

****

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS
Perf Obj: By March 2022, CAST Tech will increase the percentage of TSI-ready students in both ELA and math by 5%.

Feedback:
- Reminders to teachers about TSI dates
  - Support in class, if possible, prepare strategies
  - Test by AVID, not during extended AVID time
    - Morning preferred, entire school test, walking field trip for those who have passed
- Saturday Success & AVID Choice Time prep

- - Retesters invited to TSI bootcamp
- SAT require days/time for prep with the pre-dual credit kids
  - Possible after hours PSAT/SAT or choice time
- Target the bubble kids - be intentional

****

Goal 9: Increase percentage of College & Career Readiness Students
Perf Ob: By May 2022, at least 70% of the Class of 2024 will achieve a CCMR indicator as established by TEA.

Feedback:
- Target seniors w/o cert through Practicum
  - Organize, collect data, parent contacts
- Share and celebrate data as an incentive at 9-week awards
- Have a visible chart to show progress to all stakeholders
- For new CTE programs establish a certificate plan and time to develop the skills for teachers and students, i.e. UX = google UX
- There's 1 or 2 senior legacy projects about aligning pathways and making progress towards certs clearer
- SAT/ACT prep classes
- TSI alignment in math classes
- Create 4-year plan with students in AVID
- College readiness = internship by graduation
- Need a military recruiter visit
- Math TSI prep for juniors
- How to be career ready skills
- Make sure kids and teacher know who and where to get certified

****

Goal 10: Targeted Focus on Post-Secondary Success
Perf Obj: By June 2023, 95% of senior students will apply to an institution of higher education or trade school and receive at least one acceptance letter.

Feedback:
- CAST Network College Fair
- CAST teachers present on their alma mater
- More in-school trips to attainable colleges
- Panels with people in the industry and have them share their education journey
- Make juniors apply to 3: safety, match and reach schools
- Summer camps to apply in August for seniors
- Bring back former CAST grads as guest speakers
- Virtual college tours for 9th/10th AVID via zoom
- Survey of "follow" students according to their career interest. Continue guidance "name tag management" in CTE classes

- College research project in AVID, start early in 9th grade w/ School Links
- AVID: more college information in upper level classes (College Vasquez)
  - Essay writing
  - Research AP scores accepted @ top 5 college choices
- Follow-up with graduated students for input/data