



Rusk ISD (037-907)

District Improvement Plan 2023-2024

Accountability Rating: Not Yet Rated

Special Education Determination Status: Meets Requirement

BE/ESL/EB Determination Status: Meets Requirement

OSP (other special programs) Determination Status: Meets Requirement

Previous Year End Data May 2023	Number of Students	At Risk	% At Risk
Primary	381	167	43.8%
Elementary	291	151	51.9%
Intermediate	299	129	43.1%
Jr. High	483	261	54.0%
High School	584	291	49.8%
District	2038	999	49.0%

Fall PEIMS Data Oct. 2023	Number of Students	At Risk	% At Risk
Primary	364	113	31.0%
Elementary	329	173	52.6%
Intermediate	268	116	43.3%
Jr. High	493	264	53.5%
High School	603	296	49.1%
District	2057	962	46.8%

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Rusk ISD

Mission: The District shall enable all students, through quality education and service, to become positive contributors in local and global communities.

Values: The district values...

- A safe and secure learning environment
- Communication
- Implementing a guaranteed and viable curriculum
- Working in collaborative teams that takes collective responsibility for student learning
- Monitoring student learning
- Using data to improve practice, achieve goals and intervene and enrich on behalf of students
- Providing systematic process for intervention and enrichment

District Education Improvement Committee

Committee Role	Name	Position
Non-Classroom Professional	Heather Sunday	Primary Paraprofessional
Teacher	Lachevia Brooks	Primary Teacher
Teacher	Angela Armitage	Primary Teacher
Teacher	Jenni Cudd	Primary Teacher
Non-Classroom Professional	Elizabeth Cahalane	Elementary Counselor
Teacher	Tammy Brogdon	Elementary Teacher
Teacher	Heather Beck	Elementary Teacher
Teacher	Kathy Blackmon	Elementary Teacher
Non-Classroom Representative	Nelly DeLa Sancha	Intermediate Paraprofessional
Teacher	Melissa Harry	Intermediate Teacher
Teacher	Janey Crysop	Intermediate Teacher
Teacher	Mary Elizabeth Fletcher	Intermediate Teacher
Non-Classroom Representative	Suzanne Cooper	Jr. High Counselor
Teacher	Jill Hardy	Jr. High Teacher
Teacher	Heather Stewart	Jr. High Teacher
Teacher	Doug Bayless	Jr. High Teacher
Non-Classroom Representative	Kelly Foreman	CTE/AG
Teacher	Katheryn Thoroughman	High School Teacher
Teacher	Justin Hopper	High School Teacher
Teacher	Amanda Hedges	High School Teacher
District-Level Professional	Joe Eckel	Director of Transportation
Parent	Jami Hicks	Parent
Community Parent	Jennifer Everett	Community Member
Business Representative	Alyssa Walley	Business Representative

District Superintendent, Director of Instructional Programs, Director of Special Programs, Director of Special Education, Director of Technology, Campus Principals, Campus Assistant Principals, and Campus Counselors not listed above serve as Ad Hoc members of the DEIC Committee.

Comprehensive Needs Assessment

Domain 1: Student Achievement

STAAR Performance																
	Rating	All Subjects														
Year-		Appr	Meets	Masters												
2018-2019*	B Component Score 49	79%	47%	21%												
2020-2021	Not Rated Component Score 45	74%	44%	18%												
2021-2022	C	76%	45%	21%												
2022-2023	Not yet rated	81%	49%	16%												
2023-2024																
	ELA/Reading			Math			Writing			Science			Social Studies			
Year	Appr	Meets	Masters	Appr	Meets	Masters	Appr	Meets	Masters	Appr	Meets	Masters	Appr	Meets	Masters	
2018-2019*	77%	45%	18%	84%	47%	20%	68%	35%	9%	83%	56%	27%	77%	57%	39%	
2020-2021	73%	46%	18%	75%	41%	16%	60%	27%	6%	77%	46%	18%	81%	61%	42%	
2021-2022	76%	50%	22%	74%	37%	15%				78%	46%	20%	80%	53%	37%	
2022-2023	81%	54%	18%	80%	42%	12%				81%	47%	15%	83%	60%	29%	
2023-2024																
CCMR/Graduation Rate/Dropout Rate * Information is reported one year behind																
Year	% Met CCMR	4-Year Grad Rate		5-Year Grad Rate		6-Year Grade Rate		Annual Dropout Rate								
2018-2019*	62.5%	95.9%		92.1%		97.0%		0.6%								
2020-2021	50.7%	97.3% (class of 2020)		96.6% (class of 2019)		92.1%(class of 2018)		0.3%								
2020-2021	44.4%	96.4% (class of 2021)		99.3% (class of 2020)		96.6% (class of 2019)		0.3%								
2021-2022	61.3%	97.5 % (class of 2022)		97.1% (class of 2021)		99.3% (class of 2020)		1.2%								
2022-2023																
2023-2024																

*During COVID-19 school closure (2019-2020), the Texas Assessment Program and Accountability were suspended.

Domain 2: Academic Growth- Not reported in 2020 & 2021 (New Method of Calculation/Raw Data Only Reported)

2022	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	499	0.0	166	83.0	975	975.0	1,058.0	1,640	
Reading / ELA	204	0.0	60	30.0	568	568.0	598.0	832	72
Mathematics	295	0.0	106	53.0	407	407.0	460.0	808	57

Domain 3: Closing the Gaps – Not Yet Available/ New Methodology in 2023

	Rating
2018-2020*	C
2020-2021	Not Rated
2021-2022	C
2022-2023	
2023-2024	

Academic Achievement Target at Meets Grade or Above Level (50% DOMAIN 3)

ELA/Reading	All Students	African American	Hispanic	White	2+	Eco Dis	EL Current & Monitored	Current SPED	Former SPED	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated	% Met
2018-2019*	Y	N	Y	N	N	Y	N	N	N	Y	N	4	11	36%
2020-2021	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	9	11	82%
2021-2022	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	10	11	90%
2022-2023														
2024-2025														

Math	All Students	African American	Hispanic	White	2+	Eco Dis	EL Current & Monitored	Current SPED	Former SPED	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated	% Met
2018-2019*	Y	Y	Y	N	N	Y	N	Y	N	Y	N	6	11	54.5%
2020-2021	N	N	Y	N	N	N	N	N	N	N	N	1	11	1%
2021-2022	N	N	Y	N	N	N	N	N	Y	N	N	2	11	18%
2022-2023														

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Growth Status- Reported not weighted														
ELA/Reading	All Students	African American	Hispanic	White	2+	Eco Dis	EL Current & Monitored	Current SPED	Former SPED	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated	% Met
2018-2019*	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	10	11	91%
2020-2021	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021-2022	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11	11	100%
2023-2024														
2024-2025														
Math	All Students	African American	Hispanic	White	2+	Eco Dis	EL Current & Monitored	Current SPED	Former SPED	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated	% Met
2018-2019*	N	N	N	N	N	N	N	Y	N	N	N	1	11	9%
2020-2021	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021-2022	N	N	N	N	N	N	N	N	N	N	N	0	11	0%
2023-2024														
2024-2025														

Domain 3: Closing the Gaps														
Student Success Status (Avg. of Approaches/Meets/Masters by subgroup compared to a Target)- 50% Domain 3														
	All Students	African American	Hispanic	White	2+	Eco Dis	EL Current & Monitored	Current SPED	Former SPED	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated	% Met
2018-2019*	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	9	11	81%
2020-2021	N	N	Y	N	N	Y	N	Y	Y	N	N	4	11	36%
2021-2022	Y	N	Y	N	N	Y	Y	N	Y	Y	N	6	11	55%
2023-2024														
2024-2025														

Graduation Rate Status – 10% Domain 3												
	All Students*		White*		Econ Disadv	Total Met	Total Evaluated	% Met				
2018-2020*	N		N		N	0	3	0%				
2020-2021	Y		Y		Y	3	3	100%				
2021-2022	Y		Y		Y	3	3	100%				
2022-2023												
2023-2024												
School Quality Status (% Meeting CCMR) 30% of Domain 3									ELPS – 10% Domain 3			
	All Students	White	AA	Econ Disadv	Continuously Enrolled	Total Met	Total Evaluated	% Met	ELPS Progress	Total Met	Total Evaluated	% Met
2018-2020*	Y	Y	NA	Y	Y	4	4	100%	N	0	1	0%
2020-2021	Y	Y	NA	Y	Y	4	4	100%	Y	1	1	100%
2021-2022	N	N	N	N	N	0	5	0%	Y	1	1	100%
2022-2023												
2023-2024												

*Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Ratings & Distinctions Not Yet Available					
	Overall Rating	Student Achievement	School progress	Closing the Gaps	Post-Secondary Distinction
2018-2019*	B	B	B	C	No
2020-2021	NA	NA	NA	NA	NA
2021-2022	C	B	B	C	No
2022-2023					
2023-2024					

District Attendance- Reported 2 years behind (TAPR report)

	District	African American	Hispanic	White	Two or More	SPED	Eco Dis
2016-2017	95.5%	95.6%	96.1%	95.4%	95.6%	94.7%	95.1%
2017-2018	95.1%	95.0%	95.7%	94.9%	94.8%	94.3%	94.8%
2018-2019	95.7%	95.4%	96.6%	95.6%	95.1%	94.9%	95.4%
2019-2020	99.1%	99.0%	99.2%	99.1%	98.1%	98.6%	98.9%
2020-2021	95.3%	94.2%	95.2%	95.6%	94.5%	94.2%	94.6%
2021-2022	92.7%	91.9%	94.3%	92.5%	91.8%	91.5%	92.1%

RDA Data

The Results Driven Accountability (**RDA**) is an automated data system that reports annually on the performance of local **education** agencies (LEAs) in selected program areas (bilingual **education**/English as a second language, career and technical **education**, certain federal Title programs, and special **education**).

The selected program areas are organized by Domain and then by indicators:

Bilingual/ ESL education

Domain I- Academic Achievements (Indicator 1-8)

Domain II- Post – Secondary Readiness (Indicators 9-10)

Domain III- Disproportionate Analysis (Indicator 11)

Other Special Populations (OSP)

Domain I- Academic Achievements (Indicator 1-3)

Domain II- Post – Secondary Readiness (Indicators 4-5)

Domain III- Disproportionate Analysis (Indicator 6)

Special Education

Domain I- Academic Achievements (Indicator 1-5)

Domain II- Post – Secondary Readiness (Indicators 6-7)

Domain III- Disproportionate Analysis (Indicator 8-18)

Rusk ISD met set requirements in all areas of ESL, OSP (other special populations), and SPED education. SPED areas that need continued monitoring in order to meet requirements are noted below.

SPED

Indicator #1 - Measures the percent of students served in SPD who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Assessment

1. SPED STAAR 3-8 Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2023	70.0 - 100	46.3	56	121	2
	2022			48	121	
	2021			58	120	
(ii) Reading Lang. Arts	2023	70.0 - 100	38.8	47	121	3
	2022			57	121	
	2021			49	120	
(iii) Science	2023	65.0 - 100	47.8	22	46	0 RI
	2022		21.6	8	37	
	2021			7	29	
(iv) Social Studies	2023	65.0 - 100	33.3	7	16	3
	2022			5	20	
	2021			5	15	

Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
i. Mathematics	3-8	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%
ii. Reading	3-8	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%
iii. Science	5, 8	65.0% - 100%	50.0% - 64.9%	40.0% - 49.9%	20.0% - 39.9%	0% - 19.9%
iv. Social Studies	8	65.0% - 100%	50.0% - 64.9%	40.0% - 49.9%	20.0% - 39.9%	0% - 19.9%

Indicator #4 - Measures the percent of students served in SPD who met the minimum level of satisfactory performance or higher on the STAAR EOC Assessments

4. SPED STAAR EOC Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2023	65.0 - 100	56.7	17	30	1
	2022			5	20	
	2021			10	15	
(ii) Biology	2023	75.0 - 100	56.7	17	30	2
	2022			10	19	
	2021			10	16	
(iii) U.S. History	2023	70.0 - 100	100.0	10	10	0
	2022			13	21	
	2021			15	20	
(iv) English I and II	2023	60.0 - 100	46.2	24	52	0 RI
	2022		23.4	11	47	
	2021			10	38	

Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
i. Algebra I	EOC	65.0% - 100%	55.0% - 64.9%	40.0% - 54.9%	25.0% - 39.9%	0% - 24.9%
ii. Biology	EOC	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	35.0% - 54.9%	0% - 34.9%
iii. U.S. History	EOC	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	35.0% - 49.9%	0% - 34.9%
iv. English I and II	EOC	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

Indicator 16 SPED ISS <= 10 days Rate – SD (Year 1) Monitoring needed (# of students)

16. SPED ISS ≤10 Days Rate (Ages 3-21)					
	State Rate	Rate	SPED ISS ≤10	SPED Students	Performance Level
2023	9.5	11.0	35	319	Report Only

16. SPED ISS ≤10 Days Rate (Ages 3-21)					
	State Rate	Rate	SPED ISS ≤10	SPED Students	Performance Level
2022	5.2	9.6	*	*	Report Only

Indicator #18 – SPED Total Disciplinary Placements – Concerning increase in rate and PL indicator. Will need to continue to monitor.

18. SPED Total Disciplinary Removals Rate (Ages 3-21)					
	PL 0 Cut Points	Rate	SPED Removals	SPED Students	Performance Level
2023	0 - 19.0	46.7	149	319	2
2022			91	314	
2021			98	326	

18. SPED Total Disciplinary Removals Rate (Ages 3-21)					
	PL 0 Cut Points	Rate	SPED Removals	SPED Students	Performance Level
2022	0 - 19.0	29.0	*	*	1
2021			*	*	
2020			*	*	

Area Reviewed	Summary of Strengths	Summary of Needs
<p>Priority #1</p> <p>Recruit, support, and retain teachers and principals.</p>	<p>PLC and Planning time with Subject/Grade level Teams</p> <p>Technology resources available</p> <p>Longevity incentive</p> <p>Parent Liaison to support students/staff concerns</p> <p>District level morale plan celebrating all staff</p> <p>District counselor that serves RTI level 3 students</p> <p>4 Day Calendar week – 1 day a month planning time, 3 out of 4 Fridays off each week</p>	<p>Teacher mentor/coaching program</p> <p>More extensive new teacher training program</p> <p>Ongoing teacher training/professional development Program/Plan to solicit positions to attract more certified applicants for positions</p> <p>PBIS system/improvements in student behavior</p> <p>MTSS - Tier 2 & 3 Behavioral support</p>
<p>Priority #2</p> <p>Build a foundation for reading and math.</p>	<p>LLI Intervention Training (TIER 3 instruction)</p> <p>STAAR Re-design training available to STAAR tested staff</p> <p>Classroom software available for student use</p> <p>Parent communication through campus events and skyward grades</p> <p>Implementation of District wide MAP screener</p> <p>Eagle Camps/Tutorial opportunities for students not successful on STAAR (HB 1416/Learning Loss)</p> <p>TFAR assessment to assist students with online testing</p> <p>Summit program to support TELPAS speaking</p> <p>Do the Math intervention/enrichment</p> <p>TEKS Resource Training</p>	<p>Strengthen PLC effectiveness</p> <p>Comprehension/Inferencing</p> <p>Number Fluency</p> <p>Problem Solving with multi-steps</p> <p>Academic Vocabulary</p> <p>Intentional intervention time</p> <p>Planning time between Special Ed and General Ed teachers</p> <p>Strengthen Tier 1 instruction</p> <p>Continue developing a Guided Reading Framework- K-5</p> <p>Strengthen Early Literacy Foundational Skills through Guided Rdg practices</p> <p>Ongoing: Reading Training for Teachers K-5 & K-2 Aligned</p> <p>Phonic training (including SPED teachers)</p> <p>Attendance rate</p> <p>Professional Development for Special Education teachers</p>

<p>Priority #3</p> <p>Connect high school to career and college</p>	<p>Enrichment/intervention time built into the daily schedule</p> <p>Campus College Day activities</p> <p>Career Fair</p> <p>College Fair</p> <p>Available technology and software for student use</p> <p>Robotics program</p> <p>TSIA training for staff and students</p> <p>College & Career Advisor</p> <p>District funded ACT for all 11th graders</p> <p>Program of Study offerings for HS students</p> <p>On Data Suite Program to track CCMR progress</p> <p>New Cosmetology facility/program</p> <p>CTE Advisory Team</p>	<p>Comprehension/Inferencing</p> <p>Reading Fluency</p> <p>Number Fluency</p> <p>Problem Solving with multi-steps</p> <p>Academic Vocabulary</p> <p>Career Cruising/Career Class/Choices 360</p> <p>CTE culture awareness for student 4-8</p> <p>CCMR Accountability</p>
<p>Priority #4</p> <p>Improve low-performing schools</p>	<p>Not Applicable</p>	<p>Not Applicable</p>
<p>RDA</p>	<p>JH Plan: Additional staff for 6-8 Intervention</p> <p>ISS aide for Junior High – Continue plan to support students</p> <p>On Data Suite Program to assist in monitoring all RDA data</p> <p>Training with Region 7 to bring awareness to areas of concern</p>	<p>Special Education staff (teachers/paras) need opportunities to plan with general education teachers.</p> <p>Professional development for SPED staff members</p> <p>Continue monitoring to track special education and ethnic disproportionality thresholds as it relates discipline/removals.</p> <p>Monitoring SPED students who are not meeting satisfactory performance on STAAR 3-8 and STAAR EOC</p>

Staff Development	Region 7 workshop availability STAAR Redesign Ongoing Social Emotional Learning Targeted content area staff development 4 Day calendar week that allows for 1 full day of staff development/planning each month	ESL strategies Constructive Response training Vertical Alignment opportunities during the summer Math Vertical Alignment and professional development New teacher training
Technology	1:1 Chromebooks and iPads for all students and Staff Home internet access provided if needed	Interactive instructional tools to increase engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) Data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results
- STAAR Released Questions
- TELPAS Data

Student Data: Student Groups

- Race and ethnicity data, including achievement, discipline, attendance and progress
- Economically disadvantaged / non-economically disadvantaged performance data
- At-risk/non at-risk population including performance, progress, discipline, and attendance

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data (PEIMS 425 record)

Employee Data

- Professional Learning Communities (PLC) data
- Staff feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Community feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Plan Evaluation- The formative evaluation will be based upon the progress toward the enactment, completion, and perceived effect of the strategies detailed in this plan. Necessary changes discovered during the formative evaluation will be put into effect immediately.

A summative evaluation will be started during the last quarter of the school year and will be completed with the development of the new district plan. The summative evaluation will be incorporated into the needs assessment and will be a major component in the development of the new plan.

Supplement not Supplant Procedures - Federal funds will be used to supplement funds available from non-federal sources, and not to supplant the existing non-federal funds.

School-wide Campus Educational Program - Each school-wide educational program receives an upgrade to the instructional focus of their campus.

Teacher Certification- Rusk ISD ensures that all Title 1 teachers and paraprofessionals meet state certification and licensure requirements.

Priority Problem Statements

Problem Statement 1: Overall, Rusk ISD is not showing significant improvements when it comes to the number of students who Meet or Master content on the State of Texas Assessment of Academic Readiness (STAAR). Meets went from 45%- 49% and Master's went from 21%-16%.

Root Cause 1: RISD needs to focus on Meets and Masters in all subject areas. This involves increasing the level of rigor in TIER 1 instruction and ensure PLC meetings focus on best practice teaching practice and new released item types.

Problem Statement 2: RISD earned a 61.3% scaled score in CCMR (2021-2022 Seniors/Report a year behind). This is an increase of 16.9% from 2020-2021. 61.3% would have been considered an A prior to TEA changing set criteria mid-year.

Root Cause 2- RISD needs to continue tracking procedures for CCMR points for students grade 9-12. Rusk will continue to be intentional about CTE offerings, ensuring programs of study lead to industry-based certifications. Students need more training and practice opportunities prior to taking TSI and ACT/SAT exams.

Problem Statement 3 (RDA): In 2023, 46.7% of students in Rusk ISD, served in Special Education, were removed for disciplinary reasons. This is an increase of 17.7% from 2022. To be within the cut point we need to be under 19%.

Root Cause 3 (RDA): RISD needs to monitor and track the number of removals as they relate to Special Education thresholds. Specifically, the discretionary removals. (General Ed compared to students in Special Programs)

Problem Statement 4 (RDA): In 2023, students served in Special Education were below all RDA set cut points. Overall there were improvements, but we are still below cut points. Specifically, we need to focus on RLA 3-8 and English I & II EOC.

Root Cause 4 (RDA): RISD needs to increase academic training for special education teachers. In addition, we need to increase effectiveness of in-class support and resource pull-out to ensure special education students are getting the support needed in the general education classroom.

Goals

Goal 1: Rusk ISD will recruit, support, and retain teachers and principals.

Performance objectives:

1. 100% of core academic classes will be taught by highly effective and high-quality teachers.
2. 100% of paraprofessionals with instructional duties will meet Every Child Success Act

Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
Provide staff incentive programs to promote staff morale. Examples may include spring, longevity, performance, annual, rise-up, retention stipends and other activities,	Superintendent Principals	General Title 2, Part A (Retention Stipend) Title 1, Part A	August 2023- May 2024	Staff retention	— Continue — Complete
Implement a retention stipend for teachers delivering challenging state academic standards. Prioritize compensation for teachers with more than 5 years of experience (HB3) Implement the “Rise Up” Incentive for employees in Rusk ISD since the beginning of 2019-2020 and continue to be employed.	Superintendent CFO Human Resources Teachers Superintendent CFO Director of Instructional programs ESL Director	Title 2, Part A General Title 1, Part A ESSER	August 2023- May 2024	Staff retention Mentoring/Mentee activities by experienced teachers in district	— Continue — Complete

Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
Teachers will function as a professional learning community.	Instructional Dept Principals Teachers	General	August 2023- May 2024	STAAR Scores	— Continue — Complete
Campus technical support members have been identified for each campus and will be available for support in tools on an as needed basis.	Director of Instructional Programs Director of Special Programs Principals Director of ESL Teachers from each campus	General	August 2023- May 2024	STAAR scores Quick Checks MAP Data Quarterly Data	— Continue — Complete
Principals, teachers and paras participate in workshops including those provided by Region 7, Solution Tree, Ed 311, Lead4ward, CAST, CAMT, Rusk ISD etc.	Principals, Instructional Department	General Title IV Part A	August 2023-July 2024	Increase in MAP, STAAR scores, TELPAS scores	— Continue — Complete
SEL training requirements for new staff to the district. Training will assist staff with building a healthy campus climate that fosters student learning of challenging State academic standards. Maintain District Counselor to help serve our TIER 3 level behavioral concerns Track counselor hours to ensure mental health support is available on each campus Maintain District Parent Liaison to help serve our students and parents.	Director of Instructional Programs, Principals, Assistant Principals, Counselors	Title IV Part A, Mental Health Grant	August 2023 – August 2024	Training attendance; Debriefing to determine next steps, Mental Health grant submitted and approved Implementation of circles during guidance, RTI behavior support	— Continue — Complete

District will research mentor programs to be implemented for staff new to the district or teachers recommended by campus principals.	Director of Human Resources Director of Instructional Programs Director of Special Programs Principals	General	August 2023- August 2024	Mentor Program completed Mentors trained	— Continue — Complete
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Equity Plan

Long-Term Outcomes:

Our highest poverty campus (Primary School) will be served by experienced and trained teachers and no equity gap will exist.

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
District does not have a formal mentor/induction program.	Create a formal mentor/induction program with explicit expectations	Data has been collected from stakeholders and planning is in process for developing formal mentor/induction program	Begin creating training materials and plan mentor/induction program training for the future	Training materials are in draft form and being reviewed by stakeholders
Campus leadership have many management tasks which limits academic coaching opportunities.	Create a position to better support K-3 teachers with early literacy education.	Consideration of a K-3 Early Literacy Coach.	Create instructional leadership plan for the assistant principal and principals to implement.	Review and revise instructional leadership plan and its implementation
Our applicant pool of experienced or inexperienced teachers is extremely low.	Create a grow-your-own teacher pipeline through the participation in the Texas Association of Future Educators (TAFE).	TAFE membership dues are paid and TAFE meeting begin to occur following the TAFE developed operating procedures	TAFE membership is promoted and TAFE selects activities to participate in as a student organization	Students participate in TAFE selected activities

Goal 2: Rusk ISD will build a foundation of reading and math.

Performance objectives:

1. At the end of the 2023-2024 school year, 85 % of all students will score at approaches or better on the STAAR as reported in the Student Achievement domain.
2. At the end of the 2023-2024 school year, 55% of all student will score at meets or better on the STAAR as reported in the Student Achievement domain.
3. At the end of the 2023-2024 school year, 25% of all student will score masters on the STAAR as reported in the Student Achievement domain.
4. At the end of the 2023-2024 school year, SPED STAAR 3-8 and EOC passing rate will increase by 10% in RLA, Math, Science, and Social Studies.

Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
Teachers will track student performance progress through data reflections. Reflections will include use of summative/MAP data and ongoing consultation with PLCs and administrators to continually update and improve campus/classroom activities to support student academic performance in challenging state academic standards. Reflections will be submitted to campus principal and instructional department for review.	Director of Instructional Programs Director of Special Programs Principals PLCs	General Title I Title II	August 2023- May 2024	STAAR Scores Quick Checks Completed reflections with revised activities to increase student performance	___ Continue ___ Complete

Activities/Strategies	Who is responsible?	Budge/ Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
<p>Dyslexia Screening (MAP) will be done for all students in Kindergarten, First Grade and for other students as referred by classroom teachers based on concerns. Identified students will have access to the Talking Book Program (SB 2075)</p> <p>District Dyslexia Coordinator and SPED team will collaboratively serve as our District Dyslexia Assessment team.</p> <p>Provide Reading by Design Dyslexia Program training to campus staff as needed.</p>	<p>Instructional Department Dyslexic Teachers Classroom Teachers Principals</p>	<p>General Dyslexia Allotment</p> <p>Dyslexia Allotment/</p>	<p>August 2023- May 2024</p>	<p>Earlier identification of students with Dyslexia to begin implementation of Dyslexic Intervention Program</p>	<p>— Continue</p> <p>— Complete</p>
<p>Provide in-district training to all teachers on characteristics and classroom accommodations for dyslexic students.</p> <p>Dyslexia & Dysgraphia Assessment Training- SPED Director, District Dyslexia Coordinator, Special Programs Director</p>	<p>Instructional Department Teachers Principals SPED Director Special Programs Director</p>	<p>General Dyslexia Allotment</p>	<p>August 2023-May 2024</p>	<p>Sign-in Sheet or Training Agenda</p>	<p>— Continue</p> <p>— Complete</p>
<p>Reading & Math teachers will provide a guaranteed and viable curriculum through Tier 1 instruction and support the curriculum through Tier 2 and Tier 3 interventions. This includes utilizing TEKS Resource YAG, curriculum maps, common formative assessments, common summative assessments, student tracking and intervening based on common assessment results.</p> <p>K-3 Saxon Phonics Training</p> <p>3-8 & EOC STAAR Redesign Training</p>	<p>Director of Instructional Programs Director of Special Programs Principals Teachers</p>	<p>Title 1, Part A</p> <p>ESL</p>	<p>August 2023-July 2024</p> <p>August 2023- August 2024 (ongoing)</p>	<p>STAAR EOC PLC Quarterly Monitoring</p>	<p>— Continue</p> <p>— Complete</p>

4-5 – Math Stem Scope Training K-3 On going Guided Reading Training, Math Intervention training	Director of Instructional Programs Director of Special Programs RTI Coordinator Principals TIER 3 Campus Interventionist	ESSER III	August 2023- August 2024 (ongoing)		— Continue X Complete (K-3)
Provide individualized/small group instruction including skinny/ team time /intervention, content mastery, RTI/targeted instruction, labs, and after-school McKinney-Vento services such as computer aided instruction.	Director of Instructional Programs Director of Special Programs Principals Teachers	SCE – See Attached District and Campus Allotments Title 1 Part A	August 2023-May 2024	STAAR/ EOC PLC Quarterly Monitoring	— Continue — Complete

Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
A targeted instruction program will be utilized for meeting the needs of all students including: Specialized Reading program, PK4 Full day, RTI/Targeted Interventionist, Extended Day/Year, Dyslexia Program	Director of Instructional Programs Director of Special Programs Principals Teachers	General SCE- See Attached District and Campus Allotments RTI/Targeted Interventionist Title I Part A	August 2023- May 2024	STAAR EOC PLC Quarterly Monitoring	— Continue — Complete

A Disciplinary Alternative Education Program (DAEP) will be provided	High School Principal Principals	SCE- See Attached District and Campus Allotments	August 2023- May 2024	TAPR- Annual Drop Rate will decrease	__ Continue __ Complete
Teacher aides will provide support services to at risk students	Principals	General SCE- See Attached District and Campus Allotments	August 2023- May 2024	STAAR EOC PLC Quarterly Monitoring	__ Continue __ Complete
Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
Ensure students have access to rigorous curriculum (including instructional supplies), effective instruction, and timely formative assessment such as technology and instructional supplies, additional staff, and credit recovery	Instructional Department Principals	General Fund, Title 1 Part A SCE – See Attached District and Campus Allotments	August 2023- June 2024	# of student graduating high school. # of students graduating under the Recommended or Distinguished Achievement Program	__ Continue __ Complete
Selected teachers and administrators participate in the K-3 Reading Academy Reading Academy. All K-3 teachers and administrators must complete the Reading Academy to serve K-3 students. (HB3).	Instructional Department Principals Teachers	General \$3,000 per participant/MOU with ESC7	June 2023- August 2024	Plan in place and agreed upon by K-3 instructional team	__ Continue __ Complete

<p>PK program will implement PK curriculum that addresses the ten developmental domains in the PK guidelines. Progress monitoring will be conducted using the approved assessment tool. PK teachers will meet HQ requirements as required in HB 3.</p> <p>Family engagement plan will be developed, implemented, and posted on web. Teacher student ration will be 1:10. PK data will be uploaded annually as required through ECDS/PEIMS. PK will participate in a PK program evaluation per HB3</p>	<p>Primary Principal Director of Instructional Programs Director of Special Programs</p>	<p>General</p>	<p>August 2023- May 2024</p>	<p>HQ documentation complete</p>	<p><input type="checkbox"/> Continue <input type="checkbox"/> Complete</p>
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<p>mClass Kg Diagnostic</p> <p>MAP K-12 Academic Diagnostic</p>	<p>Director of Special Programs K-2 Instructional Team</p>	<p>General</p>	<p>August 2023- May 2024</p>	<p>Plan in place Teachers trained Assessments in district</p>	<p>__ Continue __ Complete</p>
<p>GT Assessment Tool – CogAT and ITBS Iowa</p>	<p>Director of Special Programs, Campus Counselors, Principals</p>	<p>General</p>	<p>January 2024 – May 2024</p>	<p>Plan in place to have Campus personnel trained</p>	<p>__ Continue __ Complete</p>
<p>Continue in-depth evaluation of ESL program and make recommendations for changes (HB 3 Bilingual Allotment)</p> <p>Increase in parent, family, and community engagement in order to help parents become more active participants in the education of their children by implementing parental involvement with the community</p>	<p>Principals Director of Instructional Programs Director of Special Programs ESL Coordinator Principals</p>	<p>General Title III</p>	<p>August 2023- May 2024</p>	<p>Evaluation completed and recommendation in place</p> <p>Increase of parent involvement at campus and district functions</p>	<p>__ Continue __ Complete</p>
<p>Summit K12 Reading and Writing</p>				<p>Increase of English-proficiency on TELPAS reading and writing as students’ progress from holistic to online testing</p>	

<p>Close the achievement gap in reading between native English-speaking students and non-native English-speaking students.</p> <p>Send Pre-K-1st-grade teachers who currently serve EB students to ESL certification training and reimburse for a passed test, pay a stipend to teachers once ESL certification is added to their teacher certification.</p>	<p>Principals Director of Instructional Programs Director of Special Programs ESL Coordinator Principals</p>	<p>Bilingual Education Allotment</p>	<p>August 2023- May 2024</p>	<p>Increase in reading abilities on MAP reading assessment</p> <p>Increase in content-based teachers obtaining ESL certification</p>	<p>__ Continue</p> <p>__ Complete</p>
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<p>Support Student Learning by taking care of the Social/Emotional Health of Students.</p> <p>Received the Health and Human Services Commission Mental Health Grant.</p> <p>Hired Licensed Profession Counselor funded by grant to provide mental health services, including prevention, detection, and intervention. The district counselor will support campus counselors within our TIERED system and inter-connection framework</p> <p>Hired 2 part time LPCs</p> <p>K-5 Social Skills Curriculum- Stop and Think</p>	<p>Director of Instructional Programs Director of Special Programs District CFO Campus Counselors</p>	<p>2-year Monetary Value-\$351,270</p> <ul style="list-style-type: none"> Grant contribution @234,180 RISD In Kind Contribution @ \$117,090 	<p>August 2023- May 2024</p>	<p>District selected SEL Assessment Results</p>	<p>__ Continue __ Complete</p>
<p>Instructional Supports and Tools</p> <p>Devices: Chromebooks/iPads Student 1:1- Staff 1:1-</p> <p>Internet Hotspots as needed based on homework requirements</p> <p>Student/Parent/Staff Communication: District/Campus Remind- Blackboard Connect-</p> <p>Software: Kami Edgenuity ScreenCastify IXL</p>	<p>Director of Instructional Programs Director of Special Programs CFO Technology Director Principals</p>	<p>Operational Connectivity</p> <p>Elementary/Secondary School Emergency</p>	<p>June 2023- May 2024</p>	<p>Academic Success: MAP STAAR</p> <p>1:1 device ratio and internet access is available to all students/staff</p>	<p>__ Continue __ Complete</p>

Goal 3: Rusk ISD will connect high school to career and college.

Performance Objective: At the end of the 2023-2024 school year, 80% of the graduating seniors will meet the CCMR indicators as reported in the Student Achievement domain.

Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
Provide a College and Career Advisor to assist students in meeting CCMR requirements, endorsement planning etc. (HB 3)	Principal College & Career Advisor	General	August 2023 – May 2024	Number of CCMR indicators met	___ Continue ___ Complete
Expand participation in dual enrollment courses with programs such as tuition reimbursement and course offerings to allow a student to graduate core complete or with an Associate degree	Principals, Counselors College and Career Advisor	General	August 2023- June 2024	Accountability Distinction: # of students in Dual Credit, Distance Learning and AP course enrollment. # of students attaining College Readiness in ELA and Math	___ Continue ___ Complete
Create a college-going culture with programs such as Dual Credit/AP and Online/Virtual Learning offerings, College and Career Advisor center and activities such as higher education admissions and financial aid opportunities, TEXAS grant, Teach for Texas, and sources of information regarding higher education	Principals Counselors College and Career Advisor	General Fund	August 2023- June 2024	# of students in Dual Credit, Distance learning and AP course enrollment.	___ Continue ___ Complete

Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
Provide information about the Texas and Teach for Texas grant programs, higher ed admission & financial aid, and Rusk Promise.	Counselors College & Career Advisor	General Fund	August 2023- May 2024	# of students completing grant application # of students receiving grant	__ Continue __ Complete
Students have the opportunity to participate in work-based learning experiences related to endorsement areas.	Principal Counselors Teachers	General	August 2023- May 2024	Training plans	__ Continue __ Complete
Rusk ISD will provide opportunities to participate in TSI, ACT/SAT, Industry Based Certification, and ASVAB. The tests will be offered one time without student fee. (HB3)	Director of Instructional Programs Director of Special Programs CFO College & Career Advisor	HB 3 General	August 2023- May 2024	Student participation and performance on tests	__ Continue __ Complete
District will plan for Seniors to complete FAFSA. (graduation requirement HB 3)	Director of Instructional Programs College & Career Advisor Counselors HS Principal	General	August 2023- May 2024	FAFSA completed	__ Continue __ Complete

Goal 4: Rusk ISD will strengthen parent involvement in the educational process.

Performance Objective: At the end of the 2023-2024 school year a minimum of 2 parent involvement opportunities will be held by each campus.

Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
Encourage parent engagement and academic nights on each campus.	Principals Teachers	Title 1, Part A General	August 2023- July 2024	Reflex provided	__ Continue __ Complete
Parent engagement will be promoted through the use of the online Parent Institute Electronic Library, Remind, Social Media, Google Classroom	Principals Counselors Teachers	Title 1, Part A General	August 2023- July 2024	Library provided	__ Continue __ Complete
Primary, Elementary, and Intermediate will hold annual parent/teacher conferences. (ESSA)	Principals Teachers	General	August 2023- May 2024	Conferences complete	__ Continue __ Complete
New Parent Liaison position that will connect students and parents to supports and resources in order to be successful. Parent communication outreach through surveys.	Superintendent, CFO, Director of Human Resources Special Programs, Instructional Programs, Campus Counselors	General	August 2023- May 2024	Campus referrals, survey completion, number of parents and students served	__ Continue __ Complete

Goal 5: Rusk ISD will ensure educators facilitate student centered learning infused with digital learning experiences and assessment.

Rusk ISD Technology Department will continue to work to implement and monitor the Districts **Bandwidth** needs, implement and support **hardware** and **Network Infrastructure**, install and troubleshoot **software** to ensure access of technology resources to enhance the educational processes and monitor and improve disaster recovery and security processes.

Performance Objectives:

100% of teachers, students, staff and school leaders will have access to consistent and reliable technology resources including infrastructure, emerging technologies and digital resources.

Maintain up to date hardware equipment in the district by:

- Increasing efficiency of the Technology Department with installation and updates of computer hardware.
- Maintaining effective and efficient bandwidth needs for the district.

Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
Purchase and integrate District technologies into instruction including Chromebook, iPad, smartboards and software including google read and write will be utilized to assist students in gaining access to the curriculum	Principals Director of Technology	General Title IV, Title V	August 2023- May 2024	STAAR scores Quick Checks	__ Continue __ Complete
Monitor implementation Microsoft System Center and other administrative and instructional software.	Technology Department	General	Ongoing	Installation of SCCM Server	__ Continue __ Complete

Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
Technology department will continue to monitor internet bandwidth usage to determine needs for the school district.	Technology Department	General	Ongoing	Internet capabilities for all district functions	__ Continue __ Complete
Participate in the Super Net 2 group to supply internet bandwidth at a group rate	Technology Department Finance Department	General	2023-2024	Agreement with Super Net 2	__ Continue __ Complete
Explore options for purchasing internet bandwidth directly	Technology Director Finance Department		2022-2023	Quotes and information from other vendors	__ Continue _x_ Complete
Maintain the schedule of replacing devices and hardware through a cycle process	Technology Director Finance Department	General	Ongoing	Roll out of new devices and hardware as scheduled	__ Continue __ Complete
Consider additional hardware request per campus	Technology Director Finance Department Campus Principals	General	Ongoing	Evaluation of the request and make determination based on input	__ Continue __ Complete

Goal 6: Rusk ISD will provide safe and secure environment.

Performance Objective: Rusk ISD will explore school safety measures to ensure that we provide for the care, welfare, safety, and security for all including SEL activities.

Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
<p>Additional Safety and Security coordinator for Rusk ISD.</p> <p>Training for Guardian program with implementation in the 2024-2025 SY</p> <p>Rusk ISD School Resource Office</p> <p>Implement a threat assessment and safe and support team to serve each campus. The team is responsible for developing and implementing a safe and supportive school program. The team shall support the implementation of the multi-hazard emergency operations plan</p>	<p>Superintendent District Safety Director/Officer Principals Team members</p>	<p>General Title IV Part A</p>	<p>August 2023- May 2024</p>	<p>Team in place Procedures developed EOP updated</p>	<p>__ Continue __ Complete</p>
<p>Comprehensive Guidance and counseling services will be provided at all campuses including violence prevention, conflict resolution, dating violence programs, and social emotional learning</p>	<p>Principals Counselors District LPC</p>	<p>General SCE See Attached District & Campus Allotment</p>	<p>August 2023- May 2024</p>	<p>Discipline referrals Counselor referrals</p>	<p>__ Continue __ Complete</p>
<p>Mental Health and sexual abuse/maltreatment of children training will be provided to all new staff in the district including procedures for parent notification when applicable.</p>	<p>Instructional Department</p>	<p>General Fund</p>	<p>August 2023</p>	<p>Accurate response to students in crisis</p>	<p>__ Continue __ Complete</p>

Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
Provide bully prevention program and positive Discipline practices and strategies that are consistent at each campus. Focus will be on reducing the overuse of discipline practices that remove students from the classroom. (comprehensive discipline management program).	Principals Teachers	General Title IV Part A	August 2023- May 2024	Reduction in practices that remove students from the classroom	__ Continue __ Complete
Ensure servers, cameras and video encoders are monitored and updated to ensure a safe environment	Technology Director/Department Campus Principals Finance Department	General	2023-2024	Purchase and installation of new equipment ongoing as needed	__ Continue __ Complete

Goal 7: Rusk ISD will implement the RDA (Results Driven Accountability) plan

Performance Objective: Rusk ISD will implement goals and strategies to ensure RDA threshold expectations are met.

Activities/Strategies	Who is responsible?	Budget/Funding Source	Target Dates/Timeline	Evidence of Success	Evaluation
Conduct a data study regarding current SPED student placements and LRE models of success.	Director of SPED, Instructional Programs, Special Programs Principals Counselors Teachers (General and SPED)	General	August 2023- May 2024	RDA Data OnData Suite Data	__ Continue __ Complete
Utilize OnData Suite to monitor when performance thresholds. Ensure communication to determine what supports, resources, trainings, are necessary to make changes	Director of SPED, Instructional Programs, Special Programs Principals	General	August 2023- May 2024	RDA Data OnData Suite Data	__ Continue __ Complete
Campus Admin will utilize On Data Suites to monitor RDA special education academic data to ensure progress is being made.	Director of SPED, Instructional Programs, Special Programs Principals	General	Throughout the year	RDA Data OnData Suite Data MAP DMAC STAAR	__ Continue __ Complete
Rusk ISD will utilize On Data Suite to keep track of removals so preventative measure can be reviewed.	Director of SPED, Instructional Programs, Special Programs Principals	General	Throughout the year	RDA Discipline disproportionality rates will improve	__ Continue __ Complete

Appendix A

District and Campus Allotments

Reported -22-23 (Fiscal End) Need 22-23 Fiscal End amounts

CAMPUS	Estimated enrollment	Estimated@ Risk	Estimated Campus %	Estimated District %	Estimated Allotment	Salaries w/ benefits	Supplies 6300	Other 6400	Total Allotment
Rusk Primary 103	395	188	47.6%	16.5%	\$183,238	\$418,091	-	-	\$418,091
Rusk Elementary 102	263	145	55.1%	23.2%	\$257,643	\$229,493	\$642	\$1,099	\$231,234
Rusk Intermediate 100	291	139	47.8%	12.2%	\$135,485	\$214,662	\$660	\$788	\$216,110
Junior High 041	482	266	55.2%	23.4%	\$259,864	\$227,150	-	\$1,940	\$229,090
High School 002	591	281	47.5%	24.7%	\$274,302	\$220,749	\$150	\$0	\$220,899
Subtotal	2,022	1,137		100%	\$1,110,532	\$1,310,145	\$1,452	\$3,827	\$1,315,424
District 999/037907	2,022								
GRAND TOTAL FOR SALARY									
Total Allocation		\$1,551,576							
Percent required to be budgeted (52%)		\$1,110,532							
Subtract District Allocation		\$0							
Campus Allocations		\$1,110,532							
Total Budgeted		\$1,315,424							
Percent required to be budgeted (52%)	\$1,110,532								
Difference			\$240,892						

Campus	Duty	FTE	Cost
GW Bradford PRIMARY 103	PK4 Teacher	2	\$101,563
	PK Teacher	1	\$41,063
	Head Start Teacher	0.5	\$39,234
	Head Start Teacher	0.5	\$34,720
	Computer Aide	1	\$20,855
	PK 3 Teacher	2	\$61,051
	PK4 Head Start Aide	0.5	\$9,192
	PK4 Head Start Aide	1.5	\$40,007
	PK4 Head Start Aide	0.500	\$11,882
	Extended Day Tutors	16	\$53,112
	Summer School	3	\$5,412
	TOTAL	28.50	\$418,091
	RUSK ELEMENTARY 102	2 nd Grade Teacher	1
3 rd Grade Teacher		1	\$55,710
PE Aide		1	\$28,654
Extended Day Tutors		26	\$49,953
Summer School		38	\$32,266
TOTAL		38.00	\$229,493

RUSK INT. 100	5th grade Teachers	2	\$138,551
	RTI Aide	1	\$16,585
	Aides	1	\$21,617
	Extended Day Tutors	10	\$6,270
	Summer School	16	\$31,639
	TOTAL	30	\$214,662
RUSK JH 041	ELA Teacher	1	\$57,028
	Math Teacher	1	\$58,103
	Aide	1.5	\$34,012
	ISS	0.5	\$17,179
	Extended Day Tutors	17	\$18,975
	Summer School	18	\$41,853
	TOTAL	39	\$227,150
RUSK HS 002	AEP Teacher	1	\$66,362
	ISS	0.5	\$17,179
	Credit Recovery	1	\$39,182
	OCI,ISS	1	\$38,569
	Extended Day Tutors	8	\$13,176
	Summer School	14	\$27,189
	Aide AEP	1.000	\$19,092
	TOTAL	26.5	\$220,749

Parent Involvement Policy

Statement of Purpose

Rusk ISD provides quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with parents and community members. Each student will benefit from supportive, active involvement of all members of the population. A positive link between home and school will create the most conducive learning condition for every child. These open communication lines will expand and enhance learning opportunities for everyone involved.

Grade level learning objectives and goals will be distributed to all parents throughout the year. All students will be expected to work toward mastering these objectives. Our district recognizes the fact that some students will need extra assistance to achieve their full potential. The extra assistance is available to all students through the Title I program and various other educational services offered through the district.

Rusk ISD intends to include parents in all aspects of the Title I program. Students will be given every opportunity for success through the development and enhancement of the home-school partnership.

Parent Involvement in Developing the Policy

An advisory committee comprised of parents, members of the community, teachers and the principal will meet to discuss the design and implementation of the Parent Involvement Policy.

Rusk ISD will actively recruit volunteers for the advisory committee through various avenues of publicity. Committee selections will produce a diverse parent population that will attempt to include all student groups serviced by the district.

Meetings will be planned at convenient times and locations for all concerned parties.

Annual Meeting for Title I Parents

Rusk ISD will hold two meetings for parents during each school year. Parents will be informed of new Title I guidelines and the variations from the previous year's program. Copies of the district's current Parent Involvement Policy will be distributed. Parents will be encouraged to become involved in the revising and updating the Policy as necessary. Volunteers will be recruited for the district-wide and campus advisory committees.

The meeting will be held at a convenient time and location. Written notices, telephone calls and media attention will all be directed at attracting as many parents as possible.

School-Parent Compacts

In accordance with Title I regulations, each school must develop a parent-student compact with the parents of students participating in the program. This compact will enable the school and parents to share responsibility for student performance and success.

The compact must explain how students, parents, and staff will share responsibility for promoting student achievement. Members of the school's Advisory Committee will be consulted in the design and implementation of the compact.

Types of Parent Involvement

The school will support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students. Parents contribute through volunteer programs at school as well as creating a supportive home atmosphere. The community participates through an array of activities that promote student success.

Each school and family will develop and maintain parental involvement activities best suited to meet the individual needs of everyone involved.

Staff/Parent Communication

Communication with parents will include news, notes at the bottom of children's report cards, telephone calls, e-mail, Skyward Family Access, Rusk ISD website, and meeting notification. There will also be notices and activity packets sent home with children. Parents are encouraged to take the initiative in calling their child's teacher when they are concerned about a problem. Staff will be receiving training on how to improve home-school communication; some parents will be asked to participate in these training sessions.

Evaluation

There will be an annual evaluation of the content and effectiveness of the Title I parental involvement program, and parents will be asked for their input. The evaluation will include an assessment of how much parental involvement is increasing and what barriers to parental participation still need to be overcome. The school district will revise its Parental Involvement policy on the basis of this annual review.

Appendix C

Rusk ISD Sexual Abuse Policy

As a parent, it is important for you to be aware of warning signs that could indicate a child could have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or could be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators should include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults or a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse should be more indirect than disclosures of physical abuse and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling [http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp)

The following websites might help you become more aware of child sexual abuse:

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/Ag_Publications/txts/childabuse2.shtml

Reports should be made to: The Child Protection Services (CPS) division of the Texas Department of Family and Protective Services

1-800-252-5400 <http://www.txabusehotline.org>

Appendix D

Region 7 Migrant Education Program (get updated PFS from Region 7)

2023-2024 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none">• Have failed one or more of the state assessments (STAAR), or were granted a EB Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period;

AND

- Have been designated EB in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; or
- For students in grades K-2, who have been retained, or are over age for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Rusk ISD	Priority for Service (PFS) Action Plan	Filled Out By: Cadi Collins
Region: 7		Date:

School Year: 2023-2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., bilingual, ESL, economically disadvantage).

<p><u>Goal(s):</u></p> <p>100% of eligible migratory, Priority for Service Students will be entered in to the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.</p>	<p><u>Objective(s):</u></p> <p>To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Before the end of each month, August 2023-July 2024	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Before 1 st Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	ongoing	MEP staff	calendars, meeting notes

Additional Activities			
▪			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> ▪ The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
<ul style="list-style-type: none"> ▪ The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	ongoing	MEP staff	PFS student review forms
Additional Activities			
▪			

Esc 7 Migrant Education

Identification and Recruitment Action Plan 2023-2024

Rusk ISD

Strategy 1: Professional Development Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Rusk ISD and ESC Migrant Contacts	September, 2021 and April, 2020	District data, plan	Certificate, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Rusk ISD and ESC Migrant Contacts	September, 2022 and April, 2023	Action Plan Templates, PowerPoint	Certificate, PFS Action Plan Template and ID&R Action Plan Template

Strategy 2: Identification and Recruitment Process ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.	Rusk ISD and ESC	Year round	Family survey	TX-NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	Rusk ISD and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Use Texas New Generation System and Migrant Student Interstate Exchange (TX-NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Rusk ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	TX-NGS district reports, completed surveys

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Electronic Certificate of Eligibility (ECOE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	ECOE's	Completed ECOE
Review ECOEs	Reviewer reviews ECOE and SDF, returns ECOE and SDF to recruiter if additional information is needed, then submits to Texas New Generation System (TX-NGS) Terminal Site for entry into to TX-NGS.	Recruiter, Reviewer, TX-NGS data entry personnel	Within 7 days of parent signature.	ECOE's	Completed ECOE with 2 signatures and TX-NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2022- November 1, 2023. For 2 yr old turning 3, on or after 3rd birthday	ECOE's, School records	Updated ECOE, parent signature, TX-NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the ECOE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into TX-NGS.	ECOE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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Maintain a strong system of Quality Control	Eligibility Review-Forward ECOEs with more than one comment to ESC for review. Follow protocol for ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of ECOEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2022	TX-NGS forms	Completed TX-NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	ECOEs	ECOE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2022	ECOEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data

	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the ECOE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

Strategy 3: Family and Community Relations and Coordination Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Rusk ISD	September - October 2022	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Rusk ISD	November, 2022	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Rusk ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Rusk ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

Appendix E

Maltreatment Prevention:

The Role of Educators in Preventing and Responding to Child Abuse and Neglect

Maltreatment is defined as:

- Any recent act, or failure to act, on the part of a parent or caretaker that results in death, serious physical or emotional harm sexual abuse, or exploitation;
- An act, or failure to act, that presents an imminent risk of serious harm.

The Adoption and Safe Families Act promotes three national goals for child protection:

1. **Safety.** All children have the right to live in an environment free from abuse or neglect. The safety of children is the paramount concern that must guide child protection efforts.
2. **Permanency.** Children need a family and a permanent place to call home. A sense of continuity and connectedness is central to a child’s healthy development.
3. **Child and family well-being.** Children deserve nurturing families and environments in which their physical, emotional, educational, and social needs are met. Child protection practices must take into account each child’s needs and should promote the healthy development of family relationships.

The following table list strategies to help prevent and respond to maltreatment:

Strategy	Resource	Person Responsible	Timeline	Evaluation
Rusk ISD Staff will participate in training for the prevention of maltreatment	Cherokee County Crisis Prevention Center	Instructional Department	August 2023	Google Document of Completion of Training
Rusk ISD Staff will recognize behavioral clues that may indicate child abuse (neglect, emotional maltreatment and sexual abuse)	Cherokee County Crisis Prevention Center	Principals Counselors Staff District Nurse	August 2023– August 2024	Accurate reporting of abuse to Child Protective Services
Rusk ISD Staff will understand how to speak with a child that self-discloses abuse or neglect	Cherokee County Crisis Prevention Center	Principals Counselors Staff District Nurse	August 2023 – August 2024	Accurate reporting of abuse to Child Protective Services
Rusk ISD Staff will be familiar with how to report abuse or neglect	Campus Staff Handbook and Meetings;	Principals Counselors Staff	August 2023– August 2024	Accurate reporting of abuse to Child Protective Services

Strategy	Resource	Person Responsible	Timeline	Evaluation
	Cherokee County Crisis Prevention Center	District Nurse		
Rusk ISD Staff will integrate child abuse and neglect prevention into existing school curricula when possible	Cherokee County Crisis Prevention Center	Principals Counselors Staff District Nurse	August 2023– August 2024	Accurate reporting of abuse to Child Protective Services; Prevention of child abuse and neglect
Rusk ISD Staff will conduct school/community-based awareness programs on abuse and neglect when possible	SHAC	Principals Counselors Staff District Nurse	August 2023– August 2024	Accurate reporting of abuse to Child Protective Services; Prevention of child abuse and neglect

Dating Violence Policy

The seven standards below ensure compliance with TEC §37.0831 (formerly HB 121)

1. Definition

In this policy, “teen dating violence” is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021, Texas Family Code. Teen dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control.

2. Reporting & Notification

Dating violence is not tolerated and procedures on reporting and notifying a parent if a report identifies their student as an alleged victim or perpetrator are as follows:

- Dating violence may be reported to any staff member on campus, who will then report the outcry to the Campus Counselor or Campus Administrator
- Dating violence may also be reported online at www.ruskisd.net
- Upon notification of the dating violence report Campus Administrators will begin an investigation into the report and will immediately notify parents if a report identifies a student as an alleged victim or perpetrator

3. Safety Planning

School personnel will develop a safety plan in collaboration with the victim and include the following elements:

- The schedules of staff persons that have been identified as a support system for the victim
- Routes to and from school
- Routes to and from classes
- Names and contact information of peers who can help support the victim and accompany him or her to and from classes as needed
- A discussion of potential school-related problems/areas of concern and strategies for increasing safety: after-school activities, class trips, dances, etc.
- A plan of action for the victim to follow if he/she encounters the alleged perpetrator outside of school: in a public place, on a public transportation, at the victim’s home, at the home of a friend, etc.
- A list of general safety tips to aid the victim outside of school: lock doors, screen phone calls, never walk alone, etc.
- A list of local resources: shelters, hotlines, agencies, advocates, and other services
- Follow-up meeting dates to review the situation and to make any necessary adjustments
- Referral to the National Teen Dating Abuse Helpline: 1-866-331-9474 and the Helpline’s online home: www.loveisrespect.org for peer support, information, and referral for youth concerning violence or abuse in dating relationships and an opportunity to talk with or chat online anonymously with trained peer advocates
- Referral to the National Sexual Assault Hotline: 1-800-656-HOPE and the Hotline’s online home: www.rainn.org
- Referral to the Dating Violence Legal Line: 1-800-374-HOPE for assistance accessing legal tools such as a protective order (stay-away order)

4. Enforcement of Protective Orders

When a protective order has been issued by a court to protect one student from another, the following steps will be taken:

- Hold separate meeting with the victim and alleged perpetrator to:
 - Review the protective order and ramifications
 - Clarify expectations
 - Review the school day, classes, lunch (open/closed campus situation), and activities, paying attention to potential conflicts and opportunities for face-to-face contact between the victim and the alleged perpetrator
 - Identify schedule overlaps: arrival/dismissal times, classes, lunch, before and after-school activities, locker, etc.
- Whenever possible, face-to-face contact between the victim and alleged perpetrator should be avoided. If changes need to be made, attention will be given to the victim's preference. The burden for any bus, classroom or other schedule changes should be on the alleged perpetrator, not the victim.
- In meeting with the victim, the school should:
 - Help the victim identify adults within the school setting with whom he/she feels comfortable
 - Develop a safe plan (from above)
 - The victim should be provided with the right to have a support person present during all stages of the investigation
- In meeting with the alleged perpetrator, the school should note on the Stay-Away Agreement form the following key points:
 - Identification of key staff members to check in with daily/weekly or as needed
 - Any needed class/schedule changes, lunch, locker changes
 - Changes in arrival/departure times to/from classes
 - Clear review of expectations and consequences for any violations
 - Follow-up meeting dates to review how things are working and to make any necessary adjustments

5. School-based Alternatives to Protective Orders

The most common school-based alternative to a protective order is called a Stay-Away Agreement.

- A Stay-Away Agreement should be administered in a conference with an Administrator (or designee) and with the alleged perpetrator and his or her parent/guardian (**forms available in Campus Office**)
- If the parent/guardian is unavailable or unwilling to attend the conference, the school may note this on the agreement

6. Training for Teachers and Administrators

Schools must provide awareness training and education for the school community that includes the following:

- Defining the issues of teen dating violence and sexual violence
- Recognizing warning signs, identifying issues of confidentiality and safety
- The laws pertaining to interpersonal violence
 - These trainings will be organized to reach all members of the school community, including students, educators, parents/guardians, administrators, custodial and food service staff

- These trainings will be facilitated by a school staff person and a representative from a community agency that serves victims of domestic violence or sexual violence, such as a victim advocate.
- Schools will provide training to educators on methods of teaching the dynamics of power and control in dating relationships, as well as strategies for effectively teaching teen dating violence prevention curriculum from agencies in their local community who serve victims of domestic and sexual violence. Educators will also receive information on the barriers teenagers face in ending abusive relationships and information on resources from which teenagers can seek help and services for themselves and others.
- Schools will provide annual workshops for school administrators, teachers, health educators, school nurses, and other staff, at which school incidents will be addressed, as well as training on how to intervene in an appropriate and consistent way. In order to respect the privacy of students, hypothetical facts or actual scenarios absent of identifying information should be used.

7. Counseling for Affected Students

Schools should ensure that the victim and alleged perpetrator have access to support services when needed.

- Schools may refer the victim and alleged perpetrator to a school counselor as appropriate
 - Counselors may provide interventions themselves or contract when possible with advocates from local domestic violence or rape crisis centers to provide school-based services such as school-based support groups
 - An Administrator or counselor may give his/her business card to the student to carry and write on the back: Please allow (insert student name) to see me when requested
- Campuses will access resources in the community that are available for teaching and supporting positive student behaviors and responding to the needs of students who have been hurt by violence or abuse or who have begun to use hurtful behaviors toward others
 - An alleged perpetrator may be referred to batterer's counseling or another program with a focus on controlling behaviors
 - Anger management programs are not recommended for alleged perpetrators because such programs do not typically address these behaviors
- Schools will make reasonable accommodations for victims of teen dating violence and sexual violence: excusing a student from school when the absence is due to teen dating violence or sexual violence

8. Awareness Education for Students and Parents

Schools will teach on-going curriculum or educational presentations to students on teen dating violence, sexual violence, and acquaintance rape prevention. The curriculum may include:

- Defining abuse in teen dating relationships, including rape, and methods to recognize abuse
- Identifying societal expectations of males and females that contribute to violence and abuse
- Examining the role of the media in supporting sex role stereotypes and how these stereotypes, if believed, are a set-up for abuse and violence
- Exploring how teens can help themselves or a friend, including where to find legal, medical, and mental health services
- Defining healthy and respectful behavior and relationships
- In addition to curriculum sessions, schools should provide peer training programs, special seminars, video or theater presentations combined with discussion groups, or workshops.

- School districts should also incorporate dating and sexual violence education that is age-appropriate into annual health curriculum for students in grades 7 – 12.
- The school district will also distribute Student Codes of Conduct that comply with the model handbook disseminated by the Texas Association of School Boards (TASB).
- Schools will sponsor parent/guardian workshops to educate parents/guardians on the issues of teen dating violence and sexual violence. Workshops may cover topics such as recognizing the warning signs of dating violence in teens and pre-teens, what parents/guardians can do to help their teens learn how to have a safe and healthy relationship, and the realities and dynamics of sexual violence.
- Schools may also develop other strategies, like cable access shows and written materials that are sent home with students, in order to reach parents/guardians who do not regularly attend school events.
- Schools should provide parents/guardians and the community at large with information on where they can go for help if their child is a victim, and what they can do to address the issues of teen dating violence and sexual violence.
- Each school district will inform students' parents/guardians of the district's Dating Violence Policy.

Appendix G

Rusk ISD Comprehensive Bully Prevention Program

Each campus will organize a Campus Bully Prevention Committee with the Principal serving as head of the committee. The Committee should be composed of the following members:

- Principal
- Counselor
- One teacher per grade level
- Nurse or Representative
- Parent
- Student (as appropriate)

The Campus Committee will provide the following for their campus:

- Needs Assessment
- Reporting System
- Policies and Procedures
- Staff Development
- Student Instruction
- Active Supervision and Enforcement
- Evaluation
- Parent and Community Involvement

Needs Assessment

The Campus Committee will determine the most appropriate way to conduct a Bully Prevention Survey. The survey will be used to determine the needs of the campus.

Reporting System

The Campus Committee will determine the most appropriate way to report bullying. Information on how to report bullying will be delivered to students and parents.

Policies and Procedures

The Campus Committee will develop campus policies and procedures that include rules and consequences for bullying that are specific and graduated. The rules and consequences will be included in the Campus Handbook/Student Code of Conduct for each campus.

The Campus Committee will ensure parent notification (for both the bully and the victim), counseling for bullies and victims and anonymity/protection for those who report bullying as part of their campus procedures.

Staff Development

In addition to the general Bullying training during Staff Development in August, the Campus Committee will ensure that all campus employees are trained in the specific policies and procedures for the campus as well as the district.

Student Instruction

The Campus Committee will ensure that at least one **meaningful** bullying lesson per semester is incorporated into student instruction.

Active Supervision and Enforcement

Utilizing the Bully Prevention Survey, the Campus Committee will ensure that the campus provides for active supervision in needed areas and ongoing enforcement of policies and procedures.

Evaluation

The Rusk ISD Comprehensive Bully Prevention Program and evaluations will be included in the Campus and District Improvement Plans.

Appendix H

Security Personnel

The board utilizes school resource officers (SROs) and guardians to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resource officers are:

SRO DUTIES: The ultimate goal of the SRO is to maintain a peaceful environment that allows the learning process to continue uninterrupted. The duties to be performed by the SRO include, but are not limited to, the following:

- A. Establish a bond and act as liaison between the Rusk PD and school administrators and student to reduce or eliminate the opportunity for crime, project a positive image of the Rusk PD and improve the quality of life within the school and community.
- B. Patrolling areas within or in the vicinity of the geographical boundaries of Rusk ISD to protect all students, personnel, and visitors.
- C. Being a visible presence during the school day in order to assist the Rusk ISD administration with general public safety services during school hours.
- D. Helping Rusk ISD administrators maintain the peace and/or address a breach of the peace as needed.
- E. Responding to calls for services during the regular school day or when serving in support of an official Rusk ISD extracurricular or after-school activity.
- F. Assisting in providing security as needed for after-hour activities and events taking place at Rusk ISD facilities.
- G. Mediating disputes on campus, including working with students to help solve disputes in a non-violent manner.
- H. Accompanying outside service providers during random canine searches conducted on Rusk ISD property.

- I. Preventing property loss due to theft or vandalism.
- J. Providing traffic control as needed.
- K. Assisting Rusk ISD with its Emergency Operation Plan.
- L. Assisting with scheduling and maintaining emergency drills, emergency response, and after-action reviews within Rusk ISD.
- M. Providing training for staff as requested by the Rusk ISD Superintendent.
- N. Serving as a resource for law enforcement education at the request of the Rusk Superintendent, such as speaking to classes on the law, search and seizure, drugs, or motor vehicle law.
- O. Preparing reports and documentation related to events occurring within the geographic boundaries of Rusk ISD.
- P. Participating in student threat assessment teams and meetings when requested by campus or District administrators.
- Q. Performing other duties that may be assigned from time to time by Rusk ISD, provided that the duty is legitimately and reasonably related to the services as described herein and is consistent with Federal and State law, local ordinances and orders, laws applicable to Rusk ISD, Rusk ISD's policies, procedures, rules, or regulations relating to the subject matter of this Agreement, and the policies, procedures, rules, and regulations of the City of Rusk.

Appendix I

WHAT IS TELPAS ?

TELPAS is the Texas Language Proficiency Assessment System. It is used to measure the language skills of our Emergent Bilingual Students (EBs).

HOW IS IT SCORED?

For K-1, TELPAS includes holistically rated listening, speaking, reading and writing assessments based on ongoing classroom observations and student interactions. Teachers are trained online in scoring their observations and student results are reported using the proficiency ratings of Beginning, Intermediate, Advanced or Advanced High associated with numbers from 1 – 4.

For 2-12, TELPAS includes online reading, writing, listening and speaking tests. Each scale score falls into the range of Beginning, Intermediate, Advanced or Advanced High. The proficiency ratings are converted to a number from 1 (Beginning) to 4 (Advanced High).

The TELPAS composite proficiency ratings provide a single overall level of English language proficiency derived from the proficiency ratings in the four language domains. The composite rating is reported as Beginning, Intermediate, Advanced or Advanced High ranging from 1 – 4. ****The composite score is calculated using the following weights:**

Listening	Speaking	Reading	Writing
25%	25%	25%	25%

HOW TELPAS RESULTS ARE USED:

- To help parents monitor the progress their children make in learning English
- To inform instructional planning and program exit decisions for individual students
- To evaluate districts and campuses in a variety of state and federal accountability measures

RESULTS FOR RUSK ISD 2022-2023

		Yearly Progress: Advancement of Proficiency Levels for Students Assessed							
Grade	# of Students	% B	% I	% A	% AH	% One	% Two	% Three	% At Least One
K	9	78	22	0	0	Progress Not Applicable for K			
1	10	20	60	20	0	40	0	0	40
2	16	13	50	38	0	19	0	0	19
3	17	6	18	47	24	53	0	0	53
4	14	0	43	57	0	21	0	0	21
5	13	0	38	23	38	38	0	0	38
6	11	0	55	36	9	18	0	0	18
7	11	0	33	55	9	18	0	0	18
8	21	0	14	52	33	24	0	0	24
9	9	0	33	67	0	0	0	0	0
10	5	0	20	60	20	20	0	0	20
11	12	0	33	42	25	25	0	0	25
12	6	0	33	67	0	0	0	0	0
K - 2	35	31	46	23	0	20	0	0	0
3 - 12	119	0.8	31	49	18	29	24	0	0

Key:
 B = Beginning
 I = Intermediate
 A = Advanced
 AH = Advanced High

Retention Rates As Reported in TAPR

Percentage of Non-Special Education Retained

Year	Kinder		1 st		2nd		3rd		4th		5th		6th		7th		8th	
	RISD	TX	RISD	TX	RISD	TX	RISD	TX	RISD	TX	RISD	TX	RISD	TX	RISD	TX	RSID	TX
2017	3.3	1.8	8.1	3.8	6.8	2.4	0.8	1.6	0.0	0.8	0.0	0.4	0.0	0.6	0.0	0.7	0.0	0.5
2018	0.9	1.8	3.7	3.4	0.8	2.1	0.0	1.3	0.0	0.6	0.0	0.7	0.0	0.5	0.7	0.7	0.0	0.8
2019	2.4	1.7	1.9	3.1	2.3	1.8	1.0	1.1	1.0	0.5	0.9	0.5	0.0	0.4	0.0	0.6	0.0	0.4
2020	0.9	1.6	3.9	2.9	4.0	1.6	0.8	0.9	0.0	0.5	0.0	0.4	0.0	0.4	0.0	0.5	0.0	0.4
2021	0.0	1.4	3.7	1.9	0.0	1.0	0.0	0.5	0.0	0.3	0.0	0.2	0.0	0.2	0.0	0.3	0.0	0.2
2022	2.5	1.9	3.9	2.9	2.9	1.7	0.8	1.0	0.0	0.7	0.0	0.5	0.0	0.6	0.0	0.7	0.0	0.6
2023	3.0	1.5	6.3	2.5	0.0	1.6	1.9	0.8	0.0	0.5	0.0	0.3	0.0	0.3	0.0	0.4	0.0	0.4

Percentage of Special Education Retained

Year	Kinder		1 st		2nd		3rd		4th		5th		6th		7th		8th	
	RISD	TX	RISD	TX	RISD	TX	RISD	TX	RISD	TX	RISD	TX	RISD	TX	RISD	TX	RSID	TX
2017	6.9	7.7	5.9	6.8	11.5	3.1	0.0	1.2	0.0	0.7	0.0	0.7	0.0	0.7	0.0	0.8	0.0	0.8
2018	0.0	6.9	10.3	6.2	4.2	2.6	0.0	1.0	0.0	0.5	0.0	0.6	0.0	0.6	4.2	0.6	0.0	0.8
2019	0.0	6.2	17.9	5.5	0.0	2.3	0.0	0.9	0.0	0.5	0.0	0.6	0.0	0.5	0.0	0.6	0.0	0.7
2020	10.5	5.5	7.7	4.9	3.2	2.0	4.2	0.8	0.0	0.4	0.0	0.5	0.0	0.5	4.8	0.6	0.0	0.6
2021	9.5	4.8	0.0	3.2	0.0	1.4	9.7	0.6	0.0	0.4	0.0	0.3	0.0	0.3	0.0	0.3	0.0	0.4
2022	10.0	5.2	0.0	4.2	0.0	2.2	0.0	1.0	0.0	0.7	8.7	0.7	0.0	0.6	0.0	0.7	0.0	0.8
2023	10.5	4.5	10.0	3.6	0.0	2.0	0.0	0.9	0.0	0.5	0.0	0.4	0.0	0.4	0.0	0.5	0.0	0.5

Percent of Attendance and Average Daily Attendance TSDS PEIMS/ODS Reports

There is still need for improvement to make progress toward the 98% district goal.

The following chart reflects the history of percentage of attendance by grade and district.

Grade Year	EC	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	District
2008-09	79.66	94.65	95.74	96.43	96.37	96.60	96.97	97.13	96.26	96.76	96.02	94.79	94.16	92.75	91.88	95.56
2009-10	87.14	93.95	94.77	95.81	96.27	95.92	96.14	96.16	96.16	95.83	96.08	95.12	95.04	94.24	92.70	95.37
2010-11	76.32	93.67	94.91	95.65	96.26	96.40	97.07	96.23	96.74	96.77	96.19	96.60	95.40	95.38	93.01	95.84
2011-12	83.68	92.36	95.44	96.07	96.86	96.75	96.69	97.17	96.39	96.68	96.31	95.93	96.04	94.12	93.66	96.02
2012-13	94.38	93.26	95.31	95.51	96.76	97.00	97.15	96.62	96.88	96.29	96.58	95.27	95.89	95.57	94.26	96.05
2013-14	78.86	93.95	94.81	96.16	96.47	96.16	97.06	96.80	96.42	96.58	96.16	95.61	94.76	94.40	93.72	95.75
2014-15	79.25	93.82	95.61	95.50	96.63	96.64	96.50	96.29	96.42	96.19	95.75	95.06	94.77	94.50	91.91	95.57
2015-16	84.57	94.03	95.53	96.26	96.39	97.15	96.60	96.36	96.11	96.47	96.06	94.66	94.06	94.28	92.95	95.63
2016-17	91.21	93.59	94.99	95.88	96.90	96.60	96.98	95.97	96.49	95.49	95.76	94.41	94.29	94.26	93.13	95.44
2017-18	90.58	93.63	94.76	95.59	96.10	96.56	96.52	96.34	95.04	95.43	95.07	93.23	94.31	93.82	91.93	95.00
2018-19	93.44	92.55	94.34	96.08	96.58	96.41	96.49	96.05	96.34	95.63	95.49	95.23	95.06	95.60	93.79	95.56
2019-20 As of 3.6.20	84.89	93.41	94.53	95.70	97.02	96.53	96.30	96.79	96.92	96.81	96.13	95.93	96.34	95.47	96.40	96.16
2020-21	94.85	94.37	94.26	95.62	96.34	96.16	94.09	95.36	96.74	96.06	95.31	95.19	94.48	94.49	93.62	95.22
2021-2022	90.14	88.92	88.79	89.91	93.81	93.15	93.54	93.27	94.26	92.96	93.42	92.35	92.25	91.84	92.09	92.34
2022-2023	90.6	93.7	93.4	94.0	95.1	95.9	94.8	95.1	95.2	95.8	94.8	95.1	94.7	94.7	94.3	94.8

The following table shows the average daily attendance used for funding over a ten-year period.

Year:	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ADA:	1986.20	1927.38	1901.49	1904.45	1825.50	1,816.97	1,900.571

District Attendance Data Disaggregated by Student Groups and Gender

Year	All	HI	AA	Am In/ Alaskan	Asian	White	2 + Races	Eco Dis	SPED	ELL	Male	Female
2017-18	95.0%	95.7%	94.9%	96.5%	98.4%	94.8%	94.9%	94.6%	94.3%	96.7%	94.9%	95.1%
2018-19	95.6%	96.5%	95.2%	93.4%	95.7%	95.4%	95.3%	95.2%	94.6%	96.8%	95.5%	95.6%
2019-20	97.2%	97.6%	97.1%	94.7%	98.6%	97.2%	96.2%	96.8%	96.4%	97.9%	97.3%	97.1%
2020-21	95.2%	95.2%	94.2%	87.9%	95.4%	95.4%	94.8%	94.4%	94.1%	95.1%	95.4%	95.1%
2021-22	92.3%	93.7%	91.5%	87.4%	96.0%	92.1%	91.6%	91.6%	90.9%	94.5%	92.4%	92.3%
2022 -23	94.8%	95.2%	95.4%	87.6%	98.0%	94.7%	94.4%	94.2%	93.3%	95.6%	94.9%	94.8%

Pregnancy Related Services

Students receiving Pregnancy Related Services at Rusk High School (ODS Report)

School Year	Number of Hispanic Students	Number of African American Students	Two or More Races	Number of White Non-Hispanic Students	Total Number of RHS Students Receiving PRS Services
2016-2017	2			5	7
2017-2018		1	1	5	7
2018-2019		2	3	2	7
2019-2020	1	1		3	5
2020-2021				4	4
2021-2022	2	2		2	6
2022-2023	1	1	3	1	6

Students receiving Pregnancy Related Services at Rusk Junior High School

School Year	Number of Hispanic Students	Number of African American Students	Two or More Races	Number of White Non-Hispanic Students	Total Number of RJH Students Receiving PRS Services
2016-2017				1	1
2017-2018					0
2018-2019				1	1

2019-2020					0
2020-2021					0
2021-2022					0
2022-2023					0

PROGRAM DESCRIPTION

Rusk Independent School District provides a comprehensive pregnancy related program to students in need. Pregnancy Related Services are support services provided to pregnant students to help them adjust and stay in school during the pregnancy and postpartum periods. Services are provided to students during the three phases of pregnancy: when the student is attending classes on her regular campus prior to delivery, when the pregnancy prevents the student from attending school, and during the postpartum period.

Rusk Independent School District provides both support and instructional services to pregnant students. Support services include counseling and instructional services. Counseling services includes personal, academic, and career services as well as service coordination between government and community organizations. Instructional services target strategies related to parenting knowledge and skills, including child development. Pregnant students are strongly encouraged to take the course work that will develop their home, family living, job readiness and career development skills. A key component in Rusk ISD’s Pregnancy Related Service Program is Compensatory Educations Home Instruction (CEHI). Rusk ISD’s CEHI program provides academic services taught by a district employed certified teacher to the student at home or in the hospital when pregnancy prevents the student from attending school and during the postpartum period.

The numbers shown above reflect the number of students receiving pregnancy related services provided by Rusk High School and Rusk Junior High.

Graduation Rate

(Taken from the TAPR District 4-Year Completion Rate for Grades 9 – 12)

The following table reflects the percentage (%) of students graduating

	STATE	ALL	AA	HI	WHITE	MALE	FEMALE	SPED	ECO DIS
Class of 2017	89.7	94.1	85.7	96.3	96.3			85.7	92.5
Class of 2018	90.0	92.1	95.0	84.2	92.8			85.7	88.1
Class 2019	90.0	95.9	90.0	84.2	99.0			100.0	95.1
Class 2020	90.3	97.3	91.3	100	97.9			78.6	96
Class 2021	90.0	96.4	100.0	91.3	96.7			100.0	94.7
Class 2022	89.7	97.5	92.6	100	99.0			95.0	95.9

The table reflects the percentage of students graduating out of each representative group. Rusk ISD graduated 96.4% of all seniors. TAPR no longer reports male/female data.

Recommended and Distinguished Plan Graduates

The following table reflects the percentage (%) of students graduating RHSP/DAP

	STATE	ALL	AA	HI	WHITE	MALE	FEMALE	SPED	ECO DIS
Class of 2016	85.6	58.5	47.4	55.6	62.0			0.0	55.4
Class of 2017	87.2	59.5	68.4	48.1	60.8			7.7	58.1
Class of 2018	*	*	*	*	*			*	*
Class of 2019	*	*	*	*	*			*	*
Class of 2020	83.0	*	*	*	*			*	*
Class of 2021	85.7	88.8	78.3	85.7	93.1			66.7	83.3
Class of 2022	88.0	88.1	72.0	96.3	89.4			52.6	86.2

KEY:

All = All Students

AA = African American

ECO DIS = Economically Disadvantaged

HI = Hispanic

SPED = Special Education

*not reported some years

College Admissions Testing
(SAT/ACT Results as Reported in TAPR)

School Year		State	District	African American	Hispanic	White
% Tested	2016	71.6	34.7	36.8	11.1	40.5
	2017	73.5	25.2	21.1	18.5	27.8
	2018	74.6	35.8	47.4	18.8	35.4
	2019	75.0	31.4	38.9	18.8	31.4
	2020	76.7	41.7	52.4	8.3	48.4
	2021	70.8	88.2	70.4	78.3	95.6
	2022	71.5	91.6	95.7	92.3	91.2
% At/Above Criteria	2016	22.5	31.7	14.3	*	37.5
	2017	22.3	15.2	*	0.0	22.7
	2018	37.9	31.1	0.0	*	30.4
	2019	36.1	36.4	0.0	*	50.0
	2020	35.7	36.7	0	*	44.4
	2021	32.9	13.4	0	0	18.4
	2022	32.1	14.8	4.5	8.3	19.4

Mean SAT score	2016	1375	1479	*	*	1526
	2017	1019	1017	*	*	1032
	2018	1036	1031	-	*	1028
	2019	1027	1054	*	*	1093
	2020	1019	1097	*	*	1120
	2021	1002	1057	-	*	1090
	2022	1001	*	*	*	*
Mean ACT Score	2016	20.3	22.1	18.2	-	23.1
	2017	20.3	21.2	*	*	21.6
	2018	20.6	20.3	17.8	*	22.5
	2019	20.6	21.3	19.2	*	22.0
	2020	20.2	19.5	18	*	21
	2021	20.0	17.5	14.3	14.8	18.6
	2022	19.5	17.6	15.1	16.5	18.6

“*” indicates results are masked due to small numbers to protect student confidentiality.

“-” indicates zero observations reported for this group.

Percent College Ready Graduates- TAPR Report TSI Criteria Both Subjects (ELA/Math)

School Year	State	District	African American	HI	White	Asian	Two or More Races	SPED	ECO DIS	ELL
2017	37.8	45.8	31.6	40.7	51.9	*	40.0	7.7	35.5	*
2018	42.1	49.1	26.3	37.5	56.9	-	66.7	7.7	38.0	-
2019	44.2	37.9	27.8	18.8	42.2	-	*	0.0	27.6	*
2020	43.2	28.5	9.5	20.8	36.6	-	0.0	0.0	21.1	*
2021	40.4	21.5	0.0	4.3	31.9	*	*	0.0	13.9	0.0
2022	42.2	25.8	4.3	15.4	34.3	*	*	0.0	19.4	0.0

Percent College Ready Graduates- TAPR Report TSI Criteria (ELA)

School Year	State	District	African American	HI	White	Asian	Two or More Races	SPED	ECO DIS	ELL
2017	53.2	48.9	31.6	40.7	57.0	*	40.0	15.4	37.1	*
2018	58.2	54.7	31.6	43.8	63.1	-	66.7	15.4	46.0	-
2019	60.7	48.6	27.8	25.0	54.9	-	*	0.0	36.2	*
2020	59.7	43.8	28.6	25.0	52.7	*	20	0.0	32.9	*
2021	56.1	35.4	11.1	13.0	48.4	*	*	0.0	22.8	16.7
2022	57.1	47.7	21.7	34.6	58.8	*	*	0.0	36.6	0.0

Percent College Ready Graduates- TAPR Report TSI Criteria (Math)

School Year	State	District	African American	HI	White	Asian	Two or More Races	SPED	ECO DIS	ELL
2017	42.0	53.4	57.9	44.4	54.4	*	60.0	7.7	46.8	*
2018	46.0	58.5	36.8	62.5	61.5	-	83.3	7.7	50.0	-
2019	48.6	44.3	27.8	37.5	47.1	-	*	0.0	34.5	*
2020	47.9	32.6	19.0	20.8	39.8	*	20.0	0.0	25.0	*
2021	45.7	22.9	3.7	4.3	33.0	*	*	6.3	15.2	0.0
2022	48.2	27.1	4.3	19.2	35.3	-	*	0.0	20.4	0.0

“*” indicates results are masked due to small numbers to protect student confidentiality.

“-“ indicates zero observations reported for this group.

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

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
RUSK ISD								
	037907002 RUSK H S							
	Four-Year Public University	11	1	0	2	6	2	0
	Two-Year Public Colleges	62	12	9	10	13	16	2
	Independent Colleges & Universities	1						
	Not Trackable	3						
	Not Found	67						
	Total High School Graduates	144						

Safe and Drug Free Report from PEIMS 425 Record

Rusk ISD will reduce the use of tobacco, alcohol, drugs, student school violence, *acts resulting in the number of mandatory DAEP placements or **mandatory expulsion, and conduct incidents referred to the office.

The PEIMS 425 record indicates the following offenses (Student Disciplinary Action Incident Counts by Reason Code - Incident totals):

	Prim																0
Year	Campus	02	04	05	06	07	08	09	11-14	26	27	28	33	35	49	55	Total Incidents
2016-2017	RHS	5	7					1				5	9	1			28
	RJH	1	1										4				6
	Int																0
	Elem																0
	Prim																0

Year	Campus	02	04	05	06	07	08	09	11-14	26	27	28	33	35	49	55	Total Incidents
2017-2018	RHS		9									2	6				17
	RJH	1	3														4
	Int																0
	Elem																0
	Prim																0

Year	Campus	02	04	05	06	07	08	09	11-14	26	27	28	33	35	49	55	Total Incidents
2018-2019	RHS		1					2		3	2	2	29	1		1	40
	RJH		3							1							4
	Int																0
	Elem																0
	Prim																0
Year	Campus	02	04	05	06	07	08	09	11-14	26	27	28	33	35	49	55	Total Incidents
2019-2020	RHS		8	2		2					1	2					15
	RJH			1													1
	Int																0
	Elem																0
	Prim																0
Year	Campus	02	04	05	06	07	08	09	11-14	26	27	28	33	35	49	55	Total Incidents
2020-2021	RHS		5			2				1							8
	RJH																0
	Int																0
	Elem																0
	Prim																0

Year	Campus	02	04	05	06	07	08	09	11-14	26	27	28	33	35	49	55	Total Incidents
2021-2022	RHS		6			1	1			2		2					12
	RJH																0
	Int																0
	Elem																0
	Prim																0
Year	Campus	02	04	05	06	07	08	09	11-14	26	27	28	33	35	49	55	Total Incidents
2022-2023	RHS	3	11	3		3						4					24
	RJH																0
	Int																0
	Elem																0
	Prim																0

The number of instances involving controlled substances, alcohol and tobacco decreased. It is noted that the overall number of total incidents at the Junior High and High School only decreased by 1.

Reason Codes are as follows:

*02 – Felony	*04 – Controlled Substance	*05 – Alcohol	*06 – Chemical
*07 – Indecency	*08 – Employee Retaliation	*09 - Off-Campus	**11-14 – Weapons
*26 – Terroristic	*27 – Employee assault	*28 – Assault	33 – Tobacco (No longer have code 33)
*35 – False alarm	49 – Violence	*55 – Registered sex offender	

Annual Dropout Rate (Gr. 7-8) from TAPR Report									
	State	District	African American	Hispanic	White	Two or More Races	SPED	Econ Disadv	ELL
2015-2016	0.4%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%	0.0%
2016-2017	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2017-2018	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018-2019	0.4%	0.9%	2.6%	1.5%	0.0%	9.1%	2.0%	1.4%	5.0%
2019-2020	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2021-2022	0.9%	0.6%	0.0%	1.6%	0.5%	0.0%	0.0%	1.0%	0.0%
2022-2023	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Annual Dropout Rate (Gr. 9-12) from TAPR Report									
	State	District	African American	Hispanic	White	Two or More Races	Special Ed	Econ Disadv	ELL
2015-2016	2.0%	1.0%	1.1%	2.2%	0.7%	0.0%	1.7%	1.3%	20%
2016-2017	1.9%	1.5%	1.1%	1.0%	1.4%	4.8%	4.4%	2.0%	0.0%
2017-2018	1.9%	0.6%	1.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%
2018-2019	1.9%	0.6%	1.0%	3.1%	0.0%	0.0%	0.0%	0.6%	9.5%
2021-2022	2.4%	0.3%	0.0%	0.9%	0.3%	0.0%	1.3%	0.6%	0.0%
2022-2023	2.2%	1.2%	3.3%	3.4%	0.2%	0.0%	1.3%	1.9%	11.8%

	Rusk ISD will increase student knowledge of conflict resolution.
Evaluation	<p>Character Education Programs on each campus include:</p> <ul style="list-style-type: none"> • Primary: Conscious Discipline, Character Counts/The 6 Pillars of Character • Elementary: Character Counts/The 6 Pillars of Character, The Beginning of a Hero, Health and Safety, Bully Alert, and the Seven Habits of Happy Kids • Intermediate: Essential 55, Teaching Through Movies, Leadership Groups, • Junior High: Salvaging Sisterhood, Consequences, Mean Girls, Big Chances-Big Choices, Trevor Romain Series, Character Counts, In Search of Good Character, Videos that Teach • High School: Project Wisdom <p>These programs are designed to help students develop positive character traits, make good choices and increase student knowledge of conflict resolution.</p>

Physical Fitness Assessment Data

*2019-2020 no data due to COVID

Elementary Component	2017-2018			2018-2019			2020-2021			2021-2022			2022-2023		
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Abdominal	84%	89%	80%	97%	96%	98%	83%	83%	84%	86%	86%	87%			
Aerobic Capacity	64%	50%	67%	NA	NA	NA	NA	NA	NA	NA	NA	NA			
Body Composition	NA	NA	NA	61%	53%	68%	58%	60%	55%	53%	46	62%			
Flexibility	86%	89%	83%	80%	81%	79%	61%	60%	61%	77%	81%	72%			
Trunk Extension	95%	97%	93%	94%	92%	96%	98%	98%	98%	99%	100%	98%			
Upper Body	82%	81%	83%	95%	90%	99%	90%	91%	89%	98%	97%	98%			

Intermediate	2017-2018			2018-2019			2020-2021			2021-2022			2022-2023		
Component	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Abdominal	95%	96%	95%	87%	85%	89%	80%	79%	82%	93%	94%	92%			
Aerobic Capacity	49%	24%	68%	NA	NA	NA	81%	77%	84%	64%	61%	66%			
Body Composition	57%	56%	58%	56%	60%	53%	53%	55%	51%	23%	23%	23%			
Flexibility	89%	93%	85%	83%	90%	78%	67%	71%	64%	89%	89%	90%			
Trunk Extension	99%	99%	99%	70%	69%	70%	99%	99%	99%	71%	71%	72%			
Upper Body	83%	77%	88%	91%	92%	89%	96%	95%	97%	94%	93%	95%			

Jr. High	2017-2018			2018-2019			2020-2021			2021-2022			2022-2023		
Component	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Abdominal	86%	84%	87%	91%	88%	93%	84%	84%	84%	68%	53%	81%			
Aerobic Capacity	55%	56%	55%	51%	45%	60%	50%	47%	53%	70%	72%	68%			
Body Composition	55%	58%	52%	55%	56%	55%	52%	59%	48%	52%	74%	31%			
Flexibility	82%	84%	80%	81%	86%	75%	83%	75%	89%	81%	74%	87%			
Trunk Extension	97%	97%	97%	81%	80%	82%	95%	96%	94%	80%	70%	89%			
Upper Body	72%	57%	86%	62%	41%	85%	71%	64%	77%	68%	52%				

High School	2017-2018			2018-2019			2020-2021			2021-2022			2022-2023		
Component	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Abdominal	58%	42%	68%	60%	48%	65%	96%	96%	96%	66%	79%	61%			
Aerobic Capacity	40%	22%	51%	53%	36%	59%	41%	45%	38%	35%	55%	27%			
Body Composition	47%	47%	47%	67%	68%	67%	48%	64%	35%	59%	79%	51%			
Flexibility	76%	80%	74%	75%	82%	73%	75%	78%	73%	83%	71%	88%			
Trunk Extension	86%	100%	70%	99%	100%	99%	98%	100%	97%	95%	91%	97%			
Upper Body	58%	42%	68%	65%	64%	66%	79%	79%	79%	80%	88%	78%			

**Performance Objective Progress Review
High School Allotment Data as Reported in TAPR**

Percent of Students Achieving Performance Objective		Student Groups				
		All Students	White	African-American	Hispanic	Economically Disadvantaged
Completion Status – Percent Graduated – 4 Year Completion Rate	2018	92.1	92.8	95.0	84.2	88.1
	2019	95.9	99.0	90.0	84.2	95.1
	2020	97.3	97.9	91.3	100.0	96.0
	2021	96.4	96.7	100.0	91.3	94.7
	2022	97.5	99.0	92.6	100.0	95.9
	2023					
	2024					

Advanced Dual Enrollment Completion (Grades 9-12)	2018	29.9	33.0	20.5	21.4	22.2
	2019	36.0	40.4	24.7	27.8	29.1
	2020	31.3	38.7	9.5	16.7	21.1
	2021	23.6	29.7	7.4	13.0	12.7
	2022	32.3	38.2	17.4	26.9	26.9
	2023					
	2024					
RHSP/DAP Graduates (Annual Rate)	2018	*	-	-	*	-
	2019	-	-	-	-	-
	2020	38.6- State only	-	-	-	-
	2021	43.8- State only				
	2022	23.6- State only				
	2023					
	2024					
College Ready Graduates	2018	52.8	61.5	26.3	43.8	44.0
	2019	44.3	49.0	27.8	31.3	29.3
	2020	42.4	51.6	9.5	33.3	31.6
	2021	32.6	42.9	7.4	17.4	20.3
	2022	41.3	51.0	17.4	30.8	33.3
	2023					
	2024					

State Comp Education at Risk Comparison Charts

STAAR 3-8 SCE At Risk Report 21-22 Compared to 22-23 for All Campuses

County-District Number: 037907 District Name: RUSK ISD

STAAR 3-8 SCE At Risk Report 21-22 Compared to 22-23 for All Campuses

Grade Tested 03																
		Math			Reading/ELA			Writing			Science			Social Studies		
		2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff
Masters	At Risk	6.3%	9.8%	3.5%	9.5%	7.8%	-1.7%									
	Not At Risk	35.9%	16.3%	-19.6%	48.4%	17.5%	-30.9%									
	Gap	29.6	6.5	-23.1	38.9	9.7	-29.2									
Meets	At Risk	22.2%	25.5%	3.3%	42.9%	35.3%	-7.6%									
	Not At Risk	70.3%	58.8%	-11.5%	75.0%	60.0%	-15.0%									
	Gap	48.1	33.3	-14.8	32.1	24.7	-7.4									
Approaches	At Risk	68.3%	60.8%	-7.5%	87.3%	64.7%	-22.6%									
	Not At Risk	95.3%	93.8%	-1.5%	98.4%	95.0%	-3.4%									
	Gap	27	33	6	11.1	30.3	19.2									
Did Not Meet	At Risk	31.7%	39.2%	7.5%	12.7%	35.3%	22.6%									
	Not At Risk	4.7%	6.3%	1.6%	1.6%	5.0%	3.4%									
	Gap	-27	-32.9	-5.9	-11.1	-30.3	-19.2									
Grade Tested 04																
		Math			Reading/ELA			Writing			Science			Social Studies		
		2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff
Masters	At Risk	0.0%	7.3%	7.3%	6.2%	2.4%	-3.8%									
	Not At Risk	16.8%	18.2%	1.4%	24.2%	17.0%	-7.2%									
	Gap	16.8	10.9	-5.9	18	14.6	-3.4									
Meets	At Risk	7.7%	19.5%	11.8%	24.6%	7.3%	-17.3%									
	Not At Risk	33.7%	52.3%	18.6%	56.8%	50.0%	-6.8%									
	Gap	26	32.8	6.8	32.2	42.7	10.5									
Approaches	At Risk	23.1%	46.3%	23.2%	46.2%	56.1%	9.9%									
	Not At Risk	74.7%	86.4%	11.7%	81.1%	86.4%	5.3%									

	Gap	51.6	40.1	-11.5	34.9	30.3	-4.6									
Did Not Meet	At Risk	76.9%	53.7%	-23.2%	53.8%	43.9%	-9.9%									
	Not At Risk	25.3%	13.6%	-11.7%	18.9%	13.6%	-5.3%									
	Gap	-51.6	-40.1	11.5	-34.9	-30.3	4.6									

Grade Tested 05

		Math			Reading/ELA			Writing			Science			Social Studies		
		2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff
Masters	At Risk	12.5%	3.4%	-9.1%	18.1%	5.6%	-12.5%				6.9%	2.2%	-4.7%			
	Not At Risk	33.3%	23.1%	-10.2%	59.3%	41.0%	-18.3%				33.3%	26.9%	-6.4%			
	Gap	20.8	19.7	-1.1	41.2	35.4	-5.8				26.4	24.7	-1.7			
Meets	At Risk	34.7%	19.1%	-15.6%	43.1%	27.0%	-16.1%				20.8%	12.4%	-8.4%			
	Not At Risk	63.0%	67.9%	4.9%	79.6%	80.8%	1.2%				64.8%	57.7%	-7.1%			
	Gap	28.3	48.8	20.5	36.5	53.8	17.3				44	45.3	1.3			
Approaches	At Risk	69.4%	67.4%	-2.0%	63.9%	60.7%	-3.2%				61.1%	49.4%	-11.7%			
	Not At Risk	92.6%	93.6%	1.0%	98.1%	96.2%	-1.9%				90.7%	93.6%	2.9%			
	Gap	23.2	26.2	3	34.2	35.5	1.3				29.6	44.2	14.6			
Did Not Meet	At Risk	30.6%	32.6%	2.0%	36.1%	39.3%	3.2%				38.9%	50.6%	11.7%			
	Not At Risk	7.4%	6.4%	-1.0%	1.9%	3.8%	1.9%				9.3%	6.4%	-2.9%			
	Gap	-23.2	-26.2	-3	-34.2	-35.5	-1.3				-29.6	-44.2	-14.6			

Grade Tested 06

		Math			Reading/ELA			Writing			Science			Social Studies		
		2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff
Masters	At Risk	2.5%	2.9%	0.4%	7.6%	7.1%	-0.5%									
	Not At Risk	16.7%	12.3%	-4.4%	29.2%	32.3%	3.1%									
	Gap	14.2	9.4	-4.8	21.6	25.2	3.6									
Meets	At Risk	8.9%	15.7%	6.8%	19.0%	32.9%	13.9%									
	Not At Risk	43.1%	53.8%	10.7%	52.8%	78.5%	25.7%									
	Gap	34.2	38.1	3.9	33.8	45.6	11.8									
Approaches	At Risk	67.1%	70.0%	2.9%	62.0%	58.6%	-3.4%									
	Not At Risk	86.1%	95.4%	9.3%	90.3%	96.9%	6.6%									
	Gap	19	25.4	6.4	28.3	38.3	10									
Did Not Meet	At Risk	32.9%	30.0%	-2.9%	38.0%	41.4%	3.4%									
	Not At Risk	13.9%	4.6%	-9.3%	9.7%	3.1%	-6.6%									
	Gap	-19	-25.4	-6.4	-28.3	-38.3	-10									

Grade Tested 07																
		Math			Reading/ELA			Writing			Science			Social Studies		
		2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff
Masters	At Risk	1.1%	1.1%	0.0%	16.0%	9.0%	-7.0%									
	Not At Risk	26.7%	17.1%	-9.6%	61.7%	53.9%	-7.8%									
	Gap	25.6	16	-9.6	45.7	44.9	-0.8									
Meets	At Risk	17.0%	12.4%	-4.6%	36.2%	33.7%	-2.5%									
	Not At Risk	56.7%	55.3%	-1.4%	85.0%	89.5%	4.5%									
	Gap	39.7	42.9	3.2	48.8	55.8	7									
Approaches	At Risk	56.4%	49.4%	-7.0%	80.9%	73.0%	-7.9%									
	Not At Risk	88.3%	85.5%	-2.8%	100.0%	98.7%	-1.3%									
	Gap	31.9	36.1	4.2	19.1	25.7	6.6									
Did Not Meet	At Risk	43.6%	50.6%	7.0%	19.1%	27.0%	7.9%									
	Not At Risk	11.7%	14.5%	2.8%	0.0%	1.3%	1.3%									
	Gap	-31.9	-36.1	-4.2	-19.1	-25.7	-6.6									
Grade Tested 08																
		Math			Reading/ELA			Writing			Science			Social Studies		
		2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff
Masters	At Risk	2.2%	5.7%	3.5%	22.8%	7.5%	-15.3%				9.8%	7.5%	-2.3%	6.5%	5.4%	-1.1%
	Not At Risk	14.3%	27.5%	13.2%	66.7%	54.4%	-12.3%				42.3%	31.6%	-10.7%	32.1%	21.5%	-10.6%
	Gap	12.1	21.8	9.7	43.9	46.9	3				32.5	24.1	-8.4	25.6	16.1	-9.5
Meets	At Risk	23.6%	38.6%	15.0%	39.1%	41.9%	2.8%				20.7%	34.4%	13.7%	16.3%	16.1%	-0.2%
	Not At Risk	71.4%	82.4%	11.0%	88.5%	87.3%	-1.2%				78.2%	79.7%	1.5%	47.4%	60.8%	13.4%
	Gap	47.8	43.8	-4	49.4	45.4	-4				57.5	45.3	-12.2	31.1	44.7	13.6
Approaches	At Risk	68.5%	79.5%	11.0%	70.7%	79.6%	8.9%				54.3%	71.0%	16.7%	50.0%	49.5%	-0.5%
	Not At Risk	98.0%	98.0%	0.0%	98.7%	98.7%	0.0%				98.7%	97.5%	-1.2%	88.5%	92.4%	3.9%
	Gap	29.5	18.5	-11	28	19.1	-8.9				44.4	26.5	-17.9	38.5	42.9	4.4
Did Not Meet	At Risk	31.5%	20.5%	-11.0%	29.3%	20.4%	-8.9%				45.7%	29.0%	-16.7%	50.0%	50.5%	0.5%
	Not At Risk	2.0%	2.0%	0.0%	1.3%	1.3%	0.0%				1.3%	2.5%	1.2%	11.5%	7.6%	-3.9%
	Gap	-29.5	-18.5	11	-28	-19.1	8.9				-44.4	-26.5	17.9	-38.5	-42.9	-4.4

STAAR EOC SCE At Risk Report 22-23 Compared to 21-22 for All Campuses
 County-District Number: 037907 District Name: RUSK ISD

STAAR EOC SCE At Risk Report 22-23 Compared to 21-22 for All Campuses

		Algebra 1			English 1			English 2			Biology			US History		
		2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff
Masters	At Risk	10.6%	2.3%	-8.3	0.0%	0.6%	0.6	0.0%	0.0%	0	5.1%	2.6%	-2.5	38.8%	26.7%	-12.1
	Not At Risk	42.5%	38.0%	-4.5	13.3%	18.3%	5	6.4%	16.4%	10	28.8%	20.0%	-8.8	70.9%	62.9%	-8
	Gap	31.9%	35.7%	3.8	13.3%	17.7%	4.4	6.4%	16.4%	10	23.7%	17.4%	-6.3	32.1%	36.2%	4.1
Meets	At Risk	17.6%	14.5%	-3.1	25.2%	23.9%	-1.3	25.6%	31.0%	5.4	28.2%	27.4%	-0.8	58.2%	75.0%	16.8
	Not At Risk	61.3%	72.2%	10.9	66.7%	82.9%	16.2	76.9%	90.2%	13.3	75.3%	75.3%	0	94.2%	95.7%	1.5
	Gap	43.7%	57.7%	14	41.5%	59.0%	17.5	51.3%	59.2%	7.9	47.1%	47.9%	0.8	36.0%	20.7%	-15.3
Approaches	At Risk	71.8%	61.1%	-10.7	43.9%	52.2%	8.3	45.3%	58.6%	13.3	74.4%	71.8%	-2.6	88.1%	96.7%	8.6
	Not At Risk	90.0%	97.5%	7.5	86.7%	92.7%	6	94.9%	98.4%	3.5	98.6%	96.5%	-2.1	98.8%	100.0%	1.2
	Gap	18.2%	36.4%	18.2	42.8%	40.5%	-2.3	49.6%	39.8%	-9.8	24.2%	24.7%	0.5	10.7%	3.3%	-7.4
Did Not Meet	At Risk	45.9%	38.9%	-7	58.9%	47.8%	-11.1	55.8%	41.4%	-14.4	32.1%	28.2%	-3.9	13.4%	3.3%	-10.1
	Not At Risk	13.8%	2.5%	-11.3	18.7%	7.3%	-11.4	9.0%	1.6%	-7.4	2.7%	3.5%	0.8	2.3%	0.0%	-2.3
	Gap	-	-	-4.3	-	-	-0.3	-	-	7	-	-	4.7	-	-3.3%	7.8

STAAR Equity Gap Report for Both Subjects for All Grades for All Campuses

		2020 - 2021	20-21 Gap	2021 - 2022	21-22 Gap	2022 - 2023	22-23 Gap
African American	Total Tested	91	1.39%	84	-4.40%	81	0.0%
	Progress Measure 1 - Expected	42		45		0	
	Progress Measure 2 - Accelerated	15		36		0	
	Total Meets or Exceeds	50		65		0	
	Total % Meets or Exceeds	54.95%		77.38%		0.0%	
White	Total Tested	458		496		502	
	Progress Measure 1 - Expected	208		274		0	
	Progress Measure 2 - Accelerated	96		175		0	
	Total Meets or Exceeds	258		362		0	
	Total % Meets or Exceeds	56.33%		72.98%		0.0%	
Hispanic	Total Tested	152	1.73%	146	-6.47%	147	0.0%
	Progress Measure 1 - Expected	65		77		0	
	Progress Measure 2 - Accelerated	30		72		0	
	Total Meets or Exceeds	83		116		0	
	Total % Meets or Exceeds	54.61%		79.45%		0.0%	
Economically Disadvantaged (1,2,9)	Total Tested	465		542		518	
	Progress Measure 1 - Expected	211		302		0	
	Progress Measure 2 - Accelerated	82		203		0	
	Total Meets or Exceeds	256		408		0	
	Total % Meets or Exceeds	55.05%		75.28%		0.0%	
Non-Economically Disadvantaged	Total Tested	274	2.25%	231	-0.39%	265	0.0%
	Progress Measure 1 - Expected	122		125		0	
	Progress Measure 2 - Accelerated	67		95		0	
	Total Meets or Exceeds	157		173		0	
	Total % Meets or Exceeds	57.30%		74.89%		0.0%	
All	Total Tested	739		773		783	
	Progress Measure 1 - Expected	333		427		0	
	Progress Measure 2 - Accelerated	149		298		0	
	Total Meets or Exceeds	413		581		0	