

QUEEN CITY ISD

District Improvement Plan

2024/2025

Where Community is Family



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Date Approved: 06/06/2024

QUEEN CITY ISD

Mission

Our mission is to ensure that each student, aided by the use of technology and guided in the acquisition of essential academic skills and life-long learning goals, will be prepared for successful, responsible, global citizenship in the twenty-first century. The district's educational program must be structured in a way that students and staff are provided training and access to the latest technology available through implementation of a comprehensive program involving the schools and the community.

Vision

In Queen City ISD, we take pride in our past as we focus on the future, teaching our students to respect themselves and others while preparing them to live, learn, and work successfully in a rapidly changing world. We are dedicated to making this vision a reality for all our students through planning, training, teamwork, and the responsible use of our resources.

Nondiscrimination Notice

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

QUEEN CITY ISD Site Base

Name	Position
Thomas, Jenni	Parent
Rogers, Chine	Parent
-, -	Parent
Warren, Cade	Student
Lance, Carolyn	Community Member/Community Based Organization
Hawkins, Greg	Community Member
Arnold, Christopher	Business
Benson, Pat	Community Based Organization/Business
Clayton, Kendra	HS Teacher
Allen, Tonya	HS Teacher
Chickadel, Stephanie	HS Teacher
Robin, Hutchinson	MS Teacher
Upchurch, Philicia	MS Teacher
Raines, Kimberly	MS Teacher
Moore, Rene'	ES Teacher
Godwin, Martha	ES Teacher
Lance, Jacie	ES Teacher
Pickard, Rebecca	SpEd Teacher
Whetstone, Angie	ES Paraprofessional
Wong, Paul	HS Paraprofessional
Kennedy, Fabia	Counselor
Dover, Darrian	Superintendent/ Title IV
McIntosh, Jessica	Director of Special Education
Henderson, Shannon	Assistant Superintendent
None in our, District/Community	Indian Tribal Organization

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

PEIMS Reports

Demographics Strengths

Queen City ISD is a rural district located in the north east corner of Texas very close to the borders of Arkansas and Louisiana. Many of our students graduate and attend college in these states.

In 19-20 prior to the Pandemic, QCISD had 1028 enrolled students. We have experienced an ongoing post pandemic downward trend in enrollment. The 22-23 Fall PEIMS Snapshot recorded 954 students compared to the 23-24 Fall PEIMS Snapshot of 926. QCISD is considering all aspects of increasing enrollment for the 24-25 SY.

Overall, attendance rates in 23-24 were about the same as 22-23 indicating that our health and safety plan continues to have a high degree of efficacy (strength). Traditionally, our lowest attendance rate occurs during the fourth six week period. 23-24 was no different, but for 23-24 SY, our average was 91.8%. This is approximately a percentage point lower than the previous year. Our leadership teams are putting systems in place to increase attendance rates because we know that high student performance, good physical health and social emotional health are related to high attendance. The lowest attendance rate for our at risk population occurred in the 4th reporting period but was above 91%. Even with this low period, this group of students averaged a 93% attendance rate for the year (strength). Our economically disadvantaged students' average attendance rate was 93% (strength).

Demographics percentages for the 23-24 SY were:

American Indian/Alaskan .43%
Asian .22%
Black/African American 12.31%
Hispanic/Latino 4.54%
White 75.27%
Hawaiian/Pacific Islander .22%
Two or More 7.02%

Comprehensive Needs Assessment

Demographics Strengths (Continued)

Male Students 53.46%

Female 46.54%

Emergent Bilingual .11%

ESL .11%

Military Connected .65%

Foster Care .54%

Immigrant 0%

Dyslexia 11.77%

Migrant 0%

Intervention 30.67% (PY 22.12%)

Homeless 3.46%

Economically Disadvantaged 63.82% of our total population: American Indian/Alaskan 0%, Black/African American 12.66%, Hispanic/Latino 2.53%, White 79.75%, Hawaii/Pacific 0%, Two or More 5.06%. The percentage of economically disadvantaged students has been relatively stable over the past 3 years. 21-22 (63.53%), 22-23 (64.47%)

At Risk 47.08 of our total population: American Indian 0%, Asian .11%, Black/African American 19.72% (increase of 9 percentage points), Hispanic/Latino 5.28%, White 65.83%, Hawaiian/Pacific Is .23%, Two or More 8.72%. The majority of our at risk students are identified as a result of the STAAR indicator (32%). This indicator has been relatively stable over the last 3 years. 21-22 (50.91%), 22-23 (49.37%)

Gifted and Talented 7.24% of total population: American Indian 0%, Asian .11%, Black/African American .32%, White 6.37%, Two or More .43%. The percentage of GT students has stayed stable since 20-21 (7.4%), 21-22 (6.95%). 22-23 (6.92%).

Special Education 18.90% of total population: American Indian/Alaskan .10%, Asian 0%, Black/African American 4.51%, Hispanic/Latino .84%, White 12.79%, Hawaii/Pacific Is .10%, Two or More .73%. The percentage of students enrolled in the Special Education Program is up several percentage points over the last two years 21-22 (16.47%), 20-21 (14.39%), 22-23 (19.08).

CTE Program (OnDataSuite) 73.1% of our 7-12th graders were enrolled in the CTE program in 23-24 compared to 75.6% in 22-23.

Comprehensive Needs Assessment

Demographics Strengths (Continued)

3% of our students are transfer students. This percentage seems to indicate that QCISD is a desirable educational agency for students since we are able to draw students from surrounding districts (strength).

(TAPR 22-23) Our student-to-teacher ratio is 10.2 (state avg.14.8).

Our professional staff is mostly white females with bachelor's degrees. 21% of our teachers hold master's degrees. According to the lag data in the 2022-23 TAPR, 22% of teachers had 1-5 years of experience, 28% had 11-20 years, and 16% had 6-10 years of experience. Approximately 19% of our staff is categorized as auxiliary (state average 24.6), 16.4% as educational aides (state average 11.3%), and 54% of professional staff are teachers (state average 48.7). 5.8% of staff are categorized as administrative support (state average 11%).

When comparing the ethnicity of our teaching staff (TAPR 22-23), our teachers who are African American comprise 4.3% (state average 11.8%), 93.6% of our teachers are White (state average 56.9%), and 1% are Two or More Races (state average 1%).

Demographics Weaknesses

(22-23 TAPR)

Average Years Experience of Principals 2.7 (state average 6.1)

Average Years Experience of Principals with the District 2.3 (state average 5.3)

Average Years Experience Assistant Principals 2.3 (state average 5.2)

Average Years Experience of Assistant Principals with the District 2.3 (state average 4.4)

Turnover Rate for Teachers 22.6 (state average 21.4)

While we are close to the state average in this category, this is more than we feel is best for student performance & growth, maintaining a positive climate, and building a culture of excellence.

Additionally, a shortage of qualified applicants has created a need to fill positions with staff that are underqualified. We have adopted a "grow your own" state of mind regarding underqualified staff in an effort to reduce our turnover rate.

We started the 2023 school year with 955 students. While this is encouraging enrollment given we ended the previous year with 936 students, we would like to operate at >1000 students and have an attendance rate >96%.

Demographics Needs

Comprehensive Needs Assessment

Queen City needs to examine the reasons for our high teacher turnover rates and put strategies in place to reduce the rate significantly. It has been difficult to keep HQ-certified staff in our high-needs areas such as math, science, ELAR, and Spanish, and in some of our programs of study at our high school.

Difficulties finding certified staff are not just limited to our High School. Our middle and elementary campuses are also struggling to find certified personnel for math and ELAR. It is a growing concern for the district that at the most critical level of creating learners and closing gaps, we have experienced difficulty in recruiting and maintaining high quality educators. We need to continue to recruit and retain highly qualified/certified staff in the areas of math, ELAR, and science in our district and develop effective strategies to that end. We also need to maintain vigilance with "growing our own" and make sure we are providing a supported environment with coaching and resources. The percentage of students in our Special Education program continues to grow. The district needs to evaluate and understand what factors are contributing to this growth.

We need to create quality, challenging programs that not only close educational gaps and eliminate disparities but also attract students and high-quality staff to QC.

Demographics Summary

Focus: Strategies to address Attendance. Strategies to retain and attract highly qualified, invested staff and to foster growth and promote staff from within our district. Strategies to increase enrollment.

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop During 2023 - 2024 for All Grades for All Instructional Tracks for All County-District Number: 034907 District Name: QUEEN CITY ISD

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop During 2023 - 2024 f

	Reporting Pe	Reporting Pe	Reporting Pe	Reporting Pe	Reporting Pe	Reporting Pe	A - Cumulativ
	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024
All Students	95.7%	94.6%	93.5%	91.8%	92.8%	92.1%	93.4%
Ethnicity							
Hispanic/Latino	93.3%	91.6%	91.8%	89.5%	88.3%	92.3%	91.1%
American Indian or Alaska Native	92.2%	81.9%	73.3%	81.7%	79.5%	83.6%	82.1%
Asian	100.0%	100.0%	96.6%	75.3%	95.2%	98.3%	93.3%
Black or African American	96.8%	95.4%	95.0%	92.4%	92.1%	91.9%	94.0%
Native Hawaiian or Other Pacific Islander	96.6%	96.6%	90.8%	89.7%	96.4%	95.4%	94.3%
White	95.6%	94.9%	93.4%	91.8%	93.1%	92.1%	93.5%
Two or More Races	96.1%	92.5%	93.8%	94.0%	94.2%	92.1%	93.8%
Gender							
Male	95.5%	94.4%	92.9%	91.6%	92.9%	91.6%	93.2%
Female	96.0%	94.8%	94.1%	92.0%	92.7%	92.5%	93.7%
Grade							
Early Education	95.9%	98.6%	90.3%	95.4%	95.0%	96.6%	95.3%
Pre-Kindergarten	94.0%	92.1%	93.3%	91.7%	91.8%	90.6%	92.3%
Kindergarten	95.3%	93.4%	93.7%	90.5%	92.3%	93.2%	93.1%
1st	97.0%	96.2%	95.3%	94.2%	91.2%	94.6%	94.7%
2nd	96.7%	95.0%	93.5%	91.9%	93.7%	92.6%	94.0%
3rd	95.9%	95.1%	92.6%	93.3%	92.3%	93.3%	93.8%
4th	95.2%	93.8%	93.6%	93.5%	94.6%	95.1%	94.3%
5th	97.4%	95.7%	94.1%	92.6%	95.4%	94.9%	95.1%
6th	97.3%	95.2%	93.4%	92.8%	93.4%	92.5%	94.1%
7th	96.8%	95.7%	94.7%	92.2%	93.1%	94.2%	94.5%
8th	96.8%	96.2%	94.2%	92.2%	94.1%	95.5%	94.9%
9th	96.3%	95.6%	94.0%	92.0%	93.2%	95.4%	94.5%
10th	94.0%	93.8%	92.5%	87.7%	90.7%	93.0%	92.0%
11th	93.7%	93.4%	92.8%	90.1%	91.3%	93.2%	92.5%
12th	93.9%	92.5%	91.6%	91.1%	91.4%	75.3%	89.3%
Special Population							
At Risk	95.5%	93.8%	93.3%	91.5%	92.7%	91.8%	93.1%
Early Reading Indicator	97.1%	94.9%	93.5%	90.8%	92.9%	94.4%	94.1%
Economic Disadvantage	95.2%	93.7%	92.8%	90.7%	91.9%	91.4%	92.7%
Emergent Bilingual	96.6%	100.0%	96.6%	100.0%	85.7%	86.2%	94.1%
Foster Care	97.4%	94.2%	93.1%	88.5%	92.9%	96.6%	93.7%
Gifted and Talented	96.5%	96.7%	94.4%	94.6%	94.2%	92.5%	94.8%
Homeless Status	91.2%	90.7%	92.4%	86.9%	93.9%	93.8%	91.5%
Migrant	-	-	-	-	-	-	-
Military Connected	98.3%	95.6%	95.0%	91.9%	94.3%	96.8%	95.4%
RDSPD	-	-	-	-	-	-	-
Section 504	96.0%	95.4%	94.5%	93.1%	93.0%	92.4%	94.1%
Special Education	94.6%	93.3%	93.0%	91.1%	92.2%	91.2%	92.6%
Unaccompanied Youth	-	-	-	-	-	-	-

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop During 2023 - 2024 for All Grades
 County-District Number: 034907 District Name: QUEEN CITY ISD

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special P

	PIA - Cumulative
	2023-2024
All Students	93.4%
Ethnicity	
Hispanic/Latino	91.1%
American Indian or Alaska Native	82.1%
Asian	93.3%
Black or African American	94.0%
Native Hawaiian or Other Pacific Islander	94.3%
White	93.5%
Two or More Races	93.8%
Gender	
Male	93.2%
Female	93.7%
Grade	
Early Education	95.3%
Pre-Kindergarten	92.3%
Kindergarten	93.1%
1st	94.7%
2nd	94.0%
3rd	93.8%
4th	94.3%
5th	95.1%
6th	94.1%
7th	94.5%
8th	94.9%
9th	94.5%
10th	92.0%
11th	92.5%
12th	89.3%
Special Population	
At Risk	93.1%
Early Reading Indicator	94.1%
Economic Disadvantage	92.7%
Emergent Bilingual	94.1%
Foster Care	93.7%
Gifted and Talented	94.8%
Homeless Status	91.5%
Migrant	-
Military Connected	95.4%
RDSPD	-
Section 504	94.1%
Special Education	92.6%
Unaccompanied Youth	-

2022-23 Texas Academic Performance Report (TAPR)

District Name: QUEEN CITY ISD

District Number: 034907

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	School Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	82%	63%	*	87%	-	-	-	*	70%	100%	86%	72%	77%	-
	2022	76%	78%	80%	80%	*	79%	-	-	-	80%	75%	*	80%	83%	79%	-
At Meets Grade Level or Above	2023	50%	49%	49%	25%	*	54%	-	-	-	*	35%	43%	51%	44%	40%	-
	2022	51%	51%	42%	40%	*	38%	-	-	-	80%	38%	*	45%	17%	39%	-
At Masters Grade Level	2023	20%	17%	21%	13%	*	23%	-	-	-	*	20%	0%	18%	28%	21%	-
	2022	30%	27%	20%	20%	*	15%	-	-	-	60%	13%	*	20%	17%	18%	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	86%	50%	*	91%	-	-	-	*	65%	100%	86%	84%	82%	-
	2022	71%	72%	78%	100%	*	72%	-	-	-	100%	50%	*	80%	67%	71%	-
At Meets Grade Level or Above	2023	45%	45%	62%	38%	*	67%	-	-	-	*	30%	71%	62%	63%	53%	-
	2022	43%	41%	42%	20%	*	41%	-	-	-	80%	38%	*	41%	50%	32%	-
At Masters Grade Level	2023	19%	16%	32%	13%	*	33%	-	-	-	*	25%	14%	30%	37%	24%	-
	2022	21%	18%	14%	0%	*	10%	-	-	-	60%	0%	*	14%	17%	11%	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	70%	43%	*	72%	-	-	-	100%	46%	*	69%	73%	61%	-
	2022	77%	79%	81%	25%	*	94%	-	-	-	*	55%	-	81%	80%	72%	*
At Meets Grade Level or Above	2023	48%	44%	40%	14%	*	40%	-	-	-	83%	8%	*	43%	33%	37%	-
	2022	54%	54%	55%	13%	*	67%	-	-	-	*	36%	-	63%	40%	41%	*
At Masters Grade Level	2023	22%	17%	14%	0%	*	12%	-	-	-	50%	0%	*	17%	7%	11%	-
	2022	28%	27%	30%	0%	*	39%	-	-	-	*	18%	-	31%	27%	24%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	70%	84%	71%	*	86%	-	-	-	83%	62%	*	83%	87%	79%	-
	2022	70%	73%	79%	50%	*	91%	-	-	-	*	64%	-	81%	73%	69%	*
At Meets Grade Level or Above	2023	48%	46%	58%	43%	*	58%	-	-	-	83%	31%	*	60%	53%	50%	-
	2022	43%	45%	57%	13%	*	70%	-	-	-	*	45%	-	66%	40%	48%	*
At Masters Grade Level	2023	22%	18%	26%	0%	*	26%	-	-	-	67%	8%	*	26%	27%	21%	-
	2022	23%	23%	38%	13%	*	45%	-	-	-	*	36%	-	47%	20%	31%	*
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	School Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	80%	70%	10%	*	89%	-	-	-	80%	25%	*	70%	70%	61%	-
	2022	81%	80%	77%	82%	*	79%	-	-	-	*	36%	*	76%	81%	74%	-
At Meets Grade Level or Above	2023	57%	54%	51%	0%	*	69%	-	-	-	40%	25%	*	58%	40%	35%	-
	2022	58%	56%	48%	55%	*	51%	-	-	-	*	9%	*	44%	63%	45%	-
At Masters Grade Level	2023	28%	25%	26%	0%	*	36%	-	-	-	20%	8%	*	33%	15%	19%	-
	2022	36%	33%	27%	18%	*	32%	-	-	-	*	0%	*	26%	31%	24%	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	82%	70%	30%	*	86%	-	-	-	60%	50%	*	71%	70%	61%	-
	2022	77%	80%	82%	73%	*	85%	-	-	-	*	55%	*	82%	81%	82%	-
At Meets Grade Level or Above	2023	51%	52%	41%	0%	*	54%	-	-	-	40%	25%	*	44%	35%	35%	-
	2022	48%	51%	38%	27%	*	45%	-	-	-	*	18%	*	32%	56%	24%	-
At Masters Grade Level	2023	21%	19%	13%	0%	*	19%	-	-	-	0%	8%	*	15%	10%	10%	-
	2022	25%	24%	11%	18%	*	11%	-	-	-	*	0%	*	8%	19%	5%	-
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	67%	69%	10%	*	86%	-	-	-	80%	33%	*	71%	65%	52%	-
	2022	66%	71%	66%	55%	*	74%	-	-	-	*	30%	*	63%	75%	55%	-
At Meets Grade Level or Above	2023	36%	38%	33%	0%	*	46%	-	-	-	20%	17%	*	32%	35%	23%	-
	2022	38%	42%	35%	18%	*	46%	-	-	-	*	0%	*	31%	50%	18%	-
At Masters Grade Level	2023	16%	16%	11%	0%	*	16%	-	-	-	0%	8%	*	18%	0%	6%	-
	2022	18%	19%	12%	0%	*	17%	-	-	-	*	0%	*	10%	19%	0%	-
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	70%	62%	80%	75%	-	-	-	*	18%	*	75%	59%	60%	-
	2022	70%	72%	69%	43%	*	72%	-	-	-	*	38%	-	65%	78%	59%	-
At Meets Grade Level or Above	2023	52%	52%	46%	31%	40%	54%	-	-	-	*	9%	*	50%	36%	37%	-
	2022	43%	44%	50%	29%	*	50%	-	-	-	*	23%	-	50%	50%	38%	-
At Masters Grade Level	2023	22%	19%	11%	8%	0%	15%	-	-	-	*	0%	*	10%	14%	5%	-
	2022	23%	23%	20%	29%	*	16%	-	-	-	*	23%	-	11%	44%	18%	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	76%	63%	54%	40%	71%	-	-	-	*	8%	*	70%	48%	50%	-
	2022	73%	78%	84%	67%	*	86%	-	-	-	*	58%	-	87%	78%	79%	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	School Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	38%	20%	15%	0%	24%	-	-	-	*	0%	*	16%	29%	5%	-
	2022	39%	39%	37%	33%	*	40%	-	-	-	*	25%	-	33%	44%	26%	-
At Masters Grade Level	2023	16%	13%	10%	8%	0%	12%	-	-	-	*	0%	*	6%	19%	2%	-
	2022	16%	14%	10%	33%	*	8%	-	-	-	*	17%	-	4%	22%	3%	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	81%	86%	80%	*	87%	-	-	-	*	50%	*	86%	85%	82%	-
	2022	80%	79%	70%	42%	*	76%	-	-	-	*	33%	*	65%	83%	62%	-
At Meets Grade Level or Above	2023	55%	58%	56%	40%	*	59%	-	-	-	*	21%	*	56%	55%	48%	-
	2022	56%	52%	45%	17%	*	54%	-	-	-	*	0%	*	41%	56%	38%	-
At Masters Grade Level	2023	27%	27%	23%	10%	*	24%	-	-	-	*	7%	*	22%	25%	20%	-
	2022	37%	33%	27%	0%	*	36%	-	-	-	*	0%	*	27%	28%	18%	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	69%	64%	50%	*	69%	-	-	-	*	21%	*	62%	70%	59%	-
	2022	61%	68%	61%	33%	*	70%	-	-	-	*	42%	*	59%	67%	54%	-
At Meets Grade Level or Above	2023	37%	42%	36%	30%	*	39%	-	-	-	*	14%	*	32%	45%	32%	-
	2022	31%	35%	24%	0%	*	32%	-	-	-	*	0%	*	24%	22%	18%	-
At Masters Grade Level	2023	11%	11%	6%	10%	*	6%	-	-	-	*	7%	*	6%	5%	0%	-
	2022	13%	13%	13%	0%	*	18%	-	-	-	*	0%	*	14%	11%	8%	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	85%	75%	36%	*	86%	-	-	-	50%	40%	-	72%	83%	65%	-
	2022	83%	84%	83%	55%	*	91%	*	-	-	*	14%	*	90%	60%	76%	*
At Meets Grade Level or Above	2023	58%	58%	48%	9%	*	60%	-	-	-	17%	7%	-	45%	56%	43%	-
	2022	58%	57%	66%	45%	*	72%	*	-	-	*	0%	*	80%	20%	61%	*
At Masters Grade Level	2023	28%	27%	25%	0%	*	34%	-	-	-	0%	0%	-	26%	22%	23%	-
	2022	37%	35%	49%	36%	*	51%	*	-	-	*	0%	*	60%	13%	39%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	77%	75%	55%	*	88%	-	-	-	50%	64%	-	69%	93%	74%	-
	2022	71%	75%	86%	60%	*	94%	-	-	-	*	14%	*	89%	77%	81%	*
At Meets Grade Level or Above	2023	46%	45%	28%	18%	*	31%	-	-	-	33%	7%	-	26%	36%	29%	-
	2022	40%	42%	55%	30%	*	59%	-	-	-	*	14%	*	61%	38%	50%	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	School Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	17%	16%	6%	0%	*	9%	-	-	-	0%	0%	-	5%	7%	0%	-
	2022	14%	14%	10%	0%	*	15%	-	-	-	*	0%	*	8%	15%	6%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	73%	70%	18%	*	84%	-	-	-	67%	33%	-	68%	78%	58%	-
	2022	74%	76%	63%	27%	*	70%	*	-	-	*	14%	*	70%	40%	55%	*
At Meets Grade Level or Above	2023	47%	42%	35%	0%	*	46%	-	-	-	17%	7%	-	34%	39%	30%	-
	2022	45%	42%	32%	9%	*	36%	*	-	-	*	14%	*	36%	20%	18%	*
At Masters Grade Level	2023	17%	12%	15%	0%	*	22%	-	-	-	0%	0%	-	15%	17%	15%	-
	2022	24%	19%	17%	0%	*	21%	*	-	-	*	0%	*	18%	13%	13%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	60%	59%	18%	*	71%	-	-	-	33%	20%	-	56%	67%	54%	-
	2022	61%	60%	69%	27%	*	81%	*	-	-	*	14%	*	76%	47%	61%	*
At Meets Grade Level or Above	2023	33%	29%	24%	0%	*	35%	-	-	-	0%	7%	-	25%	22%	21%	-
	2022	31%	27%	31%	9%	*	38%	*	-	-	*	14%	*	32%	27%	18%	*
At Masters Grade Level	2023	16%	13%	17%	0%	*	24%	-	-	-	0%	0%	-	15%	22%	13%	-
	2022	18%	14%	22%	9%	*	26%	*	-	-	*	14%	*	20%	27%	8%	*
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	78%	84%	68%	80%	87%	*	-	-	*	25%	-	88%	73%	75%	*
	2022	65%	68%	66%	54%	*	68%	*	*	-	*	38%	-	67%	65%	58%	-
At Meets Grade Level or Above	2023	52%	57%	66%	37%	80%	75%	*	-	-	*	25%	-	68%	62%	50%	*
	2022	47%	48%	44%	23%	*	49%	*	*	-	*	23%	-	42%	50%	31%	-
At Masters Grade Level	2023	13%	13%	27%	5%	20%	35%	*	-	-	*	8%	-	30%	19%	9%	*
	2022	11%	9%	5%	8%	*	5%	*	*	-	*	8%	-	3%	8%	4%	-
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	80%	79%	60%	*	81%	-	*	-	*	30%	-	78%	81%	70%	-
	2022	72%	77%	80%	60%	*	81%	*	-	-	100%	20%	*	81%	77%	74%	-
At Meets Grade Level or Above	2023	54%	62%	56%	30%	*	61%	-	*	-	*	10%	-	52%	67%	35%	-
	2022	55%	59%	57%	50%	*	58%	*	-	-	60%	0%	*	60%	45%	50%	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	School Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	9%	8%	5%	0%	*	5%	-	*	-	*	0%	-	6%	5%	2%	-
	2022	9%	8%	4%	0%	*	5%	*	-	-	0%	0%	*	5%	0%	6%	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	85%	93%	93%	*	95%	*	-	-	*	69%	-	95%	88%	92%	-
	2022	76%	81%	85%	78%	-	87%	*	-	-	*	64%	-	87%	78%	77%	-
At Meets Grade Level or Above	2023	43%	46%	56%	27%	*	68%	*	-	-	*	15%	-	65%	33%	40%	-
	2022	43%	52%	54%	67%	-	54%	*	-	-	*	55%	-	60%	39%	40%	-
At Masters Grade Level	2023	23%	21%	25%	7%	*	32%	*	-	-	*	8%	-	30%	13%	16%	-
	2022	27%	32%	31%	33%	-	30%	*	-	-	*	36%	-	35%	22%	19%	-
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	92%	92%	86%	*	92%	-	-	-	*	50%	-	92%	93%	89%	*
	2022	83%	88%	92%	100%	*	91%	*	*	-	*	63%	-	93%	88%	93%	-
At Meets Grade Level or Above	2023	56%	60%	67%	29%	*	72%	-	-	-	*	0%	-	62%	86%	46%	*
	2022	55%	58%	57%	50%	*	57%	*	*	-	*	0%	-	59%	50%	46%	-
At Masters Grade Level	2023	21%	18%	27%	14%	*	28%	-	-	-	*	0%	-	29%	21%	11%	*
	2022	21%	17%	17%	0%	*	19%	*	*	-	*	0%	-	16%	19%	12%	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	95%	99%	88%	*	100%	-	-	-	100%	89%	-	99%	100%	97%	-
	2022	89%	91%	92%	91%	*	91%	*	*	-	*	63%	-	89%	100%	88%	-
At Meets Grade Level or Above	2023	70%	71%	80%	38%	*	85%	-	-	-	83%	22%	-	82%	67%	68%	-
	2022	68%	69%	76%	55%	*	77%	*	*	-	*	50%	-	73%	85%	76%	-
At Masters Grade Level	2023	38%	33%	48%	25%	*	51%	-	-	-	33%	0%	-	49%	33%	43%	-
	2022	42%	39%	53%	45%	*	56%	*	*	-	*	38%	-	54%	50%	49%	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	95%	75%	*	-	69%	-	*	-	-	-	-	71%	*	83%	-
	2022	92%	96%	100%	*	*	100%	-	-	-	-	-	-	100%	-	100%	-
At Meets Grade Level or Above	2023	61%	62%	25%	*	-	23%	-	*	-	-	-	-	21%	*	17%	-
	2022	64%	61%	69%	*	*	75%	-	-	-	-	-	-	69%	-	56%	-

Texas Education Agency
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 QUEEN CITY ISD (034907) - CASS COUNTY

	School Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	12%	7%	0%	*	-	0%	-	*	-	-	-	-	0%	*	0%	-
	2022	13%	5%	0%	*	*	0%	-	-	-	-	-	-	0%	-	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	78%	78%	53%	62%	84%	*	*	-	70%	44%	81%	78%	76%	71%	*
	2022	74%	77%	77%	58%	75%	81%	90%	*	-	70%	43%	58%	78%	74%	71%	67%
At Meets Grade Level or Above	2023	49%	50%	48%	21%	30%	56%	*	*	-	41%	17%	53%	49%	46%	38%	*
	2022	48%	48%	48%	29%	38%	52%	40%	*	-	45%	20%	32%	49%	45%	38%	50%
At Masters Grade Level	2023	20%	18%	20%	5%	7%	24%	*	*	-	20%	6%	19%	21%	17%	14%	*
	2022	23%	22%	21%	13%	10%	23%	20%	*	-	23%	11%	21%	21%	21%	15%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	77%	55%	68%	83%	*	*	-	74%	41%	76%	79%	74%	70%	*
	2022	75%	77%	75%	55%	78%	79%	*	*	-	75%	39%	63%	76%	75%	68%	*
At Meets Grade Level or Above	2023	53%	55%	52%	25%	40%	60%	*	*	-	46%	19%	41%	53%	50%	41%	*
	2022	53%	53%	51%	34%	48%	55%	*	*	-	46%	16%	38%	53%	46%	43%	*
At Masters Grade Level	2023	20%	19%	19%	5%	8%	23%	*	*	-	23%	7%	24%	20%	17%	13%	*
	2022	25%	24%	21%	13%	17%	22%	*	*	-	25%	8%	25%	21%	20%	17%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	77%	61%	61%	83%	*	*	-	62%	50%	82%	77%	76%	72%	-
	2022	72%	76%	80%	64%	75%	84%	*	-	-	73%	51%	71%	81%	75%	74%	*
At Meets Grade Level or Above	2023	45%	45%	43%	22%	17%	49%	*	*	-	41%	18%	65%	43%	41%	35%	-
	2022	42%	44%	44%	27%	30%	48%	*	-	-	41%	28%	29%	45%	40%	34%	*
At Masters Grade Level	2023	19%	16%	17%	5%	0%	20%	*	*	-	24%	9%	18%	17%	16%	11%	-
	2022	20%	20%	17%	13%	5%	19%	*	-	-	23%	14%	14%	17%	18%	11%	*
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	78%	77%	32%	50%	88%	-	-	-	80%	37%	*	78%	77%	66%	*
	2022	76%	78%	74%	54%	70%	79%	*	*	-	44%	36%	*	76%	68%	68%	*
At Meets Grade Level or Above	2023	47%	47%	46%	7%	38%	56%	-	-	-	27%	9%	*	44%	50%	33%	*
	2022	47%	47%	42%	21%	30%	47%	*	*	-	33%	4%	*	43%	40%	28%	*

Texas Education Agency
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 QUEEN CITY ISD (034907) - CASS COUNTY

	School Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	18%	15%	18%	4%	13%	23%	-	-	-	7%	3%	*	21%	12%	11%	*
	2022	21%	18%	15%	0%	0%	19%	*	*	-	11%	0%	*	15%	17%	9%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	77%	80%	47%	60%	88%	-	-	-	67%	46%	-	80%	78%	75%	-
	2022	75%	76%	82%	59%	71%	87%	*	*	-	80%	40%	*	83%	77%	75%	*
At Meets Grade Level or Above	2023	52%	49%	54%	16%	20%	63%	-	-	-	42%	13%	-	58%	37%	43%	-
	2022	50%	48%	55%	32%	43%	60%	*	*	-	80%	33%	*	54%	60%	48%	*
At Masters Grade Level	2023	27%	23%	33%	11%	20%	39%	-	-	-	17%	0%	-	35%	26%	28%	-
	2022	30%	26%	38%	27%	14%	42%	*	*	-	40%	27%	*	38%	40%	29%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	36%	45%	25%	*	48%	-	-	-	*	30%	29%	47%	39%	36%	-
	2022	36%	34%	32%	20%	*	28%	-	-	-	80%	13%	*	34%	17%	29%	-
Reading and Mathematics Including EOC	2023	37%	36%	45%	25%	*	48%	-	-	-	*	30%	29%	47%	39%	36%	-
	2022	36%	34%	32%	20%	*	28%	-	-	-	80%	13%	*	34%	17%	29%	-
Reading Including EOC	2023	50%	49%	49%	25%	*	54%	-	-	-	*	35%	43%	51%	44%	40%	-
	2022	51%	51%	42%	40%	*	38%	-	-	-	80%	38%	*	45%	17%	39%	-
Math Including EOC	2023	45%	45%	62%	38%	*	67%	-	-	-	*	30%	71%	62%	63%	53%	-
	2022	43%	41%	42%	20%	*	41%	-	-	-	80%	38%	*	41%	50%	32%	-
4th Graders																	
Reading and Mathematics	2023	38%	35%	35%	14%	*	33%	-	-	-	83%	8%	*	40%	20%	32%	-
	2022	36%	37%	53%	13%	*	64%	-	-	-	*	36%	-	59%	40%	41%	*
Reading and Mathematics Including EOC	2023	38%	35%	35%	14%	*	33%	-	-	-	83%	8%	*	40%	20%	32%	-
	2022	36%	37%	53%	13%	*	64%	-	-	-	*	36%	-	59%	40%	41%	*
Reading Including EOC	2023	48%	44%	40%	14%	*	40%	-	-	-	83%	8%	*	43%	33%	37%	-
	2022	54%	54%	55%	13%	*	67%	-	-	-	*	36%	-	63%	40%	41%	*
Math Including EOC	2023	48%	46%	58%	43%	*	58%	-	-	-	83%	31%	*	60%	53%	50%	-
	2022	43%	45%	57%	13%	*	70%	-	-	-	*	45%	-	66%	40%	48%	*
5th Graders																	
Reading and Mathematics	2023	43%	42%	34%	0%	*	47%	-	-	-	20%	25%	*	39%	25%	26%	-
	2022	41%	41%	27%	27%	*	32%	-	-	-	*	0%	*	22%	44%	18%	-

Texas Education Agency
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 QUEEN CITY ISD (034907) - CASS COUNTY

	School Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	42%	34%	0%	*	47%	-	-	-	20%	25%	*	39%	25%	26%	-
	2022	41%	41%	27%	27%	*	32%	-	-	-	*	0%	*	22%	44%	18%	-
Reading Including EOC	2023	57%	54%	51%	0%	*	69%	-	-	-	40%	25%	*	58%	40%	35%	-
	2022	58%	56%	48%	55%	*	51%	-	-	-	*	9%	*	44%	63%	45%	-
Math Including EOC	2023	51%	52%	41%	0%	*	54%	-	-	-	40%	25%	*	44%	35%	35%	-
	2022	48%	51%	38%	27%	*	45%	-	-	-	*	18%	*	32%	56%	24%	-
6th Graders																	
Reading and Mathematics	2023	35%	33%	17%	15%	0%	21%	-	-	-	*	0%	*	15%	24%	5%	-
	2022	31%	30%	30%	33%	*	32%	-	-	-	*	25%	-	29%	33%	21%	-
Reading and Mathematics Including EOC	2023	35%	33%	17%	15%	0%	21%	-	-	-	*	0%	*	15%	24%	5%	-
	2022	31%	30%	30%	33%	*	32%	-	-	-	*	25%	-	29%	33%	21%	-
Reading Including EOC	2023	52%	52%	46%	31%	40%	54%	-	-	-	*	9%	*	50%	36%	37%	-
	2022	43%	44%	50%	29%	*	50%	-	-	-	*	23%	-	50%	50%	38%	-
Math Including EOC	2023	40%	38%	20%	15%	0%	24%	-	-	-	*	0%	*	16%	29%	5%	-
	2022	40%	39%	37%	33%	*	40%	-	-	-	*	25%	-	33%	44%	26%	-
7th Graders																	
Reading and Mathematics	2023	37%	38%	30%	30%	*	33%	-	-	-	*	14%	*	30%	30%	25%	-
	2022	32%	31%	22%	0%	*	30%	-	-	-	*	0%	*	22%	22%	15%	-
Reading and Mathematics Including EOC	2023	38%	39%	30%	30%	*	33%	-	-	-	*	14%	*	30%	30%	25%	-
	2022	33%	32%	22%	0%	*	30%	-	-	-	*	0%	*	22%	22%	15%	-
Reading Including EOC	2023	55%	58%	56%	40%	*	59%	-	-	-	*	21%	*	56%	55%	48%	-
	2022	56%	52%	45%	17%	*	54%	-	-	-	*	0%	*	41%	56%	38%	-
Math Including EOC	2023	43%	43%	36%	30%	*	39%	-	-	-	*	14%	*	32%	45%	32%	-
	2022	37%	37%	24%	0%	*	32%	-	-	-	*	0%	*	24%	22%	18%	-
8th Graders																	
Reading and Mathematics	2023	31%	35%	23%	9%	*	28%	-	-	-	17%	7%	-	23%	21%	19%	-
	2022	27%	30%	43%	20%	*	50%	-	-	-	*	0%	*	53%	15%	38%	*
Reading and Mathematics Including EOC	2023	44%	43%	40%	9%	*	51%	-	-	-	17%	7%	-	40%	39%	33%	-
	2022	41%	40%	55%	27%	*	62%	*	-	-	*	0%	*	66%	20%	47%	*
Reading Including EOC	2023	58%	58%	48%	9%	*	60%	-	-	-	17%	7%	-	45%	56%	43%	-
	2022	58%	57%	66%	45%	*	72%	*	-	-	*	0%	*	80%	20%	61%	*

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	School Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Math Including EOC	2023	51%	51%	44%	18%	*	53%	-	-	-	33%	7%	-	42%	50%	41%	-
	2022	48%	50%	66%	36%	*	70%	*	-	-	*	14%	*	72%	47%	58%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	36%	31%	15%	5%	35%	-	-	-	37%	15%	35%	32%	27%	24%	-
	2022	34%	34%	33%	17%	16%	38%	-	-	-	39%	13%	29%	34%	30%	26%	*
Reading and Mathematics Including EOC	2023	39%	38%	33%	15%	5%	39%	-	-	-	37%	15%	35%	35%	29%	26%	-
	2022	36%	36%	36%	19%	16%	40%	*	-	-	42%	13%	29%	38%	31%	28%	*
Reading Including EOC	2023	53%	53%	48%	20%	26%	56%	-	-	-	48%	19%	41%	50%	44%	40%	-
	2022	53%	52%	51%	33%	42%	55%	*	-	-	53%	18%	43%	54%	44%	44%	*
Math Including EOC	2023	47%	46%	43%	22%	16%	49%	-	-	-	44%	19%	65%	42%	45%	36%	-
	2022	43%	44%	43%	21%	26%	48%	*	-	-	47%	23%	29%	44%	42%	34%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	School Year	State	Region08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	51%	54%	36%	*	51%	-	-	-	100%	27%	*	53%	58%	43%	-
Grade 4 Mathematics	2023	63%	61%	81%	57%	*	85%	-	-	-	83%	65%	*	81%	81%	75%	-
Grade 5 ELA/Reading	2023	65%	61%	56%	22%	*	64%	-	-	-	*	36%	*	60%	50%	50%	-
Grade 5 Mathematics	2023	71%	69%	47%	50%	*	46%	-	-	-	*	73%	*	38%	63%	52%	-
Grade 6 ELA/Reading	2023	51%	51%	52%	46%	30%	58%	-	-	-	*	25%	*	54%	47%	46%	-
Grade 6 Mathematics	2023	54%	48%	40%	38%	20%	40%	-	-	-	*	36%	*	39%	42%	33%	-
Grade 7 ELA/Reading	2023	71%	73%	79%	60%	*	82%	-	-	-	*	65%	*	78%	82%	81%	-
Grade 7 Mathematics	2023	56%	57%	47%	33%	*	50%	-	-	-	*	17%	*	43%	58%	50%	-
Grade 8 ELA/Reading	2023	63%	66%	56%	18%	*	66%	-	-	-	42%	43%	-	58%	53%	51%	-
Grade 8 Mathematics	2023	74%	76%	68%	45%	*	80%	-	-	-	42%	61%	-	68%	68%	71%	-
End of Course English I	2023	57%	59%	68%	50%	60%	73%	*	-	-	*	50%	-	62%	81%	55%	*
End of Course English II	2023	74%	79%	83%	75%	*	84%	-	*	-	*	61%	-	84%	79%	77%	-
End of Course Algebra I	2023	76%	73%	75%	86%	*	78%	-	-	-	*	70%	-	81%	61%	72%	-
All Grades Both Subjects	2023	64%	63%	62%	47%	50%	66%	*	*	-	62%	48%	69%	62%	63%	58%	*
All Grades ELA/Reading	2023	63%	63%	64%	43%	52%	69%	*	*	-	70%	44%	83%	64%	64%	58%	*
All Grades Mathematics	2023	66%	64%	59%	52%	48%	62%	-	-	-	52%	54%	56%	58%	61%	58%	-
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	33%	36%	*	-	30%	-	-	-	*	33%	*	33%	40%	20%	-
Grade 4 Mathematics	2023	27%	25%	58%	*	-	64%	-	-	-	-	38%	-	50%	*	38%	-
Grade 5 ELA/Reading	2023	37%	32%	17%	13%	*	*	-	-	-	*	13%	-	0%	33%	20%	-
Grade 5 Mathematics	2023	48%	51%	27%	33%	*	*	-	-	-	*	50%	-	20%	33%	22%	-
Grade 6 ELA/Reading	2023	26%	25%	0%	0%	-	0%	-	-	-	*	0%	*	0%	0%	0%	-
Grade 6 Mathematics	2023	35%	34%	21%	0%	-	43%	-	-	-	*	0%	-	33%	0%	27%	-
Grade 7 ELA/Reading	2023	39%	44%	58%	*	*	62%	-	-	-	-	40%	-	63%	*	60%	-
Grade 7 Mathematics	2023	22%	25%	10%	*	-	17%	-	-	-	*	0%	-	14%	*	13%	-
Grade 8 ELA/Reading	2023	39%	42%	30%	14%	*	44%	-	-	-	*	20%	-	28%	*	20%	-
Grade 8 Mathematics	2023	49%	51%	56%	17%	*	77%	-	-	-	*	60%	-	52%	*	56%	-
End of Course English I	2023	26%	32%	36%	40%	*	*	-	-	-	-	0%	-	20%	50%	40%	*
End of Course English II	2023	41%	49%	50%	*	-	47%	-	-	-	*	25%	-	56%	*	50%	-
End of Course Algebra I	2023	58%	62%	80%	100%	*	*	-	-	-	-	71%	-	80%	80%	88%	-
All Grades Both Subjects	2023	38%	40%	38%	29%	33%	47%	-	-	-	18%	28%	*	38%	37%	36%	*
All Grades ELA/Reading	2023	35%	37%	34%	28%	33%	39%	-	-	-	22%	20%	*	35%	31%	32%	*
All Grades Mathematics	2023	40%	42%	44%	31%	33%	60%	-	-	-	13%	40%	-	44%	44%	42%	-

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	School Year	State	Region 08	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	78%	78%	-	-	-	-	-	-	*	-	*	-	-	77%	*	*
	2022	74%	77%	77%	-	-	-	-	-	-	67%	-	67%	-	-	77%	67%	*
At Meets Grade Level or Above	2023	49%	50%	48%	-	-	-	-	-	-	*	-	*	-	-	48%	*	*
	2022	48%	48%	48%	-	-	-	-	-	-	50%	-	50%	-	-	48%	50%	*
At Masters Grade Level	2023	20%	18%	20%	-	-	-	-	-	-	*	-	*	-	-	20%	*	*
	2022	23%	22%	21%	-	-	-	-	-	-	17%	-	17%	-	-	21%	17%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	77%	-	-	-	-	-	-	*	-	*	-	-	77%	*	*
	2022	75%	77%	75%	-	-	-	-	-	-	*	-	*	-	-	76%	*	*
At Meets Grade Level or Above	2023	53%	55%	52%	-	-	-	-	-	-	*	-	*	-	-	52%	*	*
	2022	53%	53%	51%	-	-	-	-	-	-	*	-	*	-	-	51%	*	*
At Masters Grade Level	2023	20%	19%	19%	-	-	-	-	-	-	*	-	*	-	-	19%	*	*
	2022	25%	24%	21%	-	-	-	-	-	-	*	-	*	-	-	21%	*	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	77%	-	-	-	-	-	-	-	-	-	-	-	77%	-	-
	2022	72%	76%	80%	-	-	-	-	-	-	*	-	*	-	-	80%	*	-
At Meets Grade Level or Above	2023	45%	45%	43%	-	-	-	-	-	-	-	-	-	-	-	43%	-	-
	2022	42%	44%	44%	-	-	-	-	-	-	*	-	*	-	-	44%	*	-
At Masters Grade Level	2023	19%	16%	17%	-	-	-	-	-	-	-	-	-	-	-	17%	-	-
	2022	20%	20%	17%	-	-	-	-	-	-	*	-	*	-	-	17%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	78%	77%	-	-	-	-	-	-	*	-	*	-	-	77%	*	-
	2022	76%	78%	74%	-	-	-	-	-	-	*	-	*	-	-	74%	*	*
At Meets Grade Level or Above	2023	47%	47%	46%	-	-	-	-	-	-	*	-	*	-	-	45%	*	-
	2022	47%	47%	42%	-	-	-	-	-	-	*	-	*	-	-	42%	*	*
At Masters Grade Level	2023	18%	15%	18%	-	-	-	-	-	-	*	-	*	-	-	18%	*	-
	2022	21%	18%	15%	-	-	-	-	-	-	*	-	*	-	-	15%	*	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	77%	80%	-	-	-	-	-	-	-	-	-	-	-	80%	-	-
	2022	75%	76%	82%	-	-	-	-	-	-	*	-	*	-	-	82%	*	-
At Meets Grade Level or Above	2023	52%	49%	54%	-	-	-	-	-	-	-	-	-	-	-	54%	-	-
	2022	50%	48%	55%	-	-	-	-	-	-	*	-	*	-	-	56%	*	-
At Masters Grade Level	2023	27%	23%	33%	-	-	-	-	-	-	-	-	-	-	-	33%	-	-
	2022	30%	26%	38%	-	-	-	-	-	-	*	-	*	-	-	39%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	63%	62%	-	-	-	-	-	-	*	-	*	-	-	62%	*	*
All Grades ELA/Reading	2023	63%	63%	64%	-	-	-	-	-	-	*	-	*	-	-	64%	*	*

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	School Year	State	Region 08	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	64%	59%	-	-	-	-	-	-	-	-	-	-	-	59%	-	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	38%	-	-	-	-	-	-	*	-	*	-	-	38%	*	-
All Grades ELA/Reading	2023	35%	37%	34%	-	-	-	-	-	-	*	-	*	-	-	33%	*	-
All Grades Mathematics	2023	40%	42%	44%	-	-	-	-	-	-	-	-	-	-	-	44%	-	-

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

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	99%	100%	97%	99%	*	*	-	100%	99%	100%	99%	99%	99%	80%
Included in Accountability	93%	94%	95%	98%	88%	95%	*	*	-	97%	97%	90%	99%	87%	94%	40%
Not Included in Accountability: Mobile	4%	5%	4%	2%	9%	4%	*	*	-	3%	2%	10%	1%	12%	5%	40%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	1%	0%	3%	1%	*	*	-	0%	1%	0%	1%	1%	1%	20%
Absent	1%	0%	1%	0%	1%	1%	*	*	-	0%	1%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	1%	0%	*	*	-	0%	0%	0%	0%	0%	0%	20%
Reading																
Assessment Participant	99%	100%	99%	100%	100%	99%	*	*	-	100%	99%	100%	99%	99%	99%	*
Included in Accountability	92%	93%	95%	99%	93%	94%	*	*	-	95%	96%	89%	98%	88%	94%	*
Not Included in Accountability: Mobile	4%	5%	4%	1%	7%	4%	*	*	-	5%	3%	11%	1%	11%	5%	*
Not Included in Accountability: Other Exclusions	3%	2%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	0%	1%	0%	0%	1%	*	*	-	0%	1%	0%	1%	1%	1%	*
Absent	1%	0%	1%	0%	0%	1%	*	*	-	0%	1%	0%	1%	1%	1%	*
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	100%	99%	100%	96%	99%	*	*	-	100%	99%	100%	100%	99%	99%	*
Included in Accountability	94%	94%	95%	97%	88%	95%	*	*	-	97%	96%	89%	99%	87%	95%	*
Not Included in Accountability: Mobile	5%	5%	4%	3%	8%	4%	*	*	-	3%	3%	11%	1%	12%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	0%	1%	0%	4%	1%	*	*	-	0%	1%	0%	0%	1%	1%	*
Absent	1%	0%	0%	0%	0%	1%	*	*	-	0%	1%	0%	0%	1%	1%	*
Other	0%	0%	0%	0%	4%	0%	*	*	-	0%	0%	0%	0%	1%	0%	*
Science																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	93%	94%	96%	97%	89%	97%	-	-	-	100%	100%	*	100%	88%	95%	*
Not Included in Accountability: Mobile	4%	5%	4%	3%	11%	3%	-	-	-	0%	0%	*	0%	12%	5%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	100%	99%	100%	86%	99%	-	-	-	100%	100%	-	99%	97%	98%	-
Included in Accountability	94%	95%	96%	95%	71%	97%	-	-	-	100%	100%	-	98%	84%	93%	-
Not Included in Accountability: Mobile	4%	5%	3%	5%	14%	3%	-	-	-	0%	0%	-	1%	13%	5%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	-
Not Tested	1%	0%	1%	0%	14%	1%	-	-	-	0%	0%	-	1%	3%	2%	-
Absent	1%	0%	1%	0%	14%	1%	-	-	-	0%	0%	-	1%	3%	2%	-
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	-
Accelerated Testers																
SAT/ACT Participant	93%	93%	100%	*	-	100%	-	*	-	-	-	-	100%	*	100%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	100%	99%	100%	*	-	97%	98%	100%	99%	100%	99%	100%
Included in Accountability	93%	94%	94%	91%	88%	95%	77%	*	-	91%	95%	79%	97%	85%	92%	86%
Not Included in Accountability: Mobile	5%	4%	5%	9%	10%	4%	23%	*	-	6%	3%	21%	1%	15%	6%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	14%
Not Tested	1%	1%	1%	0%	0%	1%	0%	*	-	3%	2%	0%	1%	0%	1%	0%
Absent	1%	0%	1%	0%	0%	1%	0%	*	-	3%	2%	0%	1%	0%	1%	0%
Other	0%	1%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	*	-	94%	98%	100%	99%	99%	98%	*
Included in Accountability	92%	93%	93%	91%	85%	95%	*	*	-	90%	96%	80%	97%	83%	92%	*
Not Included in Accountability: Mobile	5%	4%	5%	9%	11%	4%	*	*	-	3%	2%	20%	1%	15%	6%	*
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	4%	0%	*	*	-	0%	0%	0%	0%	1%	0%	*
Not Tested	1%	1%	1%	0%	0%	1%	*	*	-	6%	2%	0%	1%	1%	2%	*
Absent	1%	0%	1%	0%	0%	1%	*	*	-	6%	2%	0%	1%	1%	2%	*
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	-	-	100%	99%	100%	99%	100%	99%	*
Included in Accountability	93%	95%	94%	90%	87%	95%	*	-	-	92%	96%	78%	97%	85%	92%	*

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	5%	10%	13%	3%	*	-	-	8%	3%	22%	2%	15%	7%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	1%	1%	0%	0%	1%	*	-	-	0%	1%	0%	1%	0%	1%	*
Absent	1%	0%	1%	0%	0%	1%	*	-	-	0%	1%	0%	1%	0%	1%	*
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	*
Science																
Assessment Participant	98%	99%	99%	100%	100%	99%	*	*	-	100%	96%	*	99%	100%	99%	*
Included in Accountability	93%	94%	94%	93%	91%	96%	*	*	-	90%	89%	*	98%	84%	94%	*
Not Included in Accountability: Mobile	4%	4%	5%	7%	9%	3%	*	*	-	10%	7%	*	1%	16%	6%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	*
Not Tested	2%	1%	1%	0%	0%	1%	*	*	-	0%	4%	*	1%	0%	1%	*
Absent	1%	0%	1%	0%	0%	1%	*	*	-	0%	4%	*	1%	0%	1%	*
Other	0%	1%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	98%	98%	100%	100%	100%	100%	*	*	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	94%	94%	96%	92%	100%	96%	*	*	-	100%	94%	*	98%	90%	94%	*
Not Included in Accountability: Mobile	4%	4%	4%	8%	0%	4%	*	*	-	0%	6%	*	2%	10%	6%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	*
Not Tested	2%	2%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	*
Other	0%	1%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	89%	94%	100%	*	*	100%	-	-	-	-	-	-	100%	-	100%	-

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

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.1%	92.0%	93.6%	88.7%	91.8%	*	*	-	92.4%	91.5%	91.2%	*
2020-21	95.0%	94.3%	95.1%	95.0%	93.0%	95.1%	96.8%	*	-	96.2%	94.5%	94.3%	*
Chronic Absenteeism													
2021-22	25.7%	23.2%	32.9%	21.5%	55.6%	33.7%	42.9%	*	-	31.8%	35.0%	36.3%	*
2020-21	15.0%	17.3%	14.0%	14.2%	25.5%	13.3%	10.0%	*	-	11.8%	13.5%	16.2%	50.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2020-21	0.9%	0.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2020-21	2.4%	2.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	93.3%	98.5%	100.0%	*	98.2%	-	-	-	*	100.0%	97.2%	-
Received TxCHSE	0.3%	0.3%	0.0%	0.0%	*	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	3.5%	1.0%	0.0%	0.0%	*	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.4%	5.4%	1.5%	0.0%	*	1.8%	-	-	-	*	0.0%	2.8%	-
Graduates and TxCHSE	90.0%	93.6%	98.5%	100.0%	*	98.2%	-	-	-	*	100.0%	97.2%	-
Graduates, TxCHSE, and Continuers	93.6%	94.6%	98.5%	100.0%	*	98.2%	-	-	-	*	100.0%	97.2%	-
Class of 2021													
Graduated	90.0%	93.7%	100.0%	100.0%	*	100.0%	*	-	-	*	100.0%	100.0%	-
Received TxCHSE	0.3%	0.4%	0.0%	0.0%	*	0.0%	*	-	-	*	0.0%	0.0%	-
Continued HS	3.9%	1.4%	0.0%	0.0%	*	0.0%	*	-	-	*	0.0%	0.0%	-
Dropped Out	5.8%	4.6%	0.0%	0.0%	*	0.0%	*	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	90.3%	94.1%	100.0%	100.0%	*	100.0%	*	-	-	*	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	94.2%	95.4%	100.0%	100.0%	*	100.0%	*	-	-	*	100.0%	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.4%	100.0%	100.0%	*	100.0%	*	-	-	*	100.0%	100.0%	-
Received TxCHSE	0.4%	0.5%	0.0%	0.0%	*	0.0%	*	-	-	*	0.0%	0.0%	-
Continued HS	1.0%	0.6%	0.0%	0.0%	*	0.0%	*	-	-	*	0.0%	0.0%	-
Dropped Out	6.3%	4.5%	0.0%	0.0%	*	0.0%	*	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	92.7%	95.0%	100.0%	100.0%	*	100.0%	*	-	-	*	100.0%	100.0%	-

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.5%	100.0%	100.0%		* 100.0%	*	-	-	* 100.0%	100.0%	100.0%	-
Class of 2020													
Graduated	92.2%	96.4%	100.0%	100.0%	-	100.0%	*	-	-	* 100.0%	100.0%	100.0%	-
Received TxCHSE	0.5%	0.2%	0.0%	0.0%	-	0.0%	*	-	-	* 0.0%	0.0%	0.0%	-
Continued HS	1.1%	0.4%	0.0%	0.0%	-	0.0%	*	-	-	* 0.0%	0.0%	0.0%	-
Dropped Out	6.2%	3.0%	0.0%	0.0%	-	0.0%	*	-	-	* 0.0%	0.0%	0.0%	-
Graduates and TxCHSE	92.7%	96.6%	100.0%	100.0%	-	100.0%	*	-	-	* 100.0%	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.8%	97.0%	100.0%	100.0%	-	100.0%	*	-	-	* 100.0%	100.0%	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.6%	100.0%	100.0%	-	100.0%	*	-	-	* 100.0%	100.0%	100.0%	-
Received TxCHSE	0.5%	0.3%	0.0%	0.0%	-	0.0%	*	-	-	* 0.0%	0.0%	0.0%	-
Continued HS	0.5%	0.2%	0.0%	0.0%	-	0.0%	*	-	-	* 0.0%	0.0%	0.0%	-
Dropped Out	6.2%	2.9%	0.0%	0.0%	-	0.0%	*	-	-	* 0.0%	0.0%	0.0%	-
Graduates and TxCHSE	93.2%	96.9%	100.0%	100.0%	-	100.0%	*	-	-	* 100.0%	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.8%	97.1%	100.0%	100.0%	-	100.0%	*	-	-	* 100.0%	100.0%	100.0%	-
Class of 2019													
Graduated	92.6%	96.2%	100.0%	100.0%	*	100.0%	-	-	-	* 100.0%	100.0%	100.0%	-
Received TxCHSE	0.6%	0.6%	0.0%	0.0%	*	0.0%	-	-	-	* 0.0%	0.0%	0.0%	-
Continued HS	0.6%	0.4%	0.0%	0.0%	*	0.0%	-	-	-	* 0.0%	0.0%	0.0%	-
Dropped Out	6.2%	2.8%	0.0%	0.0%	*	0.0%	-	-	-	* 0.0%	0.0%	0.0%	-
Graduates and TxCHSE	93.2%	96.8%	100.0%	100.0%	*	100.0%	-	-	-	* 100.0%	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.8%	97.2%	100.0%	100.0%	*	100.0%	-	-	-	* 100.0%	100.0%	100.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	93.3%	98.5%	100.0%	*	98.2%	-	-	-	* 100.0%	97.2%	97.2%	-
Class of 2021	90.0%	93.7%	100.0%	100.0%	*	100.0%	*	-	-	* 100.0%	100.0%	100.0%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	6.4%	0.0%	0.0%	*	0.0%	-	-	-	* 0.0%	0.0%	0.0%	-
Class of 2021	3.8%	6.7%	0.0%	0.0%	*	0.0%	*	-	-	* 0.0%	0.0%	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.6%	98.5%	100.0%		* 98.1%	-	-	-	* 100.0%	100.0%	97.1%	-
Class of 2021	81.9%	75.3%	100.0%	100.0%		* 100.0%	*	-	-	* 100.0%	100.0%	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	85.1%	98.5%	100.0%		* 98.1%	-	-	-	* 100.0%	100.0%	97.1%	-
Class of 2021	85.7%	82.1%	100.0%	100.0%		* 100.0%	*	-	-	* 100.0%	100.0%	100.0%	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	97.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	6.4%	0.0%	0.0%		* 0.0%	-	-	-	* 0.0%	0.0%	0.0%	-
2020-21	3.8%	7.1%	0.0%	0.0%		* 0.0%	-	-	-	* 0.0%	0.0%	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	77.8%	100.0%	100.0%		* 100.0%	-	-	-	* 100.0%	100.0%	100.0%	-
2020-21	80.4%	74.3%	100.0%	100.0%		* 100.0%	-	-	-	* 100.0%	100.0%	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	84.3%	100.0%	100.0%		* 100.0%	-	-	-	* 100.0%	100.0%	100.0%	-
2020-21	84.1%	81.5%	100.0%	100.0%		* 100.0%	-	-	-	* 100.0%	100.0%	100.0%	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	63	100.0%	368,686	100.0%
By Ethnicity:				
African American	8	12.7%	45,227	12.3%
Hispanic	2	3.2%	191,125	51.8%
White	52	82.5%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	1	1.6%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	0	0.0%	51,023	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	14,179	3.8%
Foundation H.S. Program (DLA)	63	100.0%	302,917	82.2%
Special Education Graduates	9	14.3%	32,447	8.8%
Economically Disadvantaged Graduates	34	54.0%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	40,398	11.0%
At-Risk Graduates	16	25.4%	159,689	43.3%
CTE Completers	19	30.2%	107,502	29.2%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

Academic Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	71.4%	93.7%	75.0%	*	96.2%	-	-	-	*	100.0%	88.2%	-
2020-21	65.2%	64.5%	88.8%	70.0%	*	90.5%	-	-	-	*	100.0%	81.4%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	50.7%	88.9%	75.0%	*	90.4%	-	-	-	*	77.8%	82.4%	-
2020-21	52.7%	49.8%	85.4%	70.0%	*	86.5%	-	-	-	*	70.0%	74.4%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	40.5%	84.1%	75.0%	*	84.6%	-	-	-	*	88.9%	82.4%	-
2020-21	56.1%	41.3%	85.4%	70.0%	*	86.5%	-	-	-	*	70.0%	76.7%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	34.2%	73.0%	37.5%	*	78.8%	-	-	-	*	77.8%	67.6%	-
2020-21	45.7%	34.7%	71.9%	60.0%	*	71.6%	-	-	-	*	70.0%	62.8%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	27.2%	68.3%	37.5%	*	73.1%	-	-	-	*	77.8%	64.7%	-
2020-21	40.4%	26.6%	69.7%	60.0%	*	68.9%	-	-	-	*	70.0%	60.5%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	5.6%	0.0%	0.0%	*	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	21.3%	5.7%	1.1%	0.0%	*	1.4%	-	-	-	*	0.0%	2.3%	-
Associate Degree (Annual Graduates)													
2021-22	2.4%	1.4%	0.0%	0.0%	*	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	2.6%	0.9%	0.0%	0.0%	*	0.0%	-	-	-	*	0.0%	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	39.8%	41.3%	50.0%	*	40.4%	-	-	-	*	0.0%	38.2%	-
2020-21	25.9%	40.0%	34.8%	20.0%	*	37.8%	-	-	-	*	0.0%	34.9%	-
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.1%	0.0%	0.0%	*	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	4.4%	0.0%	0.0%	0.0%	*	0.0%	-	-	-	*	0.0%	0.0%	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	39.8%	39.7%	25.0%	*	40.4%	-	-	-	*	100.0%	41.2%	-
2020-21	24.2%	27.3%	24.7%	30.0%	*	24.3%	-	-	-	*	100.0%	18.6%	-
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	33.9%	28.6%	25.0%	*	26.9%	-	-	-	*	22.2%	26.5%	-

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

Academic Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	20.9%	16.9%	20.0%	*	16.2%	-	-	-	*	30.0%	9.3%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.6%	0.0%	0.0%	*	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	0.7%	0.6%	0.0%	0.0%	*	0.0%	-	-	-	*	0.0%	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	3.4%	0.0%	0.0%	*	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	2.4%	3.5%	2.2%	0.0%	*	2.7%	-	-	-	*	20.0%	4.7%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	5.0%	14.3%	0.0%	*	15.4%	-	-	-	*	100.0%	17.6%	-
2020-21	4.4%	5.2%	11.2%	10.0%	*	12.2%	-	-	-	*	100.0%	9.3%	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	Academic Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	18.5%	3.2%	0.0%	*	3.8%	-	-	-	*	0.0%	2.9%	-
	2020-21	25.9%	22.2%	15.7%	0.0%	*	18.9%	-	-	-	*	0.0%	14.0%	-
Mathematics	2021-22	18.7%	8.9%	1.6%	0.0%	*	1.9%	-	-	-	*	0.0%	2.9%	-
	2020-21	19.4%	10.9%	5.6%	0.0%	*	6.8%	-	-	-	*	0.0%	7.0%	-
Both Subjects	2021-22	12.6%	6.0%	0.0%	0.0%	*	0.0%	-	-	-	*	0.0%	0.0%	-
	2020-21	14.4%	6.4%	1.1%	0.0%	*	1.4%	-	-	-	*	0.0%	0.0%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	11.5%	74.6%	62.5%	*	75.0%	-	-	-	*	88.9%	73.5%	-
	2020-21	8.6%	11.1%	71.9%	70.0%	*	70.3%	-	-	-	*	70.0%	69.8%	-
Mathematics	2021-22	14.0%	13.8%	54.0%	25.0%	*	57.7%	-	-	-	*	77.8%	47.1%	-
	2020-21	10.3%	13.7%	55.1%	60.0%	*	51.4%	-	-	-	*	70.0%	46.5%	-
Both Subjects	2021-22	7.5%	7.8%	50.8%	25.0%	*	53.8%	-	-	-	*	77.8%	47.1%	-
	2020-21	4.9%	7.0%	55.1%	60.0%	*	51.4%	-	-	-	*	70.0%	46.5%	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	7.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	-
	2021	21.1%	6.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
English Language Arts	2022	13.2%	3.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	-
	2021	12.1%	3.6%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Mathematics	2022	6.9%	1.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	-
	2021	6.1%	1.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Science	2022	9.6%	2.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	-
	2021	8.7%	1.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Social Studies	2022	12.5%	2.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	-
	2021	11.6%	2.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	53.1%	-	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	53.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	62.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	47.6%	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	51.4%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	42.5%	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	54.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	Academic Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	34.2%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	40.2%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	58.1%	100.0%	100.0%	*	100.0%	-	-	-	*	77.8%	94.1%	-
	2020-21	70.8%	55.9%	95.5%	100.0%	*	91.9%	-	-	-	*	80.0%	95.3%	-
At/Above Criterion for All Examinees	2021-22	32.1%	24.1%	17.2%	12.5%	*	18.9%	-	-	-	*	0.0%	18.8%	-
	2020-21	32.9%	25.2%	11.8%	0.0%	*	14.7%	-	-	-	*	0.0%	9.8%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1007	*	-	-	*	-	-	-	-	-	*	-
	2020-21	1002	1022	1110	-	-	1110	-	-	-	-	-	1110	-
English Language Arts and Writing	2021-22	506	513	*	-	-	*	-	-	-	-	-	*	-
	2020-21	504	522	585	-	-	585	-	-	-	-	-	585	-
Mathematics	2021-22	496	494	*	-	-	*	-	-	-	-	-	*	-
	2020-21	498	500	525	-	-	525	-	-	-	-	-	525	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.1	17.4	17.0	*	17.5	-	-	-	*	13.0	17.1	-
	2020-21	20.0	19.6	17.7	13.9	16.5	18.5	-	-	-	15.5	14.3	17.3	-
English Language Arts	2021-22	19.2	19.0	17.0	16.9	*	17.2	-	-	-	*	11.5	16.9	-
	2020-21	19.6	19.3	17.2	12.3	15.9	18.1	-	-	-	15.3	14.2	16.7	-
Mathematics	2021-22	19.3	18.6	17.5	16.0	*	17.7	-	-	-	*	15.3	17.0	-
	2020-21	19.9	19.0	17.5	14.8	15.8	18.1	-	-	-	15.5	14.5	17.3	-
Science	2021-22	19.8	19.5	17.2	17.1	*	17.2	-	-	-	*	13.3	16.8	-
	2020-21	20.3	20.1	18.6	15.5	18.5	19.2	-	-	-	17.0	13.5	18.2	-

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	Academic Year	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	40.7%	35.2%	40.0%	44.4%	33.6%	*	*	-	41.7%	28.6%	32.7%	*
	2020-21	42.5%	38.6%	32.3%	26.7%	30.8%	34.1%	*	*	-	20.0%	17.6%	28.6%	*
English Language Arts	2021-22	16.6%	13.5%	4.2%	5.7%	0.0%	4.4%	*	*	-	0.0%	0.0%	3.3%	-
	2020-21	16.3%	12.9%	4.3%	0.0%	0.0%	5.4%	*	*	-	0.0%	0.0%	2.7%	-
Mathematics	2021-22	19.9%	20.1%	13.2%	20.0%	25.0%	11.8%	*	*	-	8.3%	0.0%	11.6%	-
	2020-21	19.3%	18.5%	13.2%	10.0%	9.1%	14.7%	*	*	-	0.0%	3.0%	10.5%	-
Science	2021-22	21.1%	25.4%	31.5%	34.3%	37.5%	31.4%	*	*	-	25.0%	25.7%	28.0%	-
	2020-21	20.6%	24.5%	28.8%	25.6%	20.0%	30.2%	*	*	-	20.0%	18.2%	24.5%	-
Social Studies	2021-22	22.8%	15.6%	17.8%	19.4%	12.5%	16.9%	*	*	-	25.0%	2.9%	15.8%	-
	2020-21	22.8%	15.8%	19.7%	16.7%	11.1%	21.4%	*	*	-	0.0%	0.0%	14.3%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	44.7%	46.1%	40.0%	*	50.0%	-	-	-	*	20.0%	34.9%	-
	2019-20	46.1%	45.0%	42.0%	42.9%	-	43.1%	*	-	-	*	0.0%	36.1%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	954	100.0%	5,504,150	100.0%	954	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	4	0.4%	17,201	0.3%	4	0.4%	25,110	0.5%
Pre-Kindergarten	69	7.2%	243,493	4.4%	69	7.2%	244,284	4.4%
Pre-Kindergarten: 3-year Old	23	2.4%	40,199	0.7%	23	2.4%	40,535	0.7%
Pre-Kindergarten: 4-year Old	46	4.8%	203,294	3.7%	46	4.8%	203,749	3.7%
Kindergarten	51	5.3%	367,180	6.7%	51	5.3%	367,633	6.7%
Grade 1	59	6.2%	399,048	7.2%	59	6.2%	399,419	7.2%
Grade 2	70	7.3%	395,639	7.2%	70	7.3%	395,969	7.2%
Grade 3	74	7.8%	393,583	7.2%	74	7.8%	393,871	7.1%
Grade 4	57	6.0%	393,765	7.2%	57	6.0%	394,020	7.1%
Grade 5	57	6.0%	395,111	7.2%	57	6.0%	395,384	7.2%
Grade 6	73	7.7%	399,341	7.3%	73	7.7%	399,557	7.2%
Grade 7	71	7.4%	409,362	7.4%	71	7.4%	409,566	7.4%
Grade 8	73	7.7%	425,589	7.7%	73	7.7%	425,758	7.7%
Grade 9	79	8.3%	477,875	8.7%	79	8.3%	478,101	8.7%
Grade 10	63	6.6%	436,752	7.9%	63	6.6%	437,002	7.9%
Grade 11	84	8.8%	385,894	7.0%	84	8.8%	386,246	7.0%
Grade 12	70	7.3%	364,317	6.6%	70	7.3%	366,512	6.6%
Ethnic Distribution:								
African American	133	13.9%	705,310	12.8%	133	13.9%	706,775	12.8%
Hispanic	40	4.2%	2,915,219	53.0%	40	4.2%	2,921,416	52.9%
White	710	74.4%	1,410,571	25.6%	710	74.4%	1,416,240	25.7%
American Indian	6	0.6%	17,920	0.3%	6	0.6%	17,976	0.3%
Asian	2	0.2%	280,306	5.1%	2	0.2%	280,742	5.1%
Pacific Islander	3	0.3%	8,696	0.2%	3	0.3%	8,718	0.2%
Two or More Races	60	6.3%	166,128	3.0%	60	6.3%	166,565	3.0%
Sex:								
Female	445	46.6%	2,688,496	48.8%	445	46.6%	2,693,780	48.8%
Male	509	53.4%	2,815,654	51.2%	509	53.4%	2,824,652	51.2%
Economically Disadvantaged	615	64.5%	3,415,987	62.1%	615	64.5%	3,421,217	62.0%
Non-Educationally Disadvantaged	339	35.5%	2,088,163	37.9%	339	35.5%	2,097,215	38.0%
Section 504 Students	141	14.8%	407,619	7.4%	141	14.8%	407,904	7.4%
EB Students/EL	1	0.1%	1,269,408	23.1%	1	0.1%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	1	0.1%	87,162	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	114	11.9%	302,409	5.5%	114	11.9%	302,615	5.5%
Foster Care	0	0.0%	13,415	0.2%	0	0.0%	13,453	0.2%
Homeless	42	4.4%	72,534	1.3%	42	4.4%	72,654	1.3%
Immigrant	0	0.0%	122,390	2.2%	0	0.0%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	954	100.0%	3,555,650	64.6%	954	100.0%	3,563,890	64.6%
Military Connected	2	0.2%	199,203	3.6%	2	0.2%	199,325	3.6%
At-Risk	471	49.4%	2,935,164	53.3%	471	49.4%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	1	0.1%	1,278,846	23.2%	1	0.1%	1,279,697	23.2%
Career and Technical Education	299	31.3%	1,459,380	26.5%	299	31.3%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	267	90.2%	1,203,083	72.3%	267	90.2%	1,203,363	72.2%
Gifted and Talented Education	66	6.9%	453,585	8.2%	66	6.9%	453,689	8.2%
Special Education	182	19.1%	693,061	12.6%	182	19.1%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	182		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	94	51.6%	305,800	44.1%				
Students with Physical Disabilities	39	21.4%	138,820	20.0%				
Students with Autism	12	6.6%	107,586	15.5%				
Students with Behavioral Disabilities	28	15.4%	130,018	18.8%				
Students with Non-Categorical Early Childhood	9	4.9%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	163	17.7%	893,031	16.8%				
By Ethnicity:								
African American	32	3.5%	176,665	3.3%				
Hispanic	19	2.1%	462,284	8.7%				
White	97	10.5%	180,620	3.4%				
American Indian	4	0.4%	3,221	0.1%				
Asian	0	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	11	1.2%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	29	18.1%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	2	50.0%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	127	22.0%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	89	11.9%	751,495	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	4.8%	1.5%	0.0%	4.5%
Grade 1	0.0%	2.5%	0.0%	3.6%
Grade 2	0.0%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.8%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	1.7%	8.7%	10.0%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	3	0.6%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	16.7	18.7
Grade 1	13.8	19.1
Grade 2	17.2	19.1
Grade 3	18.3	19.3
Grade 4	14.1	19.4
Grade 5	13.4	20.8
Grade 6	14.3	19.2
Secondary:		
English/Language Arts	12.8	16.2
Foreign Languages	9.7	18.8
Mathematics	11.5	17.5
Science	12.4	18.5
Social Studies	14.7	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	173.1	100.0%	763,729.4	100.0%
Professional Staff:	111.1	64.2%	489,326.8	64.1%
Teachers	93.5	54.0%	371,646.7	48.7%
Professional Support	10.0	5.8%	82,878.8	10.9%
Campus Administration (School Leadership)	3.6	2.1%	25,300.5	3.3%
Central Administration	4.0	2.3%	9,500.8	1.2%
Educational Aides:	28.3	16.4%	86,185.9	11.3%
Auxiliary Staff:	33.6	19.4%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	2.0	n/a	13,815.0	n/a
Part-time Counselors	1.0	n/a	1,240.0	n/a
Total Minority Staff:	21.3	12.3%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	4.0	4.3%	44,033.4	11.8%
Hispanic	0.0	0.0%	110,015.9	29.6%
White	87.5	93.6%	203,967.5	54.9%
American Indian	1.0	1.1%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	1.0	1.1%	4,531.1	1.2%
Teachers by Sex:				
Males	19.4	20.7%	90,752.5	24.4%
Females	74.2	79.3%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	1.1%	7,591.2	2.0%
Bachelors	72.8	77.8%	268,238.6	72.2%
Masters	19.8	21.1%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	5.3%	36,179.6	9.7%
1-5 Years Experience	20.3	21.7%	97,667.0	26.3%
6-10 Years Experience	15.0	16.0%	76,209.5	20.5%
11-20 Years Experience	26.1	27.9%	101,173.2	27.2%

Texas Education Agency
2022-23 Staff Information (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

	---- District ----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	20.5	22.0%	49,550.0	13.3%
Over 30 Years Experience	6.6	7.0%	10,867.4	2.9%
Number of Students per Teacher	10.2	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	2.7	6.1
Average Years Experience of Principals with District	2.3	5.3
Average Years Experience of Assistant Principals	2.3	5.2
Average Years Experience of Assistant Principals with District	2.3	4.4
Average Years Experience of Teachers:	14.3	11.0
Average Years Experience of Teachers with District:	6.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$37,637	\$53,300
1-5 Years Experience	\$41,370	\$56,516
6-10 Years Experience	\$45,581	\$59,732
11-20 Years Experience	\$57,350	\$63,389
21-30 Years Experience	\$62,338	\$67,876
Over 30 Years Experience	\$62,796	\$72,560
Average Actual Salaries (regular duties only):		
Teachers	\$52,414	\$60,717
Professional Support	\$61,385	\$72,022
Campus Administration (School Leadership)	\$76,953	\$85,167
Central Administration	\$96,233	\$112,702
Instructional Staff Percent:	66.9%	65.1%
Turnover Rate for Teachers:	22.6%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

Texas Education Agency
2022-23 Staff Information (TAPR)
 QUEEN CITY ISD (034907) - CASS COUNTY

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

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,050.2	5.9%
Career and Technical Education	8.7	9.3%	19,907.7	5.4%
Compensatory Education	5.0	5.3%	11,928.5	3.2%
Gifted and Talented Education	0.0	0.0%	6,181.8	1.7%
Regular Education	74.3	79.4%	262,398.5	70.6%
Special Education	5.5	5.8%	36,110.2	9.7%
Other	0.0	0.1%	13,069.7	3.5%

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

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

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

ACT/SAT Data
Disaggregated STAAR Data

Student Achievement Strengths

Student achievement data is derived from the Academic Performance Report, PEIMS, PBMAS, NWEA Map, and State Accountability. We utilize DMAC and OnData Suite to disaggregate our student achievement data by passing rates in subject and grade, by ethnicity, by cohort, by economically disadvantaged, by at-risk, by special education, and by advanced rates and to predict accountability outcomes based on our regular checkpoint and benchmark data. These programs allow us to effectively target and design instruction and interventions according to individual and student group needs (strength).

While we will continue with data comparisons using these tools to draw conclusions and make adjustments, the Covid Pandemic created an issue with the accuracy of the longitudinal data comparison. In the 19/20 SY students did not take the state assessment due to Covid. Furthermore, students did not complete the 19-20 school year and did not yield any locally designed end-of-year assessment data points. Additionally, we do not have direct accountability data for the 22-23 SY due to a court battle.

As we planned for 21-22, QCISD had minimal reliable data with which to make recommendations for program evaluations and changes. As a result, QCISD implemented NWEA Map Growth for a consistent norm-referenced and reliable measurement of performance and growth. The Map Data is attached and our STAAR data is below for comparison. After using Map Growth and Fluency for two years, feedback and evaluation from staff indicated a need to utilize this program for K-8 instead of K-12; however, as we engage in the TIA process, stakeholders have decided MAP will be used K-12 again. This change of focus related to TIA means that our 9-12 data is skewed but our K-8 is fairly reliable for a 3-year period. The DSBC also determined to use the Fluency program for our dyslexia screener and for the mandated screener

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

for any student who failed to make approaches on the 6th grade STAR

2024 STAAR Summative Results by content across all tested grade levels (ODS):

Reading-521 Tests

24% (125) Did not meet grade level

76% (397) Approached

57% (299) Met (Grade Level Mastery)

22% (113) Mastered (On track for College and Career readiness)

Math-456 Tests

27% (123) Did not meet grade level

73% (332) Approached

42% (193) Met (Grade Level Mastery)

16% (71) Mastered (On track for College and Career readiness)

Science-194 Tests

24% (47) Did not meet grade level

76% (147) Approached

46% (89) Met

15% (30) Mastered

Social Studies-130 Tests

19% (25) Did not pass

81% (116) Approached

56% (73) Met

29% (38) Mastered

2023 Content Performance By Category (ODS)

At-Risk vs. Not At-Risk (passing)

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Reading-50% vs. 98%

Math-48% vs. 92%

Social Studies-79% vs. 99%

Science-52% vs. 93%

EcoD vs. Non-EcoD (passing)

Reading-68% vs. 76%

Math-63% vs. 71%

Social Studies-85% vs. 90%

Science-68% vs. 75%

GT Performance vs. Non-GT

Reading Meets Performance-93% vs. 52%

Math Meets Performance-83% vs. 37%

Social Studies Meets Performance-92% vs. 53%

Science Meets Performance-86% vs. 39%

Reading Masters Performance-68% vs. 17% (2023) 73% vs. 15%

Math Masters Performance-66% vs. 13% (2023) 70% vs. 13%

Social Studies Masters Performance-58% vs. 26% (2023) 77% vs. 25%

Science Masters Performance-43% vs. 12% (2023) 75% vs. 13%

(2022) According to Kindergarten BOY TX-KEA results approximately 66% of students were kindergarten ready. (2023)

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Student Achievement Weaknesses

Grades 3-8 Weakness

RLA 50% of at risk students failed STAAR whereas only 2% of non-at risk students failed = 124 at-risk students
Math 53% of at risk students failed STAAR whereas only 8% of non-at risk students failed = 114 at-risk students

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

RLA 74% of special education students failed STAAR whereas only 15% of non-special education students failed (64 students)
Math 64% of special education students failed STAAR whereas only 23% of non-special education students failed (students)

RLA 33% of economically disadvantaged students failed STAAR whereas only 12% of non-economically disadvantaged students failed (106 students)
Math 37% of economically disadvantaged students failed STAAR whereas only 17% of non-economically disadvantaged failed (103 students)

Student Achievement Needs

All possible contributing factors: Pandemic-induced gaps, scope and sequence, vertical alignment, the effectiveness of primary instruction, strategy classes, tutoring, interventions, and rates of achievement across area districts and districts in our comparison groups need to be analyzed in conjunction with isolating and targeting our instructionally weak areas.

To be able to achieve this as effectively as possible, we need consistent objective data.

We need technology and instructional materials that align with the TEKS and are comparable to the demand of the accountability format.

We need aligned and evidence-based instructional practices.

We need productive parental engagement, partnerships, and collaboration.

We need programmatic adjustments that are relevant to both accountability and the post-secondary climate and are aligned with our student and family interests.

Given our longitudinal data trends in both reading and math, we need to continue to focus on decreasing the disparity between our educationally disadvantaged students and their non-educationally disadvantaged peers.

The passing rate of our all-student group, our AA population, our economically disadvantaged, and our at-risk students is a continued point of emphasis. We need to continue to focus on improving the reading and math passing rates in our special education population. We need to evaluate our student groupings and intervention practices along with our instructional practices to ensure they are consistent with the needs of our sub-populations and to ensure students are demonstrating maximum growth each year. We need to evaluate our practices to determine how we can push our student performance numbers to the meets and masters categories in reading and math.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

In ELAR, we need to focus on increasing the passing rates for all of our student groups by evaluating our instructional practice K-12, carefully disaggregating our data for areas of performance weaknesses, and by evaluating our curriculum and alignment. We need to provide targeted training to our instructional staff that directly relates to the determined weak areas. We need to focus on supplemental materials that directly relate to programmatic and instructional identified weaknesses.

In order to better prepare our students for postsecondary challenges, we have identified a need to increase the number of industry-based certifications obtained by our CTE students and analyze our ACT and SAT outcomes for areas of weakness in order to better align our instruction with success for our students as they enter college.

A library assistant at the elementary is needed to promote and encourage reading among our youngest learners and since interest in reading drops significantly in middle school, we also need to maintain a paraprofessional in the middle school library. We need to evaluate the use of the library at the HS level to ensure its usefulness meets the needs of our learners and their transition to college.

Our CLI Engage, transition, and Map(longitudinal) data indicate that our extended day program for our Pre-K at-risk students has enabled those students to begin kindergarten with a smaller gap between their readiness scores and scores of students not at-risk making it imperative that we continue to serve these students through this program. Kindergarten teachers this year have anecdotally noted the huge difference in students that attended our Pre-K program in 20-21 and the students who came to kinder without Pre-K. Those students coming from our Pre-K have demonstrated readiness skills not seen in the students who opted out of Pre-K due to Covid concerns. Still, only 66% of kinder students demonstrated kindergarten readiness on the TX-KEA indicating a need to focus on closing those gaps with targeted, evidence-based and aligned curriculum so that they are ready to learn before entering 3rd grade.

Our credit recovery program has prevented many of our at-risk high school students (especially ones who are pregnant or parents) from dropping out and needs to be continued. The district DAEP is another program that prevents many of our at-risk students from getting behind in their classes and dropping out. Also, extended-year programs for our students failing state assessments have been productive for acceleration. The TAPR indicates that these efforts for our at-risk students have resulted in a 0% dropout rate and 100% graduation rate, and the district needs to keep all these interventions in place in order to maintain that rate.

Scores for our Special Education population have continued to be low overall but were lowest in the areas of ELAR. We need to systematically utilize students' General Abilities scores to drive targeted planning practices and prescriptive inclusion instruction that maximizes instructional efficiency for this population.

Continued diligence and resources are needed in these areas to maintain and increase progress in closing gaps and moving our overall student performance to the meets and masters performance levels. In response to these data, more prescriptive one-on-one intervention and hands-on activity should be in place for these struggling learners (strategies classes, paraprofessionals, interventionists, tutoring, Saturday School Options, library assistants, small teacher-to-student ratios, high quality staff in high needs areas, Pre-K program, should continue to be a focus in early learning outcomes with objective data and defined interventions, credit recovery should all be continually evaluated and maintained to support closing gaps.

We need to incorporate practices that decrease chronic absenteeism in grades K-8. Our 2022 performance data indicates that more than 75% of our students who are chronically absent need significant intervention the following year in reading, more than 55% of those students in math, more than 80% in social studies, and more than 75% in science.

Comprehensive Needs Assessment

Student Achievement Summary

In summary, the district will evaluate current assessment practices, instructional practices and curricula to determine a course of action that will create growth for all student groups in the areas of math and reading, will address the downward performance trend in ELAR and the deficit created by overuse of multiple choice answering, and will push students to achieve maximum annual growth in all subjects. We recognize that we need to focus particularly on our special education population and our meets and masters performance rates for all of our students, closing gaps between our African American student population and our other race and ethnic groups, our and educationally disadvantaged and non educationally disadvantaged student populations.

Domain 1 - Details

2023 - 2024 Student Achievement for (034907) QUEEN CITY ISD														
District Score 83														
Total Enrollment of 697														
For more details on schools and weights see Student Achievement Domain - Summary														

District Assessments Growth Comparison for 2023 - 2024														
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
All														
Percent of Tests														
% at Approaches GL Standard or Above	76%	55%	79%	80%	100%	50%		75%	69%	100%	69%	42%	82%	75%
% at Meets GL Standard or Above	50%	29%	45%	55%	100%	25%		45%	41%	50%	41%	17%	58%	50%
% at Masters GL Standard	19%	7%	19%	22%	0%	25%		18%	13%	0%	13%	6%	30%	19%
Number of Tests														
# at Approaches GL Standard or Above	992	102	49	775	2	2	0	62	560	2	532	98	47	675
# at Meets GL Standard or Above	654	54	28	532	2	1	0	37	334	1	319	40	33	446
# at Masters GL Standard	252	12	12	212	0	1	0	15	109	0	102	13	17	167
Total Tests	1301	184	62	966	2	4	0	83	817	2	775	231	57	896
Reading														
Percent of Tests														
% at Approaches GL Standard or Above	76%	51%	89%	81%	100%	0%		71%	68%	100%	69%	34%	85%	76%
% at Meets GL Standard or Above	57%	36%	48%	63%	100%	0%		53%	45%	0%	45%	18%	62%	58%
% at Masters GL Standard	22%	9%	19%	24%	0%	0%		24%	15%	0%	15%	6%	23%	21%
Number of Tests														
# at Approaches GL Standard or Above	397	39	24	309	1	0	0	24	227	1	219	32	22	283
# at Meets GL Standard or Above	299	28	13	239	1	0	0	18	150	0	144	17	16	215
# at Masters GL Standard	113	7	5	93	0	0	0	8	51	0	48	6	6	79
Total Tests	521	77	27	381	1	1	0	34	335	1	319	93	26	371
Mathematics														
Percent of Tests														
% at Approaches GL Standard or Above	73%	55%	70%	77%		100%		70%	65%	100%	64%	45%	81%	71%
% at Meets GL Standard or Above	42%	24%	39%	47%		0%		37%	35%	100%	35%	18%	58%	41%
% at Masters GL Standard	16%	3%	17%	19%		0%		10%	10%	0%	10%	5%	35%	14%
Number of Tests														
# at Approaches GL Standard or Above	332	37	16	257	0	1	0	21	184	1	174	38	21	219
# at Meets GL Standard or Above	193	16	9	157	0	0	0	11	99	1	95	15	15	126
# at Masters GL Standard	71	2	4	62	0	0	0	3	29	0	27	4	9	42
Total Tests	456	67	23	335	0	1	0	30	285	1	271	84	26	307
Science														
Percent of Tests														
% at Approaches GL Standard or Above	76%	54%	78%	78%	100%	0%		91%	70%		69%	44%	75%	74%
% at Meets GL Standard or Above	46%	21%	44%	50%	100%	0%		45%	41%		42%	13%	25%	44%
% at Masters GL Standard	15%	4%	11%	17%	0%	0%		27%	9%		9%	3%	25%	17%
Number of Tests														

Domain 1 - Details

County-District Number: 034907 District Name: QUEEN CITY ISD

Domain 1 - Details

# at Approaches GL Standard or Above	147	13	7	116	1	0	0	10	85	0	78	14	3	100
# at Meets GL Standard or Above	89	5	4	74	1	0	0	5	50	0	48	4	1	59
# at Masters GL Standard	30	1	1	25	0	0	0	3	11	0	10	1	1	23
Total Tests	194	24	9	148	1	1	0	11	121	0	113	32	4	135
Social Studies														
Percent of Tests														
% at Approaches GL Standard or Above	89%	81%	67%	91%				88%	84%		85%	64%	100%	88%
% at Meets GL Standard or Above	56%	31%	67%	61%				38%	46%		44%	18%	100%	55%
% at Masters GL Standard	29%	13%	67%	31%				13%	24%		24%	9%	100%	28%
Number of Tests														
# at Approaches GL Standard or Above	116	13	2	93	0	1	0	7	64	0	61	14	1	73
# at Meets GL Standard or Above	73	5	2	62	0	1	0	3	35	0	32	4	1	46
# at Masters GL Standard	38	2	2	32	0	1	0	1	18	0	17	2	1	23
Total Tests	130	16	3	102	0	1	0	8	76	0	72	22	1	83

College, Career and Military Readiness (ODS) for 2023 - 2024			
	Count/	Credit	Percent
Total			
Total Graduates	70		100%
Total Credit for CCMR Criteria	68		97%
Texas Success Initiative (TSI) Criteria			
Met TSI in both ELA/Reading and Math	49		70%
ELA/Reading			
Met TSI criteria for at least one indicator	55		79%
Met TSI assessment criteria	0		0%
Met TSI ACT criteria	5		7%
Met TSI SAT criteria	1		1%
Earned credit for a college prep course	50		71%
Math			
Met TSI criteria for at least one indicator	51		73%
Met TSI assessment criteria	0		0%
Met TSI ACT criteria	4		6%
Met TSI SAT criteria	1		1%
Earned credit for a college prep course	47		67%
AP/IB Examination			
Met criterion score on AP/IB exam in any subject	0		0%
Dual Course Credit			
Earned credit for at least 3 hours in ELA or Math or 9 hours in any :	27		39%
Industry Based Credit			
Earned and industry-based certification from approved list	0		0%
Level I or Level II Cert			
Earn a Level I or Level II certificate (from THECB)	0		0%
Associate's Degree			
Earned an associates degree while in high school	0		0%
OnRamps			
Complete an OnRamps course and earn three hours of college cred	0		0%
Graduated with Completed IEP and Workforce Readiness			

College, Career and Military Readiness (TEA) for 2023 - 2024			
	Count/	Credit	Percent
Total			
Total Graduates	70		100%
Total Credit for CCMR Criteria	68		97%
Texas Success Initiative (TSI) Criteria			
Met TSI in both ELA/Reading and Math	52		74%
ELA/Reading			
Met TSI criteria for at least one indicator	57		81%
Met TSI assessment criteria	3		4%
Met TSI ACT criteria	8		11%
Met TSI SAT criteria	1		1%
Earned credit for a college prep course	50		71%
Math			
Met TSI criteria for at least one indicator	55		79%
Met TSI Assessment Criteria	4		6%
Met TSI ACT Criteria	5		7%
Met TSI SAT Criteria	1		1%
Earned credit for a college prep course	47		67%
AP/IB Examination			
Met criterion score on AP/IB exam in any subject	0		0%
Dual Course Credit			
Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject	27		39%
Industry Based Credit			
Earned and industry-based certification from approved list	21		30%
Level I or Level II Cert			
Earn a Level I or Level II certificate (from THECB)	3		4%
Associate's Degree			
Earned an associates degree while in high school	0		0%
OnRamps			
Complete an OnRamps course and earn three hours of college credit	0		0%
Graduated with Completed IEP and Workforce Readiness			

Domain 1 - Details

County-District Number: 034907 District Name: QUEEN CITY ISD

Domain 1 - Details

Received graduation type code of 04,05,54, or 55	1	1%
Advanced Grad Plan & Sped		
Graduate under an advanced degree plan and be identified as a cu	8	11%

Received graduation type code of 04,05,54, or 55	1	1%
Advanced Grad Plan & Sped		
Graduate under an advanced degree plan and be identified as a current s	8	11%

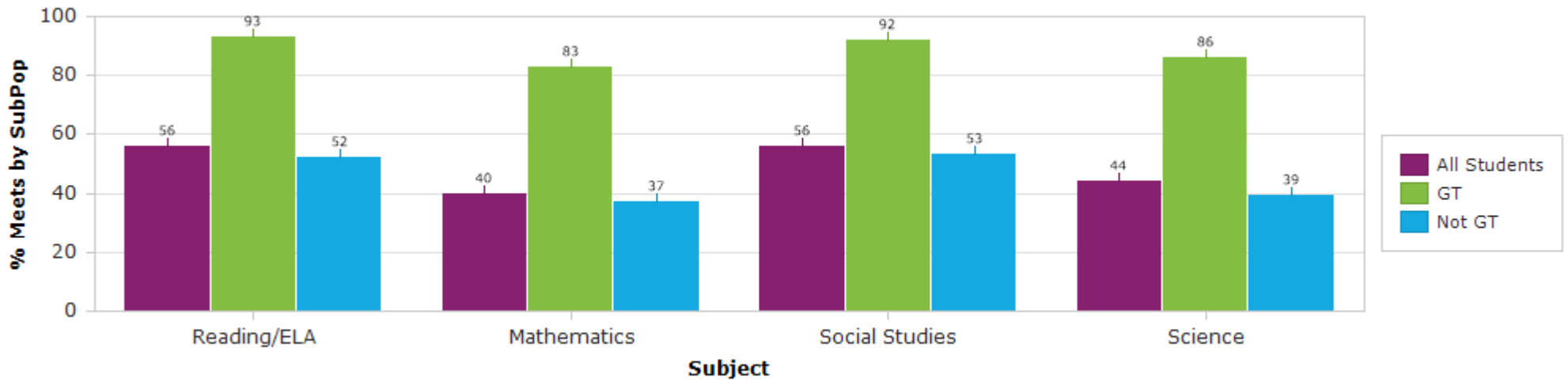
Graduation Rate Data Table for 2023 - 2024											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	English Learners	or More Reconn Disab	EL +	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2023											
% Graduated	98.6%	100.0%	100.0%	98.1%	100.0%	100.0%		100.0%	98.6%		100.0%
# Graduated	70	10	2	53	1	1	0	3	70	0	8
Total in Class	71	10	2	54	1	1	0	3	71	0	8
5-Year Graduation Rate (Gr 9-12): Class of 2022											
% Graduated	98.5%	100.0%	100.0%	98.2%				100.0%	98.5%		100.0%
# Graduated	65	8	2	54	0	0	0	1	65	0	9
Total in Class	66	8	2	55	0	0	0	1	66	0	9
6-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	100.0%	100.0%	100.0%	100.0%	100.0%			100.0%	100.0%		100.0%
# Graduated	94	11	3	76	1	0	0	3	94	0	12
Total in Class	94	11	3	76	1	0	0	3	94	0	12
Annual Dropout Rate (Gr 9-12): SY 2022 - 2023											
% Dropped Out	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%		0.0%	0.6%	0.0%	0.0%
# Dropped Out	1	0	0	1	0	0	0	0	1	0	0
# of Students	318	43	11	243	4	2	0	15	180	1	38



STAAR Demographics by Subject for All Grades for QUEEN CITY ISD

Year: 2024 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

	Reading/ELA			Mathematics			Social Studies			Science		
SubPopulation	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%
All Students	524	292	56	434	174	40	128	72	56	194	85	44
GT	44	41	93	29	24	83	12	11	92	21	18	86
Not GT	480	251	52	405	150	37	116	61	53	173	67	39

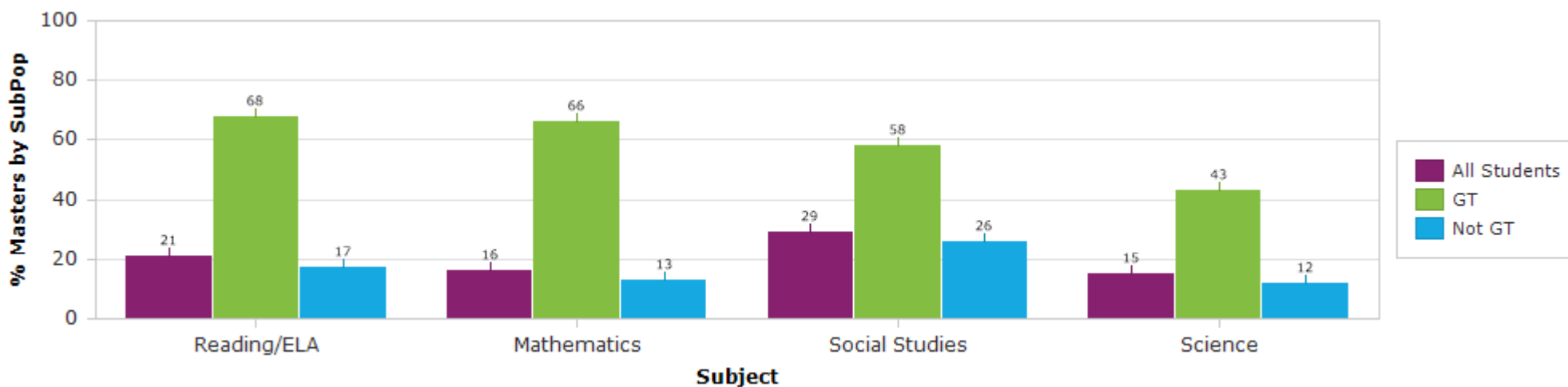




STAAR Demographics by Subject for All Grades for QUEEN CITY ISD

Year: 2024 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Masters Gr Lvl Std Retests: First Administrations Source: Admin

	Reading/ELA			Mathematics			Social Studies			Science		
SubPopulation	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%
All Students	524	111	21	434	70	16	128	37	29	194	30	15
GT	44	30	68	29	19	66	12	7	58	21	9	43
Not GT	480	81	17	405	51	13	116	30	26	173	21	12



Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 48% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
48% (NA)	50% (50)	52% (42)	54%	56%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% to 48% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
40% (NA)	42% (46)	44% (42)	46%	48%

CCMR Progress Measure 1 (TSI)

The percent of CCMR students that meet the TSI college readiness standard will be maintained at 60% or greater through August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
>50% (38.3)	>50% (50.7)	>50% (69.7)	>60%	>60%

CCMR Progress Measure 2 (Dual Credit)

The percent of CCMR students that meet the threshold for Dual Credit for college readiness will increase from 40 % to 48% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
40% (49.4)	42% (40.6)	44% (34.8)	46%	48%

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will be maintained at 80% or greater through August of 2024

Yearly Target Goals

2020	2021	2022	2023	2024
>80% (80.9)	>80% (76.8)	>80% (88.8)	>80%	>80%

TSDS EARLY CHILDHOOD KG ASSESSMENT SUMMARY

LEA-level Data

Campuses: All Campuses

2022 - 2023 Kindergarten

LEA: 034907 - QUEEN CITY ISD

Status: Promoted

<u>Total Campus/Programs</u>	<u>Total Student Enrollment</u>	<u>Total Student Assessments Entered</u>	<u>Total % Student Assessments Entered</u>	<u>Total Students KG Ready</u>	<u>Total % Students KG Ready</u>	<u>Total Students NOT KG Ready</u>	<u>Total % Students NOT KG Ready</u>
1	51	49	96.08	30	61.22	19	38.78

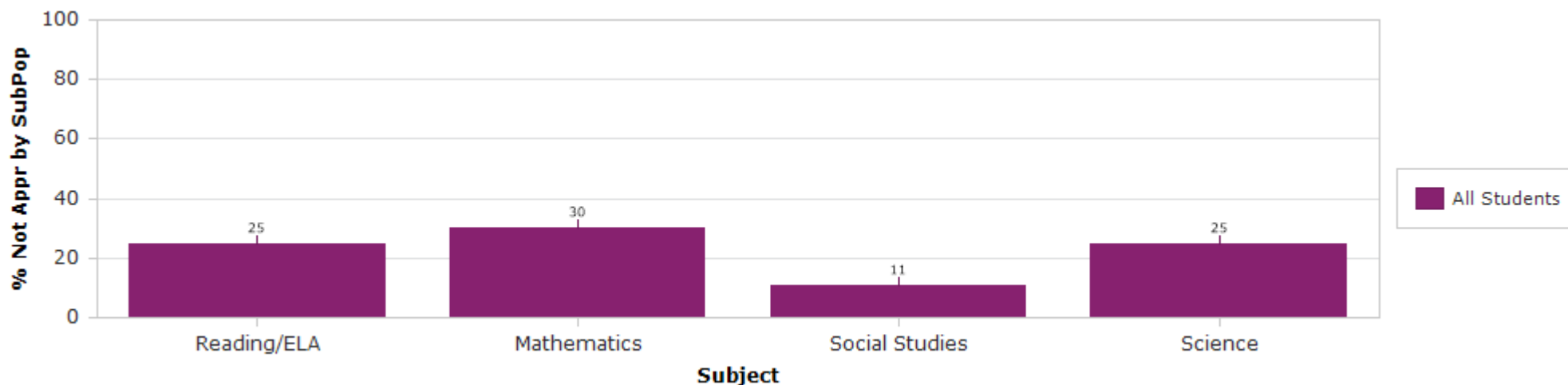
<u>Campus/Program</u>	<u>Student Enrollment</u>	<u>Assessment Domain</u>	<u>Assessments Entered</u>	<u>% Assessments Entered</u>	<u>KG Ready</u>	<u>% KG Ready</u>	<u>NOT KG Ready</u>	<u>% NOT KG Ready</u>
034907101 / J K HILEMAN EL	51	TX-KEA-E	49	96.08	30	61.22	19	38.78



STAAR Demographics by Subject for All Grades for QUEEN CITY ISD

Year: 2024 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
 Calculation Option: Did Not Meet Approaches Retests: First Administrations Source: Admin

	Reading/ELA			Mathematics			Social Studies			Science		
SubPopulation	Tested	Not Appr	Not Appr%	Tested	Not Appr	Not Appr%	Tested	Not Appr	Not Appr%	Tested	Not Appr	Not Appr%
All Students	524	130	25	434	131	30	128	14	11	194	49	25

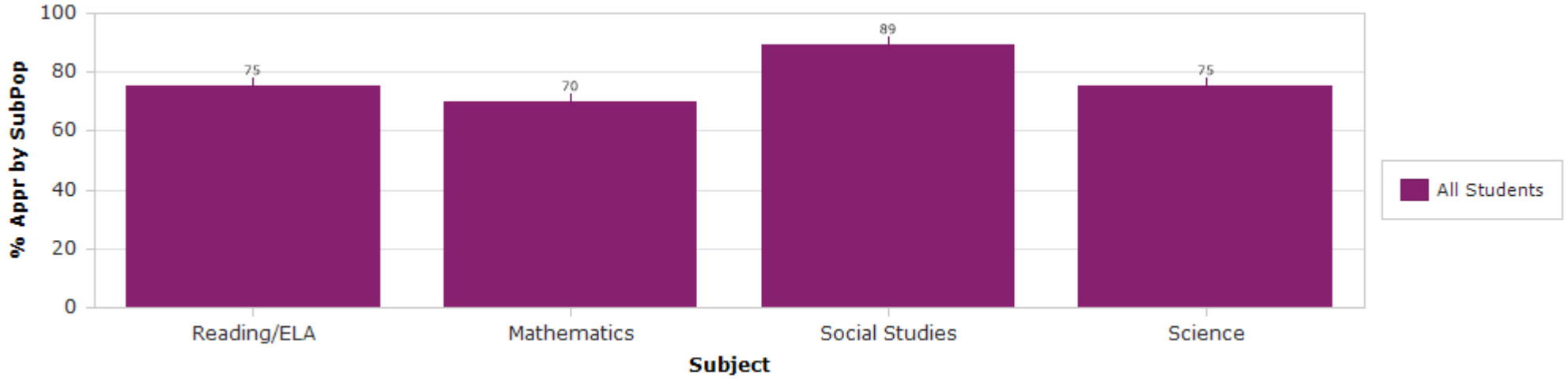




STAAR Demographics by Subject for All Grades for QUEEN CITY ISD

Year: 2024 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Admin

	Reading/ELA			Mathematics			Social Studies			Science		
SubPopulation	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%
All Students	524	394	75	434	303	70	128	114	89	194	145	75

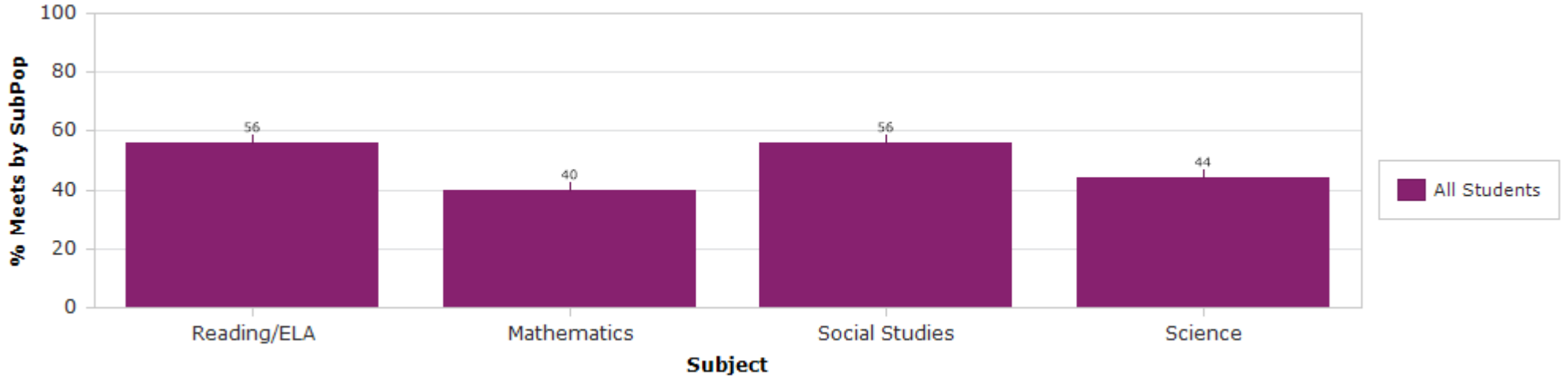




STAAR Demographics by Subject for All Grades for QUEEN CITY ISD

Year: 2024 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

	Reading/ELA			Mathematics			Social Studies			Science		
SubPopulation	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%
All Students	524	292	56	434	174	40	128	72	56	194	85	44

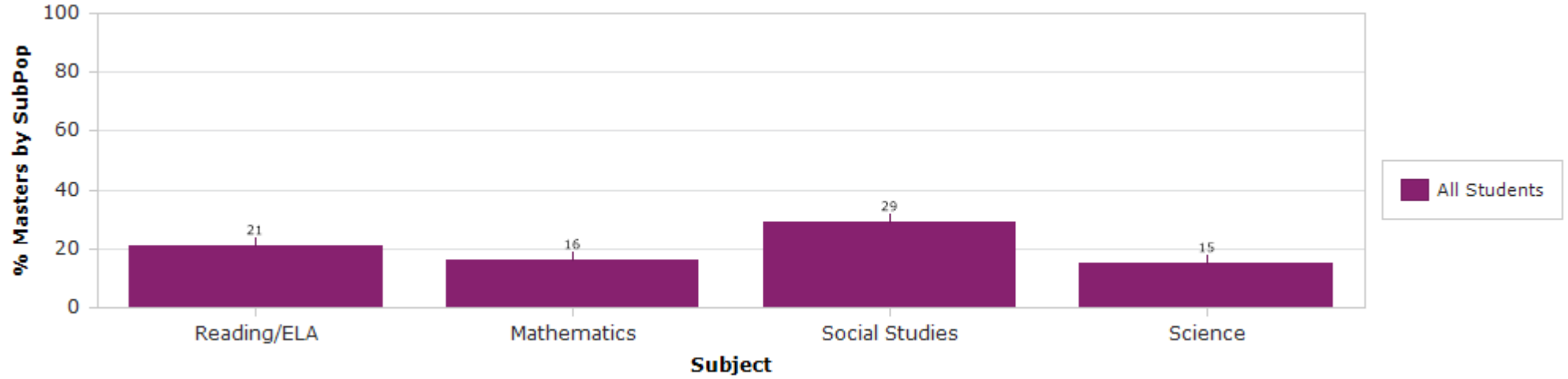




STAAR Demographics by Subject for All Grades for QUEEN CITY ISD

Year: 2024 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Masters Gr Lvl Std Retests: First Administrations Source: Admin

	Reading/ELA			Mathematics			Social Studies			Science		
SubPopulation	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%
All Students	524	111	21	434	70	16	128	37	29	194	30	15





STAAR Demographics Growth by Subject for All Grades for QUEEN CITY ISD

Year: 2024 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Growth Retests: First Administrations Source: Admin

SubPopulation	Reading/ELA					Mathematics					Social Studies					Science				
	Tstd	Lim %	Exp %	Acc %	NoI %	Tstd	Lim %	Exp %	Acc %	NoI %	Tstd	Lim %	Exp %	Acc %	NoI %	Tstd	Lim %	Exp %	Acc %	NoI %
All Students	463	38	46	11	5	373	51	42	4	3	69	0	0	0	100	124	0	0	0	100

* Lim% = Limited growth(0), Exp% = Expected growth(1), Acc% = Accelerated growth(2), NoI% = No growth information(blank)

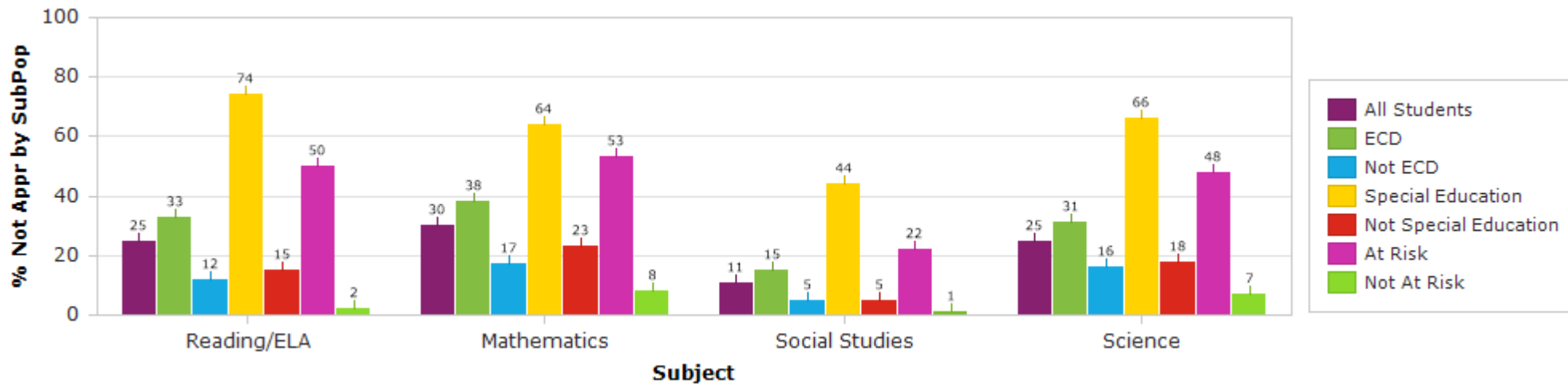
** For 2013: The columns only reflect results for the STAAR version, growth was not calculated by TEA for all versions/subjects.



STAAR Demographics by Subject for All Grades for QUEEN CITY ISD

Year: 2024 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
 Calculation Option: Did Not Meet Approaches Retests: First Administrations Source: Admin

SubPopulation	Reading/ELA			Mathematics			Social Studies			Science		
	Tested	Not Appr	Not Appr%	Tested	Not Appr	Not Appr%	Tested	Not Appr	Not Appr%	Tested	Not Appr	Not Appr%
All Students	524	130	25	434	131	30	128	14	11	194	49	25
ECD	323	106	33	271	103	38	71	11	15	115	36	31
Not ECD	201	24	12	163	28	17	57	3	5	79	13	16
Special Education	87	64	74	78	50	64	18	8	44	29	19	66
Not Special Education	437	66	15	356	81	23	110	6	5	165	30	18
At Risk	250	124	50	214	114	53	59	13	22	85	41	48
Not At Risk	274	6	2	220	17	8	69	1	1	109	8	7

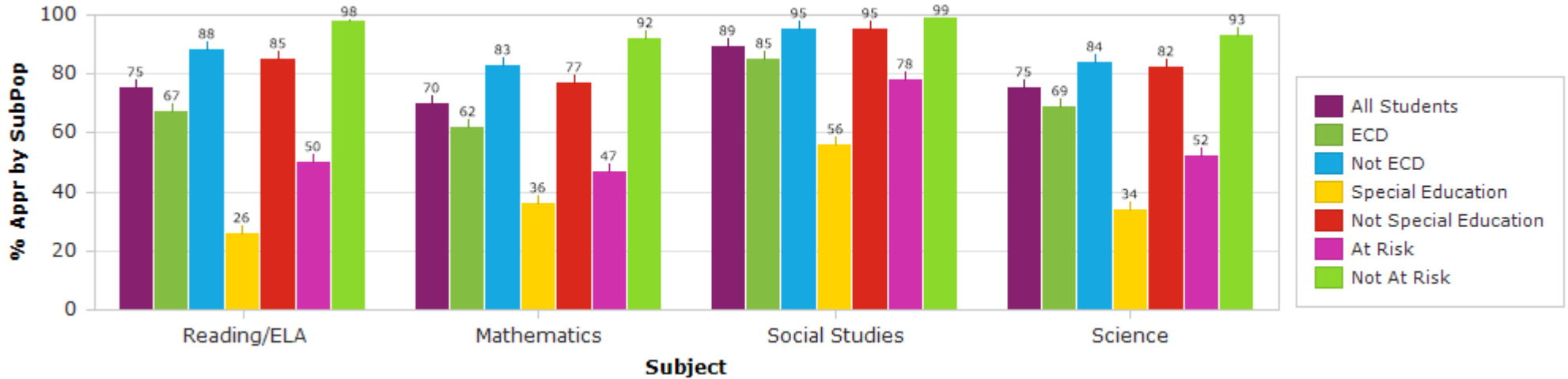




STAAR Demographics by Subject for All Grades for QUEEN CITY ISD

Year: 2024 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Admin

SubPopulation	Reading/ELA			Mathematics			Social Studies			Science		
	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%
All Students	524	394	75	434	303	70	128	114	89	194	145	75
ECD	323	217	67	271	168	62	71	60	85	115	79	69
Not ECD	201	177	88	163	135	83	57	54	95	79	66	84
Special Education	87	23	26	78	28	36	18	10	56	29	10	34
Not Special Education	437	371	85	356	275	77	110	104	95	165	135	82
At Risk	250	126	50	214	100	47	59	46	78	85	44	52
Not At Risk	274	268	98	220	203	92	69	68	99	109	101	93

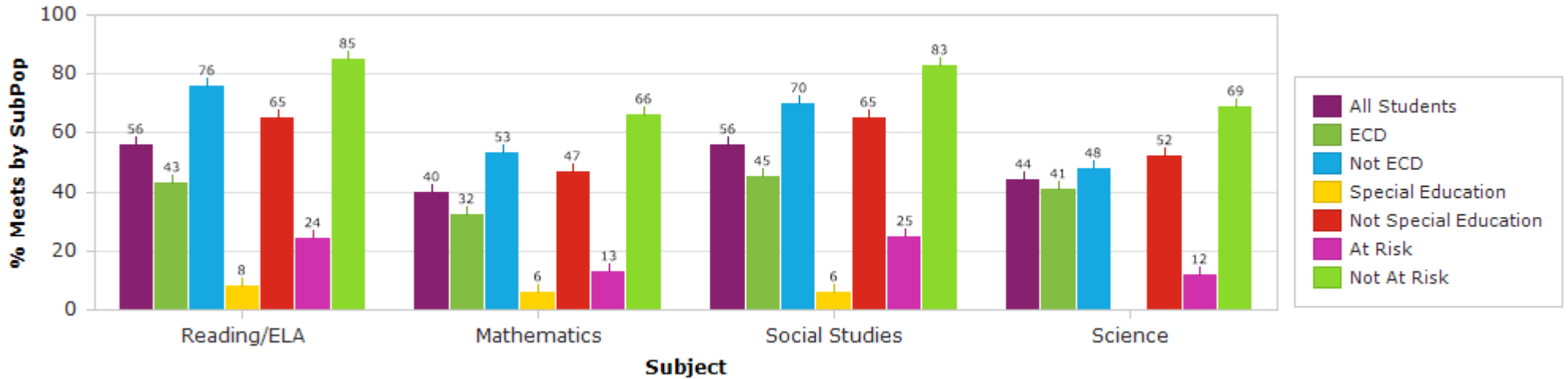




STAAR Demographics by Subject for All Grades for QUEEN CITY ISD

Year: 2024 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

	Reading/ELA			Mathematics			Social Studies			Science		
SubPopulation	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%
All Students	524	292	56	434	174	40	128	72	56	194	85	44
ECD	323	139	43	271	88	32	71	32	45	115	47	41
Not ECD	201	153	76	163	86	53	57	40	70	79	38	48
Special Education	87	7	8	78	5	6	18	1	6	29	0	0
Not Special Education	437	285	65	356	169	47	110	71	65	165	85	52
At Risk	250	59	24	214	28	13	59	15	25	85	10	12
Not At Risk	274	233	85	220	146	66	69	57	83	109	75	69

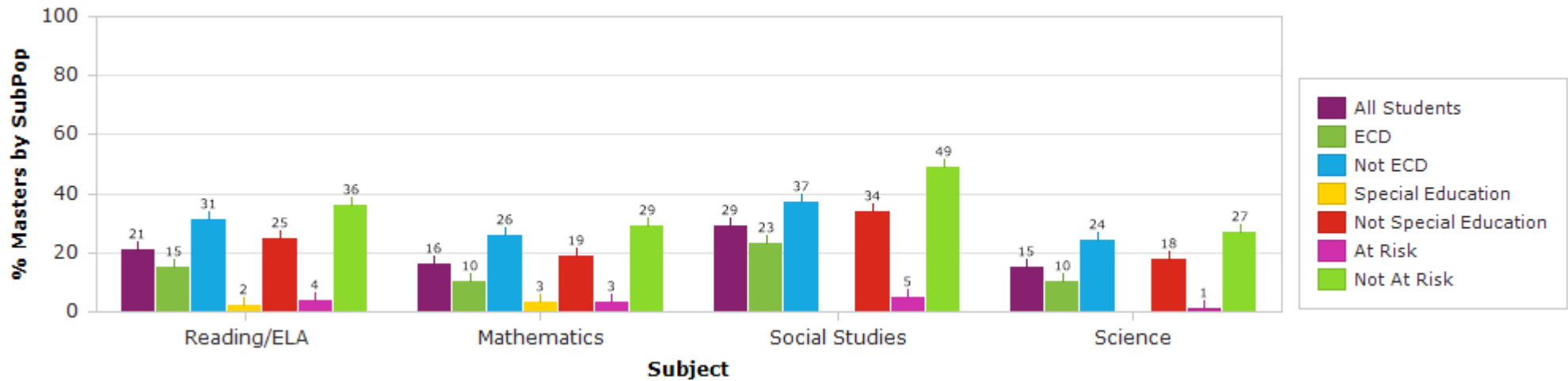




STAAR Demographics by Subject for All Grades for QUEEN CITY ISD

Year: 2024 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
 Calculation Option: Masters Gr Lvl Std Retests: First Administrations Source: Admin

SubPopulation	Reading/ELA			Mathematics			Social Studies			Science		
	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%
All Students	524	111	21	434	70	16	128	37	29	194	30	15
ECD	323	48	15	271	28	10	71	16	23	115	11	10
Not ECD	201	63	31	163	42	26	57	21	37	79	19	24
Special Education	87	2	2	78	2	3	18	0	0	29	0	0
Not Special Education	437	109	25	356	68	19	110	37	34	165	30	18
At Risk	250	11	4	214	7	3	59	3	5	85	1	1
Not At Risk	274	100	36	220	63	29	69	34	49	109	29	27

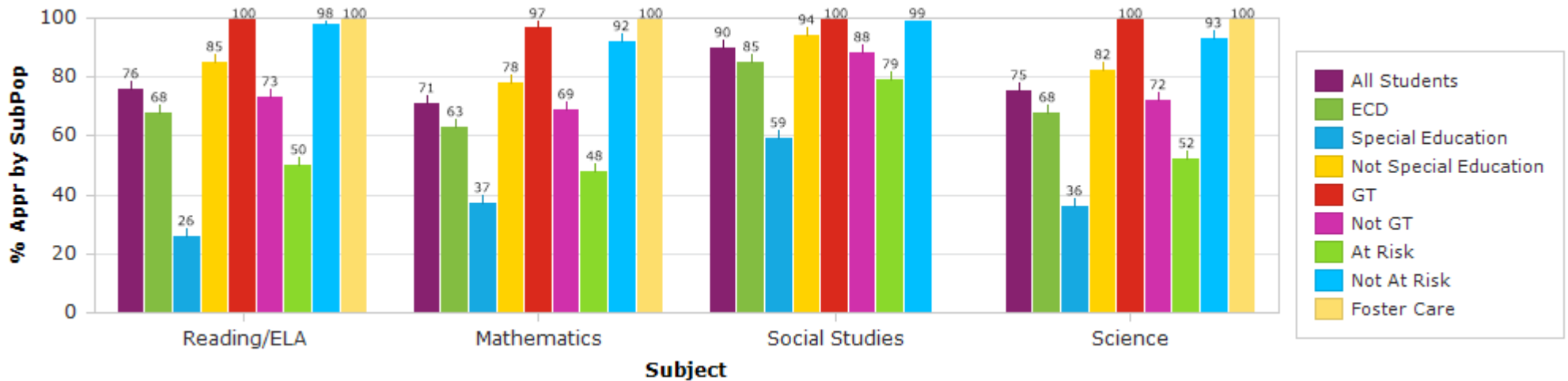




STAAR Demographics by Subject for All Grades for QUEEN CITY ISD

Year: 2024 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Snapshot

SubPopulation	Reading/ELA			Mathematics			Social Studies			Science		
	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%
All Students	511	386	76	424	299	71	124	111	90	189	142	75
ECD	314	212	68	264	166	63	68	58	85	111	76	68
Special Education	84	22	26	75	28	37	17	10	59	28	10	36
Not Special Education	427	364	85	349	271	78	107	101	94	161	132	82
GT	44	44	100	29	28	97	12	12	100	21	21	100
Not GT	467	342	73	395	271	69	112	99	88	168	121	72
At Risk	239	120	50	206	98	48	57	45	79	81	42	52
Not At Risk	272	266	98	218	201	92	67	66	99	108	100	93
Foster Care	3	3	100	2	2	100	0	0	0	2	2	100



Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Graduation Records
Mobility Rates
PEIMS Reports
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

School Culture and Climate Strengths

From surveys conducted by all campuses, our parents, students, and staff describe our district as a welcoming place where students are treated with respect and feel safe for the most part.

However, despite our best efforts, continued school shootings around the country have left our students and staff feeling vulnerable. We had no firearms brought to school during the 2021-2022 school year. The district continues to employ a full-time police chief and has increased safety measures at each campus including additional surveillance devices, increased locking mechanisms, foot traffic checkpoints, weekly safety inspections, and bullet-resistant features.

Our attendance trended downward in 21-22 to around 91% from 95.6% in the 20-21 SY. Traditionally, our staff has worked closely with troubled children and provided home visits, counseling, and donations of food, funds, and clothing when needed.

Our community is always ready to provide support to our district with donations/fundraisers, reading with our elementary students, partnering on our committees (site-based decision making, safety and security, and SHAC), providing meals for teacher appreciation several times per year, sponsoring athletes, joining our Pawsitive Partner program at the elementary, and sponsoring our new teachers and our inservice. These are just some of the areas where our community engages with the ISD. Our campuses are constantly looking for opportunities for our community and families to be involved.

Climate

The vision, mission, goals, and belief statements of the district all point toward high expectations for everyone, and our students and staff are aligned with this concept. Surveys also indicate that parents agree that our teachers have high expectations for students.

Above 90% of our upper grades' students are in extracurricular activities, a reflection of

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

their satisfaction with the school culture and climate. Overall, the community, students, and staff are proud stakeholders in our district.

School Culture and Climate Weaknesses

Traditionally, our staff has worked closely with troubled children and provided home visits, counseling, and donations of food, funds, and clothing when needed. We have also traditionally had certified teachers working directly with our at-risk students via the alternative education placement program. However, a scheduling conflict at the high school has removed the certified teachers from this program and those students are working through an online platform only. We will need to evaluate this change for effectiveness at the end of the year.

In surveys, our parents have indicated for the 3rd year that bullying is a top priority for professional development. It is unclear whether our parents feel we have an issue with bullying or they just feel like this is generally an important area for training.

Our parents also indicated a need for developing a culture of science, technology, engineering, and math along with 21st-century classrooms and better facilities and maintenance practices.

School Culture and Climate Needs

Certainly we need to be educating our students about anger management and conflict resolution, but we also need security in place that students and staff and the public can "see."

We have fences, door security, drivers' license scanning capabilities to catch predators, and we need police officers patrolling our campuses to ward off "would-be" offenders.

We need to continue to focus on surveillance device needs and adding and updating our existing system in critical areas, especially now that the landscape and structures have changed due to building projects. Our High School will need fencing upgrades and structural barriers at the front entrance to more adequately restrict access and to provide a critical controlled barrier between our students and staff and anyone seeking to inflict harm. We want our students, staff, and community to be aware of the fact that we are doing our utmost to protect them.

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

While we maintain an anonymous alert system for bullying, we need professional development and enhanced practices for recognizing, addressing, and educating our students about bullying. We need to consider programs for ongoing support in this area. Additionally, our parents have reported that student vaping is an issue and would like the district to take steps to prevent opportunities for student vaping. Teachers in outbuildings such as the field house and Ag building have indicated a need for us to add these in 22-23. Our middle school campus principal and staff have also indicated a need for vape detectors in those bathrooms.

Additionally, we need to ensure that we have teams at each campus who are trained in providing trauma informed care and in responding to events and situations where CPR, bleed control, and other health and safety measures are necessary. We also need to implement a systematic and evidence based SEL program at each level provide direct instruction in the areas where students struggle and to provide a social and emotional platform that supports student readiness for learning.

School Culture and Climate Summary

With student safety a priority, the district will continue to evaluate and adjust health and safety practices.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

PEIMS Reports

Staff Quality, Recruitment and Retention Strengths

Professional Development

Teachers overall score in the proficient range on their appraisals but are provided feedback and coaching from campus principals. The staff attends high quality, professional development at Region 8 and other places including conferences to build their skills, knowledge, and capacity for responding to the needs of our stakeholders. New teachers are assigned a mentor teacher and grade-level teams regularly meet and plan together. Staff, administrators, and families are surveyed on professional development needs, and this, along with student achievement results, drives our professional development. Sharon Wells math instruction, Pearlized Math, Scottish Rite, GT, ESL, active engagement training, EOC, subject area vertical alignment, discipline, technology, response to trauma, health and safety, contribution of parents, etc. are all part of our annual staff development calendar and training. This year we are adding PD on bullying and reporting responsibilities as a result of parent surveys. Follow-up in the form of observations and lesson plan analysis is completed to ensure that training is having the intended impact on instruction, overall student health and safety, and parent and family engagement. Adjustments are made accordingly.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

Staff Quality, Recruitment and Retention Weaknesses

Since the onset of Covid 19 and the resulting need to provide fully integrated instruction through the use of technology in order to continue to meet the needs of our students, the district has determined through feedback from stakeholders that a percentage of our teachers were uncomfortable with a digital only format and expressed varying levels dissatisfaction in the skill levels of both our students and staff.

Additionally, QCISD continues to experience difficulty in recruiting and retaining HQ teachers in high needs areas such as Math and Science. As of 22-23, our writing and reading curriculum were combined to better correlate with STAAR and to provide more aligned instructional practices for our students through the integration of the two content areas. Our teachers have struggled all year to integrate the practices and curriculum and the feed back has been consistent. We even had a teacher quit after the school year started. Additionally while hiring for 23-24 in April, May and early June, the district struggled to bring in staff for the integrated curriculum. We even had a teacher apply for and hired for an elementary ELAR position in May who quit in early June after realizing the courses were integrated.

The top three choices by parents and families for professional development requests for our staff were bullying, parent/staff communication and collaboration.

Staff Quality, Recruitment and Retention Needs

More professional development on the integration of readily available technology for blended learning is needed for our staff.

Ongoing evaluation and professional development for developing written communication performance of our students across the curriculum.

Continued evaluation of student performance especially in the area of reading and language arts K-8 in order to direct PD.

QCISD needs to continue to offer stipends to HQ staff in the area of math and science at the high school level in order to recruit and maintain staff in these high needs areas and to consider stipends for RLA and math for our interventionist and teachers to attract HQ staff throughout.

QCISD needs a bullying prevention professional development and engaging the trauma informed student as well as value added instructional practices to address disparities between educationally disadvantaged students and their peers.

QCISD needs to focus on better collaboration and communication with our parents and families.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

QCISD needs to focus on improving our climate to create a culture that causes staff to want to stay in our district.

QCISD needs to utilize all available program and funding avenues in an effort to maintain operations at a high level that will benefit the learning environment and achieve closing gaps instruction, a high degree of differentiation and the use of evidence based instructional practices and materials.

Staff Quality, Recruitment and Retention Summary

Surveys of stakeholders drive our professional development topics and calendar so requests and feedback are addressed. We continually evaluate and focus our resources, appraisal system, and hiring practices on maintaining, developing, and retaining the highest quality staff possible. The DSBM members recommend using all of Title II and transferring Title IV to expand our stipend offerings to attract and to retain ELAR teachers especially in the STAAR tested grade bands. They felt that these positions are more important than ever since they support success in the other content areas of accountability.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

ACT/SAT Data
Community Input
Disaggregated STAAR Data
Staff/Parents/Community/ Business members involved w/SBDM

Curriculum, Instruction and Assessment Strengths

Curriculum, Instruction, Assessment

One district curriculum component is TEKS Resource System which contains an Instructional Focus Document and Year-at-a-Glance as well as an assessment component that is aligned with STAAR. Vertical Alignment documents are reviewed each year. Sharon Wells Math Curriculum and Pearlized Math supplement the math curriculum at elementary. Throughout the year, benchmarks inform instruction and differentiation strategies as well as 21st century skills are included in the curriculum. The monitoring process for the curriculum includes vertical and grade level meetings locally. Assessments are reviewed internally and externally for relevancy and appropriateness and are clearly linked

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

to in-depth understanding of the TEKS. They are developed by the teams of subject area teachers using STAAR released tests where available. Results are disaggregated and analyzed so as to inform instruction. Benchmark assessments have been good predictors in the past as to state testing performance. Student performance data is reviewed each year and critical areas of weakness are determined. All accelerated classes are designed around data-driven identified student needs for closing the gaps between our at-risk students and our non at-risk students. The impact is consistent instruction with a higher level of rigor for all students. State testing results and local benchmark scores show the need for additional instructional time and more one-on-one intervention. At-risk students are the highest need group for this type of intervention. The instructional design which includes an element of pre-teaching assists the student in achieving confidence and engagement. Additional periods or longer periods for math are scheduled at each campus.

Curriculum, Instruction and Assessment Weaknesses

Our writing curriculum and instructional alignment has been identified as an area of weakness.

Meets and masters performance rates are not as high as anticipated.

Consistent, aligned, objective assessment data is an area of identified weakness.

Early literacy instructional materials in the area of phonemic awareness have been identified as a weakness.

Our staff continues to struggle with integrating technology and instruction to meet the Technology TEKS in K-8. Even though the district has provided training and even created teams on each campus to support blended learning practices, we find in our evaluations that we continue to have a percentage of our staff that that lack a basic understanding of blended learning and its efficacy in the learning process.

Curriculum, Instruction and Assessment Needs

We need to develop consistent vertical writing instructional practices and add composition components across the content areas. We also need to identify ways to increase performance rates at the meets and masters level in reading and mathematics. Our data indicates a continued need for our reading and math interventionists, our strategies classes, ESY, and tutoring at all campuses to target our at-risk students. We continue to have a need for our credit recovery program,

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

our prekindergarten, and our alternative education program to target and support our educationally disadvantaged students. We need an additional math interventionist for our elementary grades to provide continuing support and targeted intervention for building foundational skills and to ensure we are closing the gaps between our educationally disadvantaged students and our students who are not at-risk or who are not educationally disadvantaged as well as providing targeted intervention for students who are under performing due a foundational skill gap that is preventing them from reaching a meets or masters level performance on STAAR. We need to make sure students have full access to technology even when at home to provide 21st century opportunities for study and preparation for college and career readiness. We need a consistent, aligned, objective assessment tool to better identify and address learning gaps. Our K-8 staff continues to need learning opportunities related to blended learning and the integration of the technology TEKS with instruction. We will utilize surveys and stakeholder meetings to engage our stakeholders for direction with this program.

Curriculum, Instruction and Assessment Summary

We have fundamental tools with TEKS Resource systems, our math programs, and our 21st century strategies in place to increase our meets and masters passing rates in reading and math, but need to focus on vertical consistency with application and target students who appear to be underperforming on STAAR and to close the gaps between our at-risk and educationally disadvantaged and our students who are not at-risk and who are not educationally disadvantaged. Additionally, we have identified writing as an area of weakness in all grade levels and have developed a plan with stakeholder input to address this area.

We need a consistent, aligned and objective assessment data tool to more efficiently and productively identify learning gaps and evaluate our curriculum, programs, and practices.

Family and Community Involvement

Family and Community Involvement Data Sources

Parent Participation

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Partner Involvement

Parent and community involvement is good for the most part with parents of at-risk students being the least involved. *In normal years*, each teacher is required to have two parent-teacher conferences per year.

Typically, at the elementary, high school students work with at-risk elementary students on a weekly basis and are also focusing on accountability mentoring and support with our underperforming middle school students.

Pre-Covid, the high school student council elicited help from parents and community on many projects.

Project Graduation is a thriving program involving a large number of parents. CTE organizations have much support from parents. Our CTE Advisory Committee has support from our community and parents.

At all campuses, parents and community members serve on decision-making committees that drive change at the campuses.

Over 800 parents attended Meet the Teacher Night in the fall and Open House in the Spring in the 18-19 school year. Prior to Covid, parent engagement has been high. We expect it to reach that level in the 21-22 school year when we open our doors under our Safe and Healthy Schools Plan. Veterans Day programs are well-attended by local veterans and family members of performing students.

The School Health Advisory Committee, made up mostly of parents, is active and plans relevant programs for students and community. Local businesses provide donations and grants for district activities.

Our online gradebook keeps parents informed of their child's grades and attendance and promotes their involvement in their child's academics. parent notification system, school website, Remind, and Queen City ISD Facebook, Twitter, Instagram, and parent app are also avenues for parents to receive needed information about school events.

Usually surveys from parents indicate that they feel a connection to the school and appreciate and value the work being done there for their children.

Prior to covid, the district has partnered with a lead parent volunteer who meets with our Middle and Elementary school principals to identify areas where parents can volunteer to support students and staff. Our lead parent volunteer recruits and organizes parents and families to participate in school events and activities.

Family and Community Involvement Weaknesses

For the 20-21 school year, surveys of families indicated a weakness in the area of parent/staff communication and collaboration in spite of the many online avenues available.

Comprehensive Needs Assessment

Family and Community Involvement Needs

Continued evaluation through Site Based Meetings and Surveys.

Promotion of the reopening of our campuses and district to our parents, families and community according to our 21-22 Health and Safety Plan to get the word out that our family participation is very important to us. We hope to invite our Pawsitive Partner parent support group back onto our campuses and to rebuild an avenue of cooperation and engagement with our families after Covid restrictions have separated us.

In an effort to curb the "summer slide" and to connect school to home and home to school, we need to evaluate strategies that will support our learners and families with continued academic engagement through the summer months.

Family and Community Involvement Summary

Overall, parent engagement has been perceived to be a strength in our district. Our 20-21 survey indicated a need for better parent/staff communication and collaboration. We hope that the change in restrictions related to covid will increase this process of in person communication and collaboration.

School Context and Organization

School Context and Organization Strengths

Organizational Structure and Processes

Central office staff members accommodate the overall staffing and financial needs of the campuses as funds are available. Recruitment stipends for high-need areas (such as secondary math, science, and foreign language) are needed to attract and keep high quality teachers in our rural school, and the district uses an electronic application system to make its needs more well-known. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need and include small class sizes. Additional instructional periods are offered for low-performing students. Teachers serve on decision-making committees, and the district central office has an open door policy concerning ideas and opinions. Assessment committees made up of teachers and counselors meet in the spring semester to plan for the upcoming school year. Teachers also provide input on types of assessments to be used and the school calendar for benchmarking. Our number of transfers from other districts speaks of the confidence in our school in our area. Many student transfers stay from kindergarten all the way through 12th grade. A climate of high expectations including the belief that all students can learn is reinforced at all levels. The district federal funding sources will be integrated with state and local funds to meet the needs of all students. This schoolwide program will consolidate funds in the following way: federal, state, and local.

School Context and Organization Weaknesses

Comprehensive Needs Assessment

Due to CoVid-19 and the non-traditional method in which students received instruction from March 16 through the end of the 19-20 school year and in the 20-21 school year, QCISD has experienced a reduction in the number of students from 1074-959 creating a need to reduce positions.

School Context and Organization Needs

In an effort to be able to continue to provide high quality instruction from certified teaching staff and highly qualified teaching assistants for our QCISD students and to additionally provide quality, targeted interventions according to student performance data, QCISD needs to utilize the ESSER program to fill the financial gap created by absenteeism and to accommodate technology, instructional program resources and professional development and facilities so that we can provide a safe environment of high level learning for our students that will close existing gaps and gaps created by the pandemic.

School Context and Organization Summary

In summary, QCISD and community/parent partners need to evaluate and utilize all available resources to create the most productive and efficient means of providing a high quality academic experience for our students.

Technology

Technology Data Sources

Survey and Interviews of Students/Staff/Parents

Technology Strengths

The district technology resources include classroom computers/laptops, computer labs, and iPads. Chromebooks, ceiling-mounted projectors, document cameras, automated parent notification system, district-wide wireless access, mobile labs, Interactive TV's, Smart Boards, etc.

In 2021, the high school and middle school achieved a 1:1 student to device ratio and our elementary school achieved a 1 for 1 student to

Comprehensive Needs Assessment

Technology Strengths (Continued)

device ratio. Families who met the criteria of having no internet or limited internet through smartphones were able to check out CIPA filtered wifi devices for home use.

Surveys indicated an overall satisfaction with the device borrowing program from both families and staff. Teachers continue to request emerging technologies and utilize current technologies. Teachers receive training in accordance with state technology application standards for teachers. Additional and ongoing technology integration training such as blended learning techniques and changes to traditional methods of instruction due to the pandemic have elevated teacher use and created a climate of more effective integration of technology and instruction and increased district collaboration more than ever for both students and staff.

Upgrades to our network have allowed for multiple grade levels and content areas to be able to test online without any problems indicating that the advancements made through USACs ERATE program have been extremely beneficial to network speed and system. We continually filter and monitor to provide a safe online learning environment and our devices are filtered even when students are not on our network. This is essential since much of the curriculum is technology-based.

Through the purchase of Relay, we have increased the sophistication and monitoring capabilities of our filtering system. Now we are able to filter any device owned by the school whether it is in the district, at a student's home, or anywhere else.

Technology Weaknesses

We are experiencing connectivity problems at our Elementary campus due to the increase in devices.

Additionally, we are experiencing difficulties with SMART board technology and physical components. Many of our SMART board trays have stopped working, the programs that run with the SMART boards are not "up-to-date" and are expensive and our projectors are aging out of their warranty making replacement very costly. This technology combination, while useful in the past, has not kept up with technological advances in its physical components or in cost effectiveness.

The management component of approximately 875 of our 1:1 devices will expire in June of 2022.

We will be experiencing end of life for some of our important network components in June of 2022.

Comprehensive Needs Assessment

Technology Needs

We need to add more access points at the Elementary for more efficient and greater connectivity to support our technology use on that campus.

We need to evaluate our filtering system to ensure it is adequate for the 21st century task of filtering as we make structural improvements to the networks and we have more diverse access scenarios with BYo devices and 1:1 device filtering requirements off campus as well as on campus.

The district needs to maintain all aspects of hosting for our virtual machines that control wifi, library systems, & domain hosting in order to provide the best online environment for our students and staff.

We need to refresh our 1:1 devices over the next 3 years.

Technology Summary

In summary, the district has made great gains with technology and technology integration and use, but we still have costly maintenance and refresh issues to address

Other

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Community Input
Disaggregated STAAR Data
Discipline Referrals
District Policies
Drop-out Rates
Expulsion/Suspension Records
Federal Program Guidelines
Graduation Records
Highly Qualified Staff
Mobility Rates
Parent Participation
Parental Involvement Policy
PEIMS Reports
Promotion/Retention Rates
SCE Policy
Special Programs Evaluations
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Summary of Student Progress (not taking STAAR)
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

QUEEN CITY ISD

Goal 1. QCISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

Objective 1. STAAR testing will result in at least 90% passing rate in all subjects and for all subgroups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted annually by the District Site-Based Committee to identify educational strengths and weaknesses in student performance on state and federal achievement indicators and other appropriate measures that affect student performance such as school culture, staff quality, curriculum and instruction, safety, parent and family engagement, school context and organization, and technology. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.2,2.2.1,3,3.1,3.2,3.3,3.4)	State and Federal Program Director	Annually	(L)Local	Criteria: STAAR Performance Data; Benchmark Performance Data; Stakeholder Feedback Data
2. To provide data-driven, targeted instruction, disaggregated data for all student groups including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students served in special education programs will be utilized from NWEA Map, DMAC, and On Data Suite reports on previous STAAR results, benchmarks and CCMR data will be used when planning instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Principal, Superintendent	September, January, May	(L)Local	Criteria: STAAR Performance Reports; Benchmark Performance Data; CCMR
3. Students who may be at risk for academic failure will be identified as early as possible in the year and targeted, specific interventions will be put in place. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AtRisk,PRE K) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	Campus Principal, Counselor	October, January, March	(L)Local	Criteria: Formative-Entries into PEIMS of At-Risk status is evident every nine weeks Summative BOY and EOY Spreadsheets from Counselors that include at-risk documentation.
4. At all campuses, administrators and teachers will decide on the appropriate use of academic assessments, and in-school interventions will be scheduled for students	Campus Principal, Superintendent	Oct.,Dec.,March, May	(L)Local	Criteria: Performance results on BOY, MOY, EOY

QUEEN CITY ISD

Goal 1. QCISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

Objective 1. STAAR testing will result in at least 90% passing rate in all subjects and for all subgroups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
scoring below proficiency levels on these assessments. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ECD,AtRisk) (Strategic Priorities: 2) (ESF: 1,3,4,5)				
5. Math instruction, with an emphasis on investigations and concrete models where applicable, will be maintained in K-12. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,2.1,3.1,3.2,3.3,4.1,5)	Campus Principal	Oct.,Dec.,March, May	(F)Special Education Idea B, (S)Instructional Materials Allotment	Criteria: Performance on BOY, MOY, EOY
6. In addition to the regular core classes, grades K- 12 will have intervention time built into the schedule for at-risk (both state and locally identified) students (including identified special ed students) falling below state proficiency levels. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,W,AA,ECD,SPED,M,F,AtRisk,Dys) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,2.1,3.1,3.3,4.1,5)	Campus Principal	Oct.,Dec.,March, May	(F)Special Education Idea B, (F)Title I, Part A, (S)Special Education, (S)State Comp - Amt, (S)State Comp FTE	Criteria: Campus Rtl process evaluation and student performance on STAAR and Benchmark Assessments
7. Students with disabilities who have not performed successfully on state assessments will receive an intensive program of instruction designed to meet their individual academic needs. When designing the program, greater emphasis will be placed on the General Abilities Index profile. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED,Dys) (Strategic Priorities: 2) (ESF: 1.2,2,3.4,4,5)	Campus Principal, Director of Special Services	Oct.,Dec.,March, May	(F)Special Education Idea B, (S)Special Education	Criteria: Performance Data
8. To help students meet the challenging state academic standards, reading and math interventionists will serve students in grades K-12 who are performing below grade level with timely, individualized and/or small group instruction and progress monitoring. (Title I SW Elements: 1.1,2.5,2.6,3.1) (Target Group:	Campus Principal, Superintendent	August	(S)State Comp - Amt	Criteria: HR records Schedules

QUEEN CITY ISD

Goal 1. QCISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

Objective 1. STAAR testing will result in at least 90% passing rate in all subjects and for all subgroups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
AtRisk) (Strategic Priorities: 2) (ESF: 1.2,2.1,3.2,3.3,4.1,5)				
9. To strengthen academic programs and improve school conditions for student learning, teachers in elementary, middle school and high school will be required to attend and implement applicable, intensive, and sustained math, ELA, science, and social studies professional development. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,2,3,4,5,5.1,5.2,5.3,5.4)	Campus Principal, Director of Special Services, Superintendent	August, Jan., March, June	(F)Special Education Idea B, (F)Title I, Part A, (L)Local, (S)Instructional Materials Allotment	Criteria: Certificates Conference Agendas Purchase Orders
10. To promote blended learning and fluency in math, reading, writing, science, and social studies, Google Classroom, Kami, Imagine Math, Renaissance Accelerated Reader, Co-Writer, Snap 'n Read, Social Studies Weekly, Flocabulary, NearPod, IXL, Pearlized Math and SW Math, TXGuide, TxTracts, HMH, Pearson, Supplemental Jane Schaffer writing tools, Writable, Moby Max, and TEKS Resource will be used to assess and provide differentiated and individualized instruction. (Title I SW Elements: 2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4)	Campus Principal, Director of Special Services, Superintendent	Oct., February, May	(F)Title I, Part A, (F)Title IV, Part A, (S)Instructional Materials Allotment, (S)Special Education	Criteria: Performance Assessments Purchase Orders Usage Logs
11. Inclusion settings are available for our K-12 students if appropriate according to their individualized educational plans and are staffed with appropriately certified teachers to provide additional assistance to meet the challenging state academic standards. (Target Group: SPED) (Strategic Priorities: 2) (ESF: 2)	Campus Principal, Director of Special Services	January, May	(F)Special Education Idea B, (L)Local, (S)Special Education	Criteria: Teaching certificates Master Schedules
12. Writing across the curriculum wherein teachers of all subjects require appropriate constructed response structure and good	Campus Principal, Curriculum Director	Oct.,Dec.,March, May	(L)Local, (S)Instructional Materials Allotment	Criteria: Work Samples TTESS Evaluation

QUEEN CITY ISD

Goal 1. QCISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

Objective 1. STAAR testing will result in at least 90% passing rate in all subjects and for all subgroups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
mechanics will be implemented district-wide to strengthen the academic program and improve school conditions for student learning. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 4,5,5.1,5.2)				
13. Teachers will use quintile and Map reports to identify students who could potentially score "Masters Grade Level" and utilize a goal-setting process with the student and the parent to encourage students to reach their maximum capacity. The GT teacher especially will encourage her students to reach this level. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: GT,K,1st,2nd,3rd,4th,5th,6th,7th,8th,9th,10th) (Strategic Priorities: 2) (ESF: 1.2,3.4,4,5)	Campus Principal, GT Coordinator	Oct., February, May	(L)Local, (S)Gifted and Talented	Criteria: Quintile Reports

QUEEN CITY ISD

Goal 1. QCISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

Objective 2. A variety of instructional programs, including federal, state, and local programs, will be offered to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To provide a well-rounded instruction program for all students that enhances achievement, multiple opportunities to participate in fine arts programs will be offered during the school day, and extra-curricular activities will be afforded to all students. A separate music teacher in elementary, band teachers in both middle and high school, and a theater arts teacher in high school will be provided by the district. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Campus Principal, Superintendent	August	(L)Local	Criteria: Master Schedule
2. To provide a well-rounded program of instruction, a health and wellness program including opportunities for physical activity, counseling, and nutrition services for PreK3 - 12th grades will be maintained. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.3)	Campus Principal, Counselor, Director of Special Services, School Nurse	January, May	(L)Local	Criteria: Master Schedule Counselor Schedules Curriculum Guides Cafeteria Menus
3. A full continuum of special education services will be provided for all disabled students. (Target Group: SPED) (Strategic Priorities: 2) (ESF: 5,5.1,5.3,5.4)	Campus Principal, Director of Special Services	January, May	(F)Medicaid, (F)Special Education Idea B, (F)Special Education IDEA B Preschool, (L)Local, (S)Special Education	Criteria: Student Schedules IEPs
4. Appropriately certified teachers will be assigned to students being served in the Credit Recovery Program, the Disciplinary Alternative Education Program (DAEP), homebound programs, and Pregnancy Related Services (PRS), and these teachers will provide accelerated instruction to enable students to stay on grade level and to prevent dropouts. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,2,3.3,5.4)	Campus Principal, Director of Special Services, State and Federal Program Director	January, May	(F)Title I, Part A, (S)Special Education, (S)State Comp - Amt	Criteria: Certificates Master Schedules Facilitation Records/Email
5. To ensure a smooth transition from early childhood programs to kindergarten, the district will provide full-day PreK programs for 3 and 4-	Campus Principal, Director of Special Services	August, January	(F)Special Education IDEA B Preschool, (S)Instructional Materials Allotment, (S)Special	Criteria: Master Schedules Certificates

QUEEN CITY ISD

Goal 1. QCISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

Objective 2. A variety of instructional programs, including federal, state, and local programs, will be offered to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>year-olds and PPCD (Preschool Program for Children with Disabilities) students with appropriately certified teachers who will support, coordinate, and integrate early learning experiences and services enabling these young students to meet academic standards for elementary school. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ECD,SPED,AtRisk,PRE K) (Strategic Priorities: 2) (ESF: 1.2,2.1,3.4,4,5.3,5.4)</p>			Education, (S)State Comp - Amt	
<p>6. PreK and PPCD teachers will receive annual high-quality professional development on providing instruction that builds academic readiness skills, develops background knowledge, increases self-regulation, and introduces academic vocabulary to prepare every student for the transition to kindergarten. (Title I SW Elements: 2.6) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 1.2,2.1,3.1,5.1,5.2)</p>	Campus Principal	August, December, and May	(L)Local, (S)State Comp - Amt	Criteria: Purchase Orders PD Certificates PD Agendas
<p>7. Two on-staff dyslexia therapists will screen students for and serve students identified with dyslexia and other struggling student readers in grades Kinder and up. They will manage all aspects of coordination for the screening process and ensure the district is operating within the operating guidelines. (Target Group: All,Dys,K,1st) (Strategic Priorities: 2) (ESF: 2.1,3.3,4.1,5.4)</p>	Campus Principal, State and Federal Program Director, Superintendent	August, February, May	(F)Special Education Idea B, (L)Local, (S)Special Education	Criteria: PEIMS coding for screening and identification Certifications Performance Data
<p>8. To provide additional educational assistance to students, paraprofessionals (under the direction of the teacher) will offer small group or one-on-one instruction in classroom, library, and digital literacy lab settings, and, where needed, supply personal care for students. (Target Group: All,ECD,EB,SPED,AtRisk,Dys,PRE</p>	Campus Principal, Director of Special Services, State and Federal Program Director, Superintendent	Oct.,Dec.,March, May	(F)Special Education Idea B, (F)Title I, Part A, (L)Local, (S)Special Education, (S)State Comp - Amt	Criteria: Staff schedules

QUEEN CITY ISD

Goal 1. QCISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

Objective 2. A variety of instructional programs, including federal, state, and local programs, will be offered to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
K,K,1st,2nd,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 1.2,3.2,3.3,5.1,5.3,5.4)				
9. An English as a Second Language (ESL) program for Emergent Bilingual (EB) students will be available in any grade, and summer school for EB students will be offered. (Title I SW Elements: 2.2,2.5) (Target Group: ESL) (Strategic Priorities: 2) (ESF: 1.2,3.3,3.4,4.1,5,5.1,5.3,5.4)	Campus Principal, Counselor, ESL Coordinator, Superintendent	August, January, May	(L)Local	Criteria: Schedules PEIMS Reports LPAC minutes
10. Home language surveys will be used to identify migrant students, and they will be served according to their individual needs; services will include summer school. (Title I SW Elements: 2.2) (Target Group: Migrant) (Strategic Priorities: 2) (ESF: 3.3)	Campus Principal, State and Federal Program Director	August, June	(L)Local	Criteria: Home Language Surveys PEIMS reports
11. At-risk students will be identified and served -- with various services such as summer school, pregnancy-related services, computer-assisted instruction, and accelerated instruction -- according to individual needs. (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.3,5.3,5.4)	Campus Principal, Counselor	nine weeks intervals	(S)State Comp - Amt	Criteria: PEIMS reports Academic Performance Reports ESY Schedules and Rosters
12. Any student who fails to score approaches or higher on STAAR or EOC will receive an intense program of accelerated instruction for at least 15 hours beyond their scheduled programming and in some cases 30 hours in a small group of 5 or fewer students (unless using an approved TEA program for increased ratio of student:teacher such as IXL) per instructor using evidence-based instructional materials. (Title I SW Elements: 2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 1.2,3.3,4.1,5.3,5.4)	Campus Principal, Counselor	September, December	(S)State Comp - Amt	Criteria: STAAR performance reports Schedules

QUEEN CITY ISD

Goal 1. QCISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

Objective 3. A challenging curriculum will be provided to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. To facilitate effective transitions for students from high school to postsecondary education, the Career and Technical Education program (CTE) will be maintained and expanded when possible to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities, and offerings in CTE will include at least four offerings of higher level technology courses. (Title I SW Elements: 2.1,2.2) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1.2,2)</p>	<p>Campus Principal, Counselor, Superintendent</p>	<p>January, May</p>	<p>(L)Local, (S)CTE</p>	<p>Criteria: Master Schedule</p>
<p>2. To facilitate effective transitions for students from high school to postsecondary education, the district will coordinate with institutions of higher education to provide students with dual and concurrent enrollment opportunities. The district will offer stipends to encourage teachers to complete the coursework required for teaching dual credit courses. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.3)</p>	<p>Campus Principal, State and Federal Program Director</p>	<p>January, May</p>	<p>(L)Local</p>	<p>Criteria: Master Schedule Payroll</p>
<p>3. To facilitate effective transitions for students from middle school to high school, all eighth graders will attend the high school "Career Fair" (for help in course selection) and be provided with a guided tour of the campus in the late spring. (Target Group: 8th) (ESF: 3.3)</p>	<p>Campus Principal, Counselor</p>	<p>May</p>	<p>(L)Local</p>	<p>Criteria: Images from the event Course selection sheets</p>
<p>4. To increase blending learning time, technology application TEKS in grades K - 8 will be fully integrated with the regular curriculum and middle and high school technology application courses will provide the needed technology skills for entering the job market or higher education; textbook adoption evaluation rubrics will include a category for technology integration. (Title I SW Elements:</p>	<p>Campus Principal, State and Federal Program Director</p>	<p>January, May</p>	<p>(L)Local, (S)Instructional Materials Allotment</p>	<p>Criteria: New Teacher Orientation agenda Master Schedules Rubric for Evaluating Instructional Materials Purchase Orders for Instructional Materials</p>

QUEEN CITY ISD

Goal 1. QCISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

Objective 3. A challenging curriculum will be provided to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.2,2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1.2,5.1)				
5. The gifted and talented program will utilize the State Performance Standards Project in grades K - 8 and a differentiated curriculum in the core content areas at the HS. In addition, high school students will enroll in a Project Based Research class for one year and ALC will be utilized to provide time for these students to meet together and produce GT-related products. (Target Group: GT) (Strategic Priorities: 3) (ESF: 3.3,3.4,4.1,5.1,5.3)	Campus Principal, Superintendent	January, May	(L)Local, (S)Gifted and Talented	Criteria: Meeting minutes Board Agenda GT Manual PEIMS reports
6. To incorporate experiential learning opportunities (such as welding & cosmetology) and promote skills attainment important to in-demand occupations and industries in the state, work-based learning opportunities with the Texarkana College and other workforce programs that provide students in-depth interaction with industry professionals will be offered for academic credit. (Target Group: CTE,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.3,5.3)	Campus Principal, Counselor, Superintendent	January, May	(L)Local, (S)CTE	Criteria: Master Schedule Memorandums of Understanding
7. To incorporate deep and meaningful TEKS application and learning , a STEAM program will be implemented in grades K-8. (Title I SW Elements: 1.1) (Target Group: All,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2) (ESF: 3.1,3.3,5.1)	Campus Principal, Counselor, Superintendent	August, May	(L)Local	Criteria: Master Schedule

QUEEN CITY ISD

Goal 2. QCISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 1. A plan to promote positive, healthy behavior will be maintained by each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. To reduce the overuse of discipline practices that remove students from the classroom, teachers will utilize prevention-based interventions such as awards for good behavior, redirection, and de-escalation techniques. The district will utilize the Emergent Tree program to provide a PBIS-type school-wide behavioral program throughout. Additionally, we have hired a behavioral specialist to support our students' social-emotional needs to create the best learning environment possible. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1,3.1,3.2,5.4)</p>	<p>Campus Principal, Counselor, Director of Special Services, State and Federal Program Director, Superintendent</p>	<p>January, May</p>	<p>(L)Local</p>	<p>Criteria: Behavioral screeners Emergent Tree Staff Rubrics for Self-Evaluation Behavioral Rtl schedules Behavioral Caseload documents Summative-Discipline referrals</p>
<p>2. A Character Education and evidence-based integrated SEL program (Ripple Effects) will be used in grades PreK-12; good character will be promoted throughout the district. Counselors at each campus are responsible for providing lessons on their campuses. (Title I SW Elements: 2.5) (Target Group: All) (ESF: 1.2,3.1,3.3)</p>	<p>Campus Principal, Counselor, State and Federal Program Director, Superintendent</p>	<p>January, May</p>	<p>(L)Local</p>	<p>Criteria: Formative-Program Scheduling Summative-Reduction in discipline referrals</p>
<p>3. As a requirement of utilizing the E-Rate Program, age-appropriate internet safety training for students will be conducted at all campuses. (Target Group: All) (ESF: 3.1,3.2,3.3)</p>	<p>Campus Principal, Counselor</p>	<p>August</p>	<p>(L)Local</p>	<p>Criteria: Formative-Teacher/Librarian Confirmations of Internet Safety Training Summative-Number of internet Violations</p>
<p>4. To reduce the threat of student violence, a comprehensive developmental guidance plan will be used (and regularly updated) for conflict resolution and to generate tolerance, honesty, and concern for others, and to reduce the threat of student violence (including dating violence), bullying, and suicide. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 1.2,3.1,3.3)</p>	<p>Campus Principal, Counselor</p>	<p>August, January, May</p>	<p>(L)Local</p>	<p>Criteria: Formative-Guidance Plan Summative- Fewer Discipline Referrals</p>

QUEEN CITY ISD

Goal 2. QCISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 1. A plan to promote positive, healthy behavior will be maintained by each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3.1,3.3)				
5. In accordance with the district's trauma-informed policy, positive behavior interventions and support, including those that integrate best practices on grief-informed and trauma-informed care, will be utilized; each campus will have an identified team trained annually in techniques and research-based practices for providing trauma-informed care. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1,3.3)	Campus Principal, Counselor, Director of Special Services, School Nurse	August	(L)Local	Criteria: Formative-Training Certificates and/or sign in documents
6. The SHARS committee will establish a policy regarding the maintenance, administration, and disposal of opioid antagonists on each campus that serves students in grades 6-12. The policy will include a reporting requirement not later than the 10th day from the date of administration of the antagonist and that school personnel are trained in the administration of the antagonist. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.1,3.3)	School Nurse, Superintendent	January	(L)Local	Criteria: Summative-Policy Formative-Meeting notes, agenda, sign-in sheet

QUEEN CITY ISD

Goal 2. QCISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 2. Drug abuse awareness programs will be maintained on all three campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The high school will continue mandatory student drug testing for students participating in extra-curricular activities and for students obtaining a campus parking permit. (Target Group: 9th,10th,11th,12th) (ESF: 3.1,3.3)	Campus Principal, Counselor, Superintendent	August, January, May	(L)Local	Criteria: Formative-PO for contracted services Summative-Drug Testing reports
2. Students and teachers will participate in Safe and Drug-Free programs including Fentanyl abuse and poisoning awareness in grades 6-12 with a focus on suicide prevention, prevention of the abuse of and addiction to fentanyl, awareness of local school and community resources and processes involved in accessing those resources, and general health education that includes information about substance use and abuse. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 1.2,3.1,3.3)	Campus Principal, Counselor	October	(L)Local	Criteria: Event flyers Postings on Social Media
3. Canine services will be used to identify banned substances and materials. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3.1,3.3)	Campus Principal, Counselor, Superintendent	August, January, May	(L)Local	Criteria: Purchase orders for services Records of visits

QUEEN CITY ISD

Goal 2. QCISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 3. A comprehensive, coordinated school/community safety plan will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District policy addresses reporting requirements and consequences of sexual abuse by student or educator, including dating violence or other maltreatment of students. Counselors will be the "first responders" in providing services to help in the victim's recovery, and the steps in assist in recovery will be part of the counseling plan. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3.1,3.3)	Campus Principal, Counselor, Superintendent	August, May	(L)Local	Criteria: Summative-QCISD policy (online) Formative-Training certificates Procedural documentation
2. The Emergency Operations Plan will be posted online and in student handbooks and will be made available in print upon request. (Target Group: All) (ESF: 3.2)	Chief of Police, Superintendent	August	(L)Local	Criteria: Copy of plan Board Minutes Posting
3. The district will maintain a positive relationship with local and area policemen, firemen, and federal entities (such as the Ark-Tex council of Governments) and, drawing on their expertise, conduct appropriate safety drills and training. This joint effort using federal, state, and local resources, will have safety awareness and an improved school climate as its goal. (Target Group: All) (ESF: 3.1,3.3,3.4)	Chief of Police, Superintendent	August, May	(L)Local	Criteria: Minutes of meetings Agendas Log of safety drills
4. The school nurse will provide health care services to the student body. (Target Group: All) (ESF: 3.3)	School Nurse	August, January, May	(F)Medicaid, (L)Local	Criteria: Payroll records Schedule
5. A School Health Advisory Council will meet at least 4 times per year and will analyze safety needs and make recommendations to the school board on health issues and curriculum when appropriate. (Title I SW Elements: 3.2) (Target Group: All) (ESF: 3.1,3.3)	School Nurse, Superintendent	August, January, June	(L)Local	Criteria: Meeting Notes Agenda Sign-In Sheet
6. As needed, bus monitors will be maintained to ensure student safety on bus routes.	Director of Special Services	August, January, March	(S)Special Education	Criteria: Bus monitor records Student Rosters

QUEEN CITY ISD

Goal 2. QCISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 3. A comprehensive, coordinated school/community safety plan will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All,SPED) (ESF: 3.1,3.3)				Payroll records
7. Each campus will maintain at least one AED, and each campus will have the appropriate staff trained. (Target Group: All) (ESF: 3.1,3.3)	School Nurse	August, January, May	(L)Local	Criteria: Purchase orders AED use by dates as logged by the School Nurse Training Certificates
8. A review of playground equipment and facilities will be conducted at least annually. (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (ESF: 3.1)	Campus Principal, Superintendent	June	(L)Local	Criteria: Notes regarding findings.
9. Thrillshare, Twitter, Remind, QCISD website, and QCISD Facebook page will be utilized by the district and campuses for disseminating safety information. (Target Group: All) (ESF: 3.1,3.3,3.4)	Campus Principal, Chief of Police, District Communications Specialist, Superintendent	January, May	(L)Local	Criteria: Social Media Posts QCISD website Remind Notifications
10. QCISD will maintain a partnership with a neighboring district to improve the parent-student reunification process during emergent situations which require district evacuation such as intruder response activities. (Target Group: All) (ESF: 1.2,3.1,3.2)	Chief of Police, Superintendent	July	(L)Local	Criteria: Drill calendar Superintendent meeting notes
11. To increase protection for our students and staff, a Police Chief and security officers for each campus will be maintained by the district to ward off “would-be” offenders. (Target Group: All) (ESF: 3.1,3.3)	Chief of Police, Superintendent	August, May	(L)Local	Criteria: Payroll records Job Postings Contracts
12. The district will maintain physical safety features such as bollards, bulletproof glass and/or film and foyer enclosures with locking door systems at each campus to restrict and control access. Additionally, the district will add cameras, fencing, and other physical safety	Chief of Police, Superintendent	August, January, May	(L)Local, (S)SAFE Grant, (S)Safety and Security Grant	Criteria: Purchase orders Installation Invoices

QUEEN CITY ISD

Goal 2. QCISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 3. A comprehensive, coordinated school/community safety plan will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
features to areas that have been identified as critical through ongoing safety evaluations and as required by the 88th legislature. (Target Group: All) (ESF: 3.1)				
13. The district will maintain silent panic alert technologies. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.3)	Superintendent	January-August	(S)Safety and Security Grant, (S)SPAT Grant	Criteria: The superintendent in conjunction with the QCISD Chief of Police will ensure standards of safety inspection and timelines as dictated by TAC 19 Chap 61 Subchapter CC are met.
14. The district will maintain vape detection technologies and other barriers to vaping in the bathrooms at the High School and other areas that lend themselves to student vaping. The district is investigating the addition of such strategies at the middle school and adding the necessary technology infrastructure to support it. (Title I SW Elements: 1.1,2.2) (Target Group: All,5th,6th,7th ,8th,9th,10th,11th,12th) (ESF: 3.1,3.3)	Chief of Police, Superintendent	January, May	(L)Local	Criteria: Meeting Minutes Board minutes Safety and Security Team Minutes Purchase Orders
15. The district threat assessment team will meet at least 4 times per year to address situations that arise, identify concerns and threats, gather information from multiple sources related to threats and concerns, maximize skills and resources to address concerns and monitor outcomes with a goal of enhancing communication, collaboration, and coordination regarding threats to district safety and security. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1,3.2,3.4)	Chief of Police, Superintendent	August, January, June	(L)Local	Criteria: Meeting Minutes Meeting Agenda Sign-In Sheets

QUEEN CITY ISD

Goal 3. Queen City ISD will have 100% of its teachers appropriately certified in the core academic subject areas on all campuses.

Objective 1. Queen City ISD will have a plan in place to attract and retain appropriately certified, competent personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District and campus committees for hiring will identify, contact, interview, and recommend competent, certified job applicants, if available. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Campus Principal, Superintendent	February, April, June	(L)Local	Criteria: Evidence of process including meeting notes, reviewed applications, interview schedules
2. District and campus committees will actively recruit appropriately certified, competent applicants, including minority applicants, by participating in job fairs and posting vacancies in multiple sites including local university bulletin boards, Electronic Application System, School Website, and participating in TAMU-T Teacher Preparation Program. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Campus Principal, Superintendent	June, August	(F)Title I, Part A	Criteria: Formative-EAS Application Summative-Percentage of appropriately certified teachers
3. The district will conduct an annual review of teacher certifications/service records and paraprofessional training/college hours to ensure that all meet state certification requirements. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 2)	Campus Principal, Superintendent	October, June	(L)Local	Criteria: Formative- BOY summary of certification report Summative-EOY summary of certification report
4. In order to attract and retain competent, appropriately certified personnel, the district will pay above state salary base pay according to legislative requirements (Local), teachers in crucial performance courses that support accountability (Funding Transferability from Title IV to Title II), teachers serving as interventionists for closing gaps, ELAR teachers in grades 3-12 (Funding Transferability from Title IV to Title II), and \$1000 for master's degrees (Local). (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Superintendent	July	(F)Title II, Part A, (F)Title IV, Part A, (L)Local	Criteria: Formative-Teacher retention and recruitment policy and/or payroll records Summative-Percentage of appropriately certified teachers

QUEEN CITY ISD

Goal 3. Queen City ISD will have 100% of its teachers appropriately certified in the core academic subject areas on all campuses.

Objective 2. Queen City ISD will provide quality staff development for professionals and paraprofessionals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. After conducting a district-wide needs assessment and survey, all campuses will have staff development options chosen by teachers and administrators in conjunction with parents and families to meet ESSA and state requirements. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,2,3,3.3,3.4,4,5)	Campus Principal, Superintendent	August	(F)Title I, Part A, (L)Local, (S)Special Education	Criteria: Formative-Professional Development Certificates Formative-Surveys Summative-Professional Development Calendar
2. The teaching staff will be provided opportunities to attend state conferences and workshops in the core content areas to encourage professional growth and meet ESSA requirements. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1.2,2,3,4,5)	Campus Principal, Superintendent	Every 9 weeks	(F)Title I, Part A, (L)Local, (S)Instructional Materials Allotment, (S)Special Education	Criteria: Certificates of attendance Conference Agendas Performance data
3. Professional development for teachers, assistants, and administrators will be provided in the areas of technology, conflict resolution, discipline strategies/classroom management, student and staff safety, and student code of conduct. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,3)	Campus Principal, Chief of Police, Director of Special Services, Superintendent	August	(F)Special Education Idea B, (F)Title I, Part A, (S)Instructional Materials Allotment, (S)Special Education	Criteria: Professional Development Calendar Teacher Certificates of Attendance
4. All teachers will be given opportunities to improve their instruction to meet the academic needs of all students and broaden their knowledge of the diverse needs of their students, especially educationally disadvantaged students, African-American students, and historically low-performing student groups through professional development in all academic areas. Services are contracted through Region VIII ESC. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2)	Campus Principal, Superintendent	October, January, March,	(F)Title I, Part A, (L)Local, (S)Instructional Materials Allotment, (S)Special Education	Criteria: Sign-In sheets Certificates of completion Summative: Performance Reports
5. PreK and PPCD teachers will receive annual high-quality professional development	Campus Principal	August, January, May	(F)Special Education IDEA B Preschool, (S)State Comp -	Criteria: Certificates of completion Conference Agendas

QUEEN CITY ISD

Goal 3. Queen City ISD will have 100% of its teachers appropriately certified in the core academic subject areas on all campuses.

Objective 2. Queen City ISD will provide quality staff development for professionals and paraprofessionals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
on providing instruction that builds academic readiness skills, develops background knowledge, increases self-regulation, and introduces academic vocabulary to prepare every student for the transition to kindergarten. (Title I SW Elements: 2.1,2.5,2.6) (Target Group: SPED,PRES K) (Strategic Priorities: 1,2) (ESF: 5)			Amt, (S)State Comp FTE	Purchase Orders

QUEEN CITY ISD

Goal 4. Queen City ISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

Objective 1. The district will provide needed information to parents through a variety of means.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Presentations on scheduling options and graduation plans to prepare students for success beyond high school will be given and information will be posted on the school website for students, parents, and staff; included will be information concerning the Teach for Texas Grant and the Toward Excellence, Access, and Success Grant (TEXAS), and other higher education financial aid opportunities and admission requirements. (Title I SW Elements: 2.3) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.1,3.3,3.4)	Campus Principal, Counselor	August, March, May	(L)Local	Criteria: Website postings Flyers Sign In Sheets Notices
2. Parents will be asked to serve on improvement plan committees including those for the campus and the district, and parent input will be sought as these plans are written. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (ESF: 3)	Campus Principal, State and Federal Program Director, Superintendent	August, March, June	(L)Local	Criteria: Sign in Sheets Agendas
3. Parent online access to their child's grades and attendance will be maintained. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Campus Principal, Counselor	August, January, March	(F)Title I, Part A	Criteria: Contracted Service agreement with ESC Parent notification
4. The district webpage will have links to accountability results, the ESSA report card, policy online, wellness policy, student handbooks, and other applicable information. (Target Group: All) (ESF: 3.4)	Campus Principal, District Communications Specialist, State and Federal Program Director, Superintendent	October, February	(L)Local	Criteria: Website Postings
5. Thrillshare Parent Notification system will be utilized to advise parents of any school closures and/or school emergency situations and to relay specific, timely announcements. (Target Group: All) (ESF: 3.3,3.4)	Campus Principal, State and Federal Program Director, Superintendent	August, January	(L)Local	Criteria: Purchase order for application Training Rosters and Schedule Any notifications
6. At the Title I meeting, parents of students at	Campus Principal	April	(L)Local	Criteria: Meeting agenda

QUEEN CITY ISD

Goal 4. Queen City ISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

Objective 1. The district will provide needed information to parents through a variety of means.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>each campus will be asked to provide input on the various plans and goals of the campus. They will be informed of their right to be involved and their right to inform the principal of any barriers to their involvement in their child's education. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.1,3.4)</p>				<p>Sign in sheets Materials/Presentation</p>
<p>7. Research indicates that students lose literacy skills during the summer break and that consistent, year-round engagement in literacy activities equates to college success and higher paying jobs. Families will be provided with a summer literacy library with related reading activities to create support and opportunities for families to engage in literacy activities during the summer months to diminish the effect of "summer slide." (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)</p>	<p>Campus Principal, Curriculum Director</p>	<p>September, May</p>	<p>(F)Rural and Low Income Grant</p>	<p>Criteria: Parental and student surveys indicate usage. Comparison of reading data from EOY to BOY</p>
<p>8. To engage families in the learning process and to decrease the gap between home and school as students and families prepare to move from elementary to middle school and middle school to high school, goal-oriented academic planners and transitional packs with tips and strategies for learning in the new environment will be provided to students entering the 5th grade and 9th grade at transition meetings set up before the end of their 4th and 8th grade years. (Title I SW Elements: 3.1) (Target Group: 5th,9th) (Strategic Priorities: 4) (ESF: 3.4)</p>	<p>Campus Principal</p>	<p>May, August</p>	<p>(F)Rural and Low Income Grant</p>	<p>Criteria: Survey</p>
<p>9. To engage and educate parents on their child's responsible technology use and to decrease the negative impacts of screen time, technology addiction, social media platforms including YouTube and TikTok, Message</p>	<p>Campus Principal</p>	<p>August, May</p>		<p>Criteria: Survey</p>

QUEEN CITY ISD

Goal 4. Queen City ISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

Objective 1. The district will provide needed information to parents through a variety of means.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Boards and Blogs, Video Games, and Cyberbullying on the learning environment as well as our students' social-emotional regulation, the district will provide parents with an informational pamphlet in May to provide a foundation of support that closes the gaps between what is prescribed in the learning environment and students' online activities at home. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)				

QUEEN CITY ISD

Goal 4. Queen City ISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

Objective 2. Parental and community involvement in various activities of the school will be promoted.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Understanding that the current research on parental involvement indicates that predictors of student achievement in school include a home environment that encourages learning with expectations for the child to do well and parents who become involved in the child's education at school, the district has incorporated strategies to lower barriers to parent participation in the school's planning and the child's learning experiences. Parents are encouraged to contact teachers and principals and are welcomed at the school. An information center with parent and student support for learning topics will be maintained in the lobbies of each campus. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3)</p>	<p>Campus Principal, Counselor, Superintendent</p>	<p>October, January, March</p>	<p>(F)Rural and Low Income Grant, (L)Local</p>	<p>Criteria: Access to Gradebook Thrillshare posts Parent meeting agendas Planning meeting agendas Purchase orders for materials</p>
<p>2. The following activities will be scheduled in the upper grades: Veterans Day Program, 5th grade orientation, Meet the Teacher Night, Pep Rallies, Book Fair (Middle School), Open House (Middle School), UIL Academic Award Ceremony, 8th-grade certificate program and 12th-grade graduation ceremonies, Interact Program, Senior Walk, End of Year Awards Banquets, Sr. Sunrise Breakfast, Fall bonfire and fireworks, Spring Softball Ice Cream Social, Community Wide pep rally, See You At the Pole, American Legion Boys and Girls State, pep rallies, book fairs, Jr/Sr Prom, Homecoming Event, Open House, ceremonial awards, and freshman orientation. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 1.2,3)</p>	<p>Campus Principal, Counselor</p>	<p>October, January, April</p>	<p>(L)Local</p>	<p>Criteria: Website and Media postings Event Sign-In Sheets</p>
<p>3. Meet the Teacher Night and Meet the Bulldog Night will be scheduled and will be followed up with at least two more parent</p>	<p>Campus Principal</p>	<p>October, March</p>	<p>(L)Local</p>	<p>Criteria: Posts and informational flyers about the event</p>

QUEEN CITY ISD

Goal 4. Queen City ISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

Objective 2. Parental and community involvement in various activities of the school will be promoted.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
contacts by teachers throughout the year in which the Parent-School Compact will be discussed; contact method may be through email, telephone, letter, home visit, or school visit by parent (with transportation provided, if needed.) (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)				
4. The following school activities will be scheduled in the lower grades: Veterans Day, Field Day, Carnival, Book Fairs, Ceremonial Awards, Open House, New Student/Parent Orientation, Character Program, Christmas Program, Grandparents' Day, Read Across America, Family Math Bingo Night, Cozy Christmas Movie Night, First Responders Celebration and display, spring play, and field trips. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Campus Principal	October, January, April	(L)Local	Criteria: Postings and Flyers about the event. Pictures from the event Sign In Sheets
5. Parent and Family Engagement plans and Parent-School Compacts made available in the lobbies of each campus, the website, and through parent/teacher conferences, developed with the input of parents, teachers, and administrators, will be maintained for the campuses and the district. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Campus Principal, State and Federal Program Director, Superintendent	October	(L)Local	Criteria: Website Posting Meeting Agenda Lobby Checks Meeting Notes
6. Parent surveys with information concerning volunteer opportunities will be sent to parents. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Campus Principal	October, February	(L)Local	Criteria: Surveys, flyers, sign in sheets
7. The elementary will continue its Pawsitive Partners, a parent volunteer program, and the high school will continue supporting its parent booster clubs for various organizations. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Campus Principal	October, January, March	(L)Local	Criteria: Sign in sheets Flyers Notices or FB posts Opportunity sheets

QUEEN CITY ISD

Goal 4. Queen City ISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

Objective 2. Parental and community involvement in various activities of the school will be promoted.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. The district will evaluate summer reading supplies/programs to support the school-to-home and home-to-school connection by providing book bags and supplies for each student in grades K-8 and activity/Literacy bags for registering pre-kinder/Kinder students and returning pre-kinder students. (Title I SW Elements: 1.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2) (ESF: 3.4)	Campus Principal, Director of Instruction and Technology	July, May	(F)Rural and Low Income Grant, (F)Title I, Part A	Criteria: Purchase Orders FB posts of dissemination event.

QUEEN CITY ISD

Goal 5. Queen City ISD will employ strategies to improve attendance and eliminate dropouts.

Objective 1. Policies and procedures for maintaining an exemplary attendance rate will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During freshman orientation at the high school, parents will be introduced to attendance policies as stated in the student handbook and then reminders of the policy will be given throughout their high school career, as needed. (Title I SW Elements: 3.1) (Target Group: 9th,10th,11th,12th) (ESF: 3.4)	Campus Principal, Counselor	August	(L)Local	Criteria: Sign in sheets Agenda Meeting Materials
2. Districtwide, when students are absent, calls will be made to the parent and attendance alerts through our automated system. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.1,3.4)	Campus Principal	Every 9 weeks	(L)Local	Criteria: Purchase orders Call Logs Summative: Attendance records
3. The option for Saturday school may be offered as the need arises and summer school will be offered to help students meet attendance, course requirements, and to close gaps related to absenteeism. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.3)	Campus Principal, Counselor	January, May	(S)State Comp - Amt, (S)State Comp FTE	Criteria: Summer school rosters and schedules Saturday school rosters and schedules Sign in sheets

QUEEN CITY ISD

Goal 5. Queen City ISD will employ strategies to improve attendance and eliminate dropouts.

Objective 2. Appropriate interventions will be made for students at risk of dropping out of school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Credit recovery will be offered for students in grades 9 - 12. (Title I SW Elements: 2.2,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 3.1,3.3,5.1)	Campus Principal, Counselor, Director of Instruction and Technology	Oct., Jan., March	(S)State Comp - Amt, (S)State Comp FTE	Criteria: Credit Recovery Roster Schedules Performance data for CR students
2. Qualifying students will be given college-release time and work-release time. (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 5.1)	Campus Principal, Counselor	January, May	(L)Local	Criteria: College and Work Release Rosters
3. Students will be provided unique opportunities to participate in bass fishing, archery, and trap shooting. (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (ESF: 3.4)	Campus Principal	January May	(L)Local	Criteria: Program Information/flyers Contest rosters
4. The district will provide homeless children and youths with counseling services, housing information, personal toiletry items, and tutoring services, as needed, to support their enrollment, attendance, and success. (Title I SW Elements: 1.1,2.1) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.3)	Campus Principal, Counselor	August, January	(F)Title I, Part A, (L)Local	Criteria: Purchase Orders Grant application
5. Our counselors and principal leaders will serve to identify and provide appropriately natured programs for students residing in facilities for the neglected and delinquent who may enroll in our district (Target Group: FC) (ESF: 3.3)	Campus Assistant Principal, Campus Principal, Counselor	August, Jan., March	(L)Local	Criteria: Enrollment records (formative) Program Roster (summative)

Resources

Resource	Source
Cafeteria	Federal
Rural and Low Income Grant	Federal
Special Education Idea B	Federal
Special Education IDEA B Preschool	Federal
Title I, Part A	Federal
Title II, Part A	Federal
Title IV, Part A	Federal
Local	Local
CTE	State
Instructional Materials Allotment	State
Safety and Security Grant	State
State Comp - Amt	State
State Comp FTE	State

Our mission is to ensure that each student, aided by the use of technology and guided in the acquisition of essential academic skills and life-long learning goals, will be prepared for successful, responsible, global citizenship in the twenty-first century. The district's educational program must be structured in a way that students and staff are provided training and access to the latest technology available through implementation of a comprehensive program involving the schools and the community.

In Queen City ISD, we take pride in our past as we focus on the future, teaching our students to respect themselves and others while preparing them to live, learn, and work successfully in a rapidly changing world. We are dedicated to making this vision a reality for all our students through planning, training, teamwork, and the responsible use of our resources.

Public Notification of Nondiscrimination

Queen City Independent School District offers career and technical education programs in Agriculture, Food & Natural Resources, Law & Public Service, Arts, Audio Visual, Technology & Communications, Business, Finance and Marketing, and Information Technology. Admission to these programs is open to all students.

It is the policy of Queen City Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Queen City Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Queen City ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator at 1015 Houston St., Queen City, Texas 75572 ddover@qcisd.net, 903-796-8256, and the Section 504 Coordinator at 1015 Houston St., Queen City, Texas 75572, hbolt@qcisd.net, Texas 75572, 903-796-8256

Methods of Administration (MOA)

Division of Review and Support
Office of Special Populations Monitoring

(512) 463-9414

STAAR 3-8 Academic Performance to Attendance Comparison for Years 18-19, 20-21 and 21-22

	Total		
STAAR 3-8 Math	2019	2021	2022
# Students PIA < 90% (Chronics)	27	34	79
# Students PIA >= 90% (Not Chronics)	224	306	275
Chronically Absent Did Not Meet	40.74%	67.65%	37.97%
Not Chronically Absent Did Not Meet	28.13%	28.43%	20.00%
Chronically Absent Approaches	40.74%	23.53%	39.24%
Not Chronically Absent Approaches	40.63%	33.99%	38.18%
Chronically Absent Meets	18.52%	8.82%	18.99%
Not Chronically Absent Meets	21.43%	24.84%	25.45%
Chronically Absent Masters	0.00%	0.00%	3.80%
Not Chronically Absent Masters	9.82%	12.75%	16.36%
STAAR 3-8 Reading	2019	2021	2022
# Students PIA < 90% (Chronics)	26	35	83
# Students PIA >= 90% (Not Chronics)	256	316	289
Chronically Absent Did Not Meet	34.62%	60.00%	26.51%
Not Chronically Absent Did Not Meet	25.39%	28.80%	23.88%
Chronically Absent Approaches	42.31%	22.86%	30.12%
Not Chronically Absent Approaches	29.69%	25.63%	25.26%
Chronically Absent Meets	15.38%	11.43%	26.51%
Not Chronically Absent Meets	23.83%	23.10%	20.07%
Chronically Absent Masters	7.69%	5.71%	16.87%
Not Chronically Absent Masters	21.09%	22.47%	30.80%
STAAR 3-8 Social Studies	2019	2021	2022
# Students PIA < 90% (Chronics)	4	11	16
# Students PIA >= 90% (Not Chronics)	79	50	51
Chronically Absent Did Not Meet	50.00%	72.73%	25.00%
Not Chronically Absent Did Not Meet	39.24%	56.00%	33.33%
Chronically Absent Approaches	50.00%	27.27%	62.50%
Not Chronically Absent Approaches	43.04%	34.00%	31.37%
Chronically Absent Meets	0.00%	0.00%	6.25%
Not Chronically Absent Meets	11.39%	8.00%	9.80%
Chronically Absent Masters	0.00%	0.00%	6.25%
Not Chronically Absent Masters	6.33%	2.00%	25.49%
STAAR 3-8 Science	2019	2021	2022
# Students PIA < 90% (Chronics)	6	17	29
# Students PIA >= 90% (Not Chronics)	139	107	105
Chronically Absent Did Not Meet	16.67%	52.94%	31.03%
Not Chronically Absent Did Not Meet	21.58%	25.23%	37.14%
Chronically Absent Approaches	66.67%	17.65%	44.83%

Not Chronically Absent Approaches	25.18%	42.99%	26.67%
Chronically Absent Meets	16.67%	29.41%	17.24%
Not Chronically Absent Meets	33.81%	22.43%	20.00%
Chronically Absent Masters	0.00%	0.00%	6.90%
Not Chronically Absent Masters	19.42%	9.35%	16.19%

and All Campuses an

Female			Male			Asian		
2019	2021	2022	2019	2021	2022	2019	2021	2022
14	14	42	13	20	37	-	0	-
95	162	133	129	144	142	-	1	-
28.57%	78.57%	40.48%	53.85%	60.00%	35.14%	-	0.00%	-
22.11%	24.07%	18.05%	32.56%	33.33%	21.83%	-	0.00%	-
57.14%	14.29%	35.71%	23.08%	30.00%	43.24%	-	0.00%	-
50.53%	40.12%	40.60%	33.33%	27.08%	35.92%	-	0.00%	-
14.29%	7.14%	16.67%	23.08%	10.00%	21.62%	-	0.00%	-
20.00%	24.07%	25.56%	22.48%	25.69%	25.35%	-	0.00%	-
0.00%	0.00%	7.14%	0.00%	0.00%	0.00%	-	0.00%	-
7.37%	11.73%	15.79%	11.63%	13.89%	16.90%	-	100.00%	-
2019	2021	2022	2019	2021	2022	2019	2021	2022
14	14	44	12	21	39	0	0	-
109	167	140	147	149	149	1	1	-
28.57%	57.14%	20.45%	41.67%	61.90%	33.33%	0.00%	0.00%	-
23.85%	22.16%	16.43%	26.53%	36.24%	30.87%	0.00%	0.00%	-
35.71%	28.57%	29.55%	50.00%	19.05%	30.77%	0.00%	0.00%	-
24.77%	28.74%	25.00%	33.33%	22.15%	25.50%	0.00%	0.00%	-
21.43%	0.00%	27.27%	8.33%	19.05%	25.64%	0.00%	0.00%	-
25.69%	23.95%	23.57%	22.45%	22.15%	16.78%	0.00%	100.00%	-
14.29%	14.29%	22.73%	0.00%	0.00%	10.26%	0.00%	0.00%	-
25.69%	25.15%	35.00%	17.69%	19.46%	26.85%	100.00%	0.00%	-
2019	2021	2022	2019	2021	2022	2019	2021	2022
2	4	8	2	7	8	0	0	-
39	22	21	40	28	30	1	1	-
50.00%	100.00%	37.50%	50.00%	57.14%	12.50%	0.00%	0.00%	-
35.90%	63.64%	38.10%	42.50%	50.00%	30.00%	0.00%	0.00%	-
50.00%	0.00%	62.50%	50.00%	42.86%	62.50%	0.00%	0.00%	-
46.15%	31.82%	23.81%	40.00%	35.71%	36.67%	0.00%	0.00%	-
0.00%	0.00%	0.00%	0.00%	0.00%	12.50%	0.00%	0.00%	-
12.82%	4.55%	14.29%	10.00%	10.71%	6.67%	0.00%	0.00%	-
0.00%	0.00%	0.00%	0.00%	0.00%	12.50%	0.00%	0.00%	-
5.13%	0.00%	23.81%	7.50%	3.57%	26.67%	100.00%	100.00%	-
2019	2021	2022	2019	2021	2022	2019	2021	2022
3	6	15	3	11	14	1	0	-
67	55	51	72	52	54	1	1	-
0.00%	50.00%	26.67%	33.33%	54.55%	35.71%	0.00%	0.00%	-
20.90%	23.64%	35.29%	22.22%	26.92%	38.89%	0.00%	0.00%	-
66.67%	50.00%	53.33%	66.67%	0.00%	35.71%	100.00%	0.00%	-

22.39%	52.73%	31.37%	27.78%	32.69%	22.22%	0.00%	0.00%	-
33.33%	0.00%	20.00%	0.00%	45.45%	14.29%	0.00%	0.00%	-
38.81%	16.36%	23.53%	29.17%	28.85%	16.67%	0.00%	0.00%	-
0.00%	0.00%	0.00%	0.00%	0.00%	14.29%	0.00%	0.00%	-
17.91%	7.27%	9.80%	20.83%	11.54%	22.22%	100.00%	100.00%	-

Black or African American			Hispanic/Latino			American Indian or Alaska Native		
2019	2021	2022	2019	2021	2022	2019	2021	2022
5	7	7	0	3	11	0	1	0
35	45	46	5	10	10	4	4	1
40.00%	100.00%	71.43%	0.00%	33.33%	27.27%	0.00%	0.00%	0.00%
45.71%	51.11%	43.48%	80.00%	50.00%	30.00%	50.00%	0.00%	100.00%
40.00%	0.00%	14.29%	0.00%	66.67%	54.55%	0.00%	0.00%	0.00%
42.86%	31.11%	45.65%	20.00%	40.00%	40.00%	0.00%	50.00%	0.00%
20.00%	0.00%	14.29%	0.00%	0.00%	18.18%	0.00%	100.00%	0.00%
8.57%	13.33%	6.52%	0.00%	10.00%	20.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2.86%	4.44%	4.35%	0.00%	0.00%	10.00%	50.00%	50.00%	0.00%
2019	2021	2022	2019	2021	2022	2019	2021	2022
5	7	8	0	4	11	0	1	1
37	47	47	7	10	10	5	4	1
60.00%	71.43%	50.00%	0.00%	50.00%	27.27%	0.00%	0.00%	0.00%
40.54%	57.45%	48.94%	57.14%	40.00%	30.00%	0.00%	0.00%	100.00%
20.00%	28.57%	25.00%	0.00%	0.00%	36.36%	0.00%	0.00%	0.00%
43.24%	17.02%	25.53%	28.57%	20.00%	20.00%	20.00%	0.00%	0.00%
0.00%	0.00%	12.50%	0.00%	25.00%	18.18%	0.00%	0.00%	0.00%
8.11%	14.89%	14.89%	0.00%	30.00%	30.00%	40.00%	50.00%	0.00%
20.00%	0.00%	12.50%	0.00%	25.00%	18.18%	0.00%	100.00%	100.00%
8.11%	10.64%	10.64%	14.29%	10.00%	20.00%	40.00%	50.00%	0.00%
2019	2021	2022	2019	2021	2022	2019	2021	2022
2	2	2	0	1	1	0	0	1
11	9	10	3	0	3	2	1	0
50.00%	100.00%	100.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%
63.64%	88.89%	70.00%	0.00%	0.00%	66.67%	50.00%	100.00%	0.00%
50.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100.00%
9.09%	11.11%	20.00%	66.67%	0.00%	33.33%	50.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
9.09%	0.00%	0.00%	33.33%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
18.18%	0.00%	10.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2019	2021	2022	2019	2021	2022	2019	2021	2022
3	2	3	0	1	5	0	0	1
19	13	20	6	2	4	3	1	1
0.00%	50.00%	66.67%	0.00%	0.00%	40.00%	0.00%	0.00%	0.00%
36.84%	38.46%	60.00%	16.67%	50.00%	25.00%	33.33%	0.00%	100.00%
66.67%	50.00%	33.33%	0.00%	0.00%	40.00%	0.00%	0.00%	0.00%

42.11%	46.15%	25.00%	16.67%	0.00%	75.00%	33.33%	0.00%	0.00%
33.33%	0.00%	0.00%	0.00%	100.00%	20.00%	0.00%	0.00%	100.00%
10.53%	15.38%	15.00%	50.00%	50.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
10.53%	0.00%	0.00%	16.67%	0.00%	0.00%	33.33%	100.00%	0.00%

Native Hawaiian or Other Pacific Two or More Races						White		
2019	2021	2022	2019	2021	2022	2019	2021	2022
-	0	3	4	22	20	57	15	21
-	6	13	15	174	233	203	123	167
-	0.00%	100.00%	100.00%	40.91%	60.00%	31.58%	60.00%	90.48%
-	16.67%	23.08%	13.33%	22.99%	24.03%	14.29%	41.46%	42.51%
-	0.00%	0.00%	0.00%	40.91%	30.00%	42.11%	40.00%	9.52%
-	83.33%	53.85%	33.33%	40.23%	33.05%	36.95%	41.46%	34.73%
-	0.00%	0.00%	0.00%	18.18%	10.00%	21.05%	0.00%	0.00%
-	0.00%	15.38%	26.67%	25.86%	28.76%	30.05%	13.82%	14.37%
-	0.00%	0.00%	0.00%	0.00%	0.00%	5.26%	0.00%	0.00%
-	0.00%	7.69%	26.67%	10.92%	14.16%	18.72%	3.25%	8.38%
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2019	2021	2022	2019	2021	2022	2019	2021	2022
-	0	3	4	21	20	59	15	21
-	6	13	16	200	241	215	125	171
-	0.00%	100.00%	75.00%	28.57%	55.00%	20.34%	60.00%	80.95%
-	33.33%	7.69%	18.75%	22.00%	24.48%	18.14%	48.00%	43.86%
-	0.00%	0.00%	0.00%	47.62%	30.00%	32.20%	20.00%	14.29%
-	50.00%	46.15%	25.00%	27.00%	26.97%	25.58%	32.00%	26.90%
-	0.00%	0.00%	25.00%	19.05%	15.00%	30.51%	13.33%	0.00%
-	16.67%	23.08%	12.50%	27.50%	23.65%	21.40%	15.20%	19.30%
-	0.00%	0.00%	0.00%	4.76%	0.00%	16.95%	6.67%	4.76%
-	0.00%	23.08%	43.75%	23.50%	24.90%	34.88%	4.80%	9.94%
<hr/>								
2019	2021	2022	2019	2021	2022	2019	2021	2022
-	0	0	0	2	8	12	3	8
-	2	1	2	60	38	36	36	26
-	0.00%	0.00%	0.00%	50.00%	62.50%	16.67%	66.67%	87.50%
-	0.00%	0.00%	50.00%	38.33%	50.00%	19.44%	69.44%	76.92%
-	0.00%	0.00%	0.00%	50.00%	37.50%	66.67%	33.33%	12.50%
-	50.00%	100.00%	0.00%	48.33%	39.47%	36.11%	27.78%	23.08%
-	0.00%	0.00%	0.00%	0.00%	0.00%	8.33%	0.00%	0.00%
-	0.00%	0.00%	0.00%	11.67%	10.53%	13.89%	2.78%	0.00%
-	0.00%	0.00%	0.00%	0.00%	0.00%	8.33%	0.00%	0.00%
-	50.00%	0.00%	50.00%	1.67%	0.00%	30.56%	0.00%	0.00%
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2019	2021	2022	2019	2021	2022	2019	2021	2022
-	0	0	1	2	14	19	5	9
-	2	4	5	108	86	75	56	36
-	0.00%	0.00%	100.00%	50.00%	57.14%	21.05%	20.00%	66.67%
-	0.00%	0.00%	60.00%	19.44%	24.42%	29.33%	50.00%	41.67%
-	0.00%	0.00%	0.00%	50.00%	14.29%	52.63%	60.00%	33.33%

-	50.00%	75.00%	20.00%	22.22%	43.02%	25.33%	37.50%	41.67%
-	0.00%	0.00%	0.00%	0.00%	28.57%	15.79%	20.00%	0.00%
-	50.00%	25.00%	0.00%	37.96%	23.26%	24.00%	8.93%	16.67%
-	0.00%	0.00%	0.00%	0.00%	0.00%	10.53%	0.00%	0.00%
-	0.00%	0.00%	20.00%	20.37%	9.30%	21.33%	3.57%	0.00%

At Risk (Fall)			Special Education			Economic Disadvantage		
2019	2021	2022	2019	2021	2022	2019	2021	2022
57	4	8	14	16	26	49	-	0
146	27	43	42	108	146	134	-	2
45.61%	100.00%	100.00%	64.29%	50.00%	80.77%	40.82%	-	0.00%
36.30%	77.78%	55.81%	52.38%	37.04%	39.73%	29.10%	-	50.00%
43.86%	0.00%	0.00%	21.43%	43.75%	11.54%	42.86%	-	0.00%
44.52%	22.22%	34.88%	33.33%	39.81%	35.62%	44.03%	-	50.00%
8.77%	0.00%	0.00%	7.14%	6.25%	7.69%	12.24%	-	0.00%
15.07%	0.00%	2.33%	11.90%	15.74%	18.49%	19.40%	-	0.00%
1.75%	0.00%	0.00%	7.14%	0.00%	0.00%	4.08%	-	0.00%
4.11%	0.00%	6.98%	2.38%	7.41%	6.16%	7.46%	-	0.00%

2019	2021	2022	2019	2021	2022	2019	2021	2022
58	4	8	15	16	27	51	-	0
148	27	43	42	112	147	138	-	2
36.21%	100.00%	100.00%	53.33%	43.75%	70.37%	25.49%	-	0.00%
41.22%	85.19%	74.42%	69.05%	34.82%	41.50%	36.96%	-	0.00%
36.21%	0.00%	0.00%	26.67%	43.75%	18.52%	35.29%	-	0.00%
35.81%	11.11%	9.30%	26.19%	31.25%	23.81%	25.36%	-	50.00%
17.24%	0.00%	0.00%	13.33%	12.50%	7.41%	27.45%	-	0.00%
15.54%	3.70%	9.30%	2.38%	19.64%	19.05%	15.22%	-	0.00%
10.34%	0.00%	0.00%	6.67%	0.00%	3.70%	11.76%	-	0.00%
7.43%	0.00%	6.98%	2.38%	14.29%	15.65%	22.46%	-	50.00%

2019	2021	2022	2019	2021	2022	2019	2021	2022
7	1	2	1	3	8	9	-	-
19	11	6	6	33	18	23	-	-
57.14%	100.00%	100.00%	100.00%	33.33%	87.50%	44.44%	-	-
73.68%	72.73%	100.00%	83.33%	54.55%	83.33%	52.17%	-	-
42.86%	0.00%	0.00%	0.00%	66.67%	12.50%	44.44%	-	-
21.05%	18.18%	0.00%	0.00%	36.36%	16.67%	34.78%	-	-
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	-	-
0.00%	9.09%	0.00%	0.00%	3.03%	0.00%	8.70%	-	-
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	11.11%	-	-
5.26%	0.00%	0.00%	16.67%	6.06%	0.00%	4.35%	-	-

2019	2021	2022	2019	2021	2022	2019	2021	2022
18	1	3	5	4	12	17	-	-
59	16	15	12	58	44	50	-	-
44.44%	100.00%	100.00%	80.00%	0.00%	58.33%	35.29%	-	-
55.93%	75.00%	60.00%	75.00%	37.93%	36.36%	56.00%	-	-
44.44%	0.00%	0.00%	20.00%	75.00%	25.00%	52.94%	-	-

27.12%	12.50%	33.33%	16.67%	27.59%	50.00%	26.00%	-	-
11.11%	0.00%	0.00%	0.00%	25.00%	16.67%	11.76%	-	-
13.56%	12.50%	0.00%	8.33%	27.59%	11.36%	14.00%	-	-
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	-	-
3.39%	0.00%	6.67%	0.00%	6.90%	2.27%	4.00%	-	-

Emergent Bilingual

2019 2021 2022

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2

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2019 2021 2022

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State Compensatory Education Program

Policies and Procedures Manual

Queen City ISD

School Year 22-23

Updated: June 13, 2023



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Section 1: Program Overview

TEC Section 29.081; TEC Section 42.152 (B); 77(R) SB 702

Purpose

State Compensatory Education (SCE) funds may be used to provide a compensatory, intensive, or accelerated program that enables the students to be performing at grade level at the conclusion of the next regular school term. Queen City ISD will provide compensatory education that is designed to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school or educationally disadvantaged.

The SCE program planning and decision-making for the district will include the superintendent, principal(s), and the site-based decision-making committee.

Districts receiving SCE funds are required to have local policies and procedures in place to identify:

- Students who are at-risk of dropping out of school under TEC Section 29.081 criteria;
- Students who are at-risk of dropping out of school under local criteria and document compliance with the 10% cap in TEC Section 29.081;
- How students are entered into the SCE program;
- How students are exited from the SCE program;
- The methodology involving calculation of the 110% satisfactory performance on all assessment instruments; and
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Goal

The goal of all Queen City ISD State Compensatory Education services is to provide a challenging and meaningful instructional program and, at the same time, reduce any disparity in **performance** on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of **high school completion** between students at risk of dropping out of school and all other district students and educationally disadvantaged students and all other district students [see TEC 48.104(k)].

General Use of Funds

Funding allocated for compensatory education is based on the number of educationally disadvantaged students in the district. Students at Queen City ISD who meet any of the at-risk criteria are to be reported through the TSDS/PEIMS in the fall of each school year and updated in the student information system **as students are identified as meeting the at-risk criteria**.

Queen City ISD will use state compensatory education funds to provide support programs and/or services that **supplement** (meaning not used for services benefiting all students) the regular education program (foundation curriculum) so that students at risk of dropping out of school can succeed. Any program activity, program personnel, or program materials required by federal law, state law or State Board of Education rules may not be funded with SCE funds. The SCE services must be part of the delivery of academic instruction, which are supplemental to the regular program, and be reflected in the comprehensive needs assessment.

Queen City ISD will ensure that positions funded with SCE:

- Provide direct **foundation curriculum instruction** and services to identified at-risk students and educationally disadvantaged students;
- Are supplemental to the basic instructional program
- Meet a need identified in the Comprehensive Needs Assessment (CNA), and;
- Are identified in the District Improvement Plan (DIP)/Campus Improvement Plan (CIP).

Use of Funds on Title I, Part A Campus(es)

As appropriate and necessary, SCE funds will be used to support one or more of the three Title I, Part A Schoolwide Elements at QCISD Title I campus(es). The district ensures that all campuses will continue to receive their fair share of the State and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE program will be met.

Section II: Student Eligibility Criteria

TEC Section 29.081; TEC Section 28.0217; SB 702

Queen City ISD has adopted the TEC Section 29.081 fourteen criteria in identifying students who are eligible to receive intensive, supplemental services. While there has been adopted a 15th criteria related Drop Out Recovery Schools, QCISD does not operate one of these schools. For this reason, the 15th criteria has been excluded from this manual. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 26 years of age and who:

1. Is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year (**exited at end of the school year**);
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester (**exited when student finishes a school year with all final grades passing**);
3. Has not advanced from one grade to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level as a result of the request of the student's parents (**stays at-risk until graduation**);

4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument **(exited when student passes at the 110% level on the next STAAR test in the same area);**
5. Is pregnant or is a parent **(remains at-risk until graduation, if parent);**
6. Has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year **(exited at end of school year following placement year);**
7. Has been expelled in accordance with §37.007 during the preceding or current school year **(exited at end of school year following expulsion);**
8. Is currently on parole, probation, deferred prosecution, or other conditional release **(exited at the end of the school year when these are no longer applicable);**
9. Was previously reported through the Public Education Management System (TSDS/PEIMS) to have dropped out of school **(stays at-risk until graduation);**
10. Is a student of limited English proficiency (LEP), as defined by §29.052 **(exited when no longer consider LEP);**
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official **(exited at the end of the school year);**
12. Is homeless, as defined by 42 U.S.C. §11302 and its subsequent amendments **(exited at the end of the school year in which the student is no longer identified as homeless);**
13. Resided, in the preceding school year, or who resides, in the current school year, (can even be an overnight stay) in a residential placement facility within the district (SCE FAQ #6 says that “the location of the facility does not affect a student’s at-risk status), including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home **(exited two years after the date of the student’s release from the facility – need documentation from facility of admission and release dates);**
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code. **(stays at-risk until graduation).**

Local Criteria:

TEC Section 29.081

The district may choose to adopt a board-approved, local criteria if determined necessary through the comprehensive needs assessment process. The district is limited to serving 10% of the previous year's total identified at-risk students using local criteria. These students are **not** reported in PEIMS as at-risk.

QCISD has elected **not** to identify or serve students under locally defined criteria.

- QCISD has elected to serve students under locally defined criteria of _____.

Students with Disabilities:

TEC Section 29.081

Any student with a disability must still meet one of the 14 state criteria to be identified as at-risk.

Section III: Student Identification Procedures

TEC Section 29.081

District At-Risk Coordinator

Queen City ISD Superintendent will identify a District At-Risk Coordinator. The District At-Risk Coordinator will establish uniform procedures for identifying a district-wide adopted document/system for identifying and monitoring the status of students according to the criteria outlined by the State. The responsibilities of the District At-Risk Coordinator are, but not limited to, the following:

- Train administration and campus level staff in identifying at-risk students and coding them in TSDS/PEIMS
- Monitoring SCE expenditures and supplemental positions
- Evaluating the effectiveness of programs and services designed to address the needs of at-risk students and educationally disadvantaged students
- Professional development for identification, interventions, and response to interventions for at-risk students

Campus At-Risk Contact

The District Superintendent, in consultation with each campus principal, will appoint a Campus At-Risk Contact for each campus. The counselor at each QCISD campus will act as the At-Risk Contact. The following is a list of responsibilities for the Campus At-Risk Contact which include, but are not limited to, the following:

- Manage and oversee the process for identification of students based on the 14 criteria and locally identified criteria, if applicable
- Maintain a list of identified at-risk students with the qualifying criteria listed
- Collaborate with campus administration and staff to ensure appropriate interventions are available to identified at-risk students
- Manage the formative evaluation process for district-determined monitoring of student progress to determine the need for continued interventions/services and/or continued eligibility
- Collaborate with the District At-Risk Coordinator and principal to provide appropriate and timely staff development sessions for proper identification and interventions/services
- Ensure that TSDS/PEIMS at-risk data is updated and review reports for errors

- Compare at-risk numbers with prior years to observe for trends and variances
- Plan and conduct, in coordination with the District At-Risk Coordinator, **an annual formative evaluation of the program effectiveness at the campus level.**

The Campus At-Risk Contact, in consultation with the District At-Risk Coordinator, will establish a procedure to conduct at least 9-week reviews, to identify additional students, as well as to review the status of previously identified students, ensuring that all students receive services as needed. [FASRG Update 16 \(TEA\)](#)

Student data to be reviewed will include, but may not be limited to, the following:

- For Pre-K to 3rd grade students only: student performance on a readiness test or assessment instrument administered during the current school year
- For students in grades 7th to 12th only: student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year, or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as a student in an at-risk situation)
- Retention rates
- Performance on state assessments
- Parental or pregnancy status
- Alternative education program placement or expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, deferred prosecution, or other conditional releases
- Previous dropout information
- LEP status
- Homeless status or Foster Care
- Residential facility placement data (current or preceding school year)

Section XI: At-Risk Student Profile
QCISD AT-RISK STUDENT PROFILE

PEIMS ID# Student ID# Last Name First Name MI DOB Grade School Year Current YR Enrollment Date

STUDENT PERFORMANCE/IDENTIFICATION CRITERIA

PK-3 Criteria

20 State Assessment Score

Core Subject Grades (7-12 only)
Previous Semester

Core Subjects Grades (7-12 only)
Current Semester

Readiness on TPRI Score: _____
 (PK-3 only)

State Assessment- Rdg _____

MATH _____

MATH _____

Readiness TPRI Test (PK-3 only)

State Assessment- Math _____

SCIENCE _____

SCIENCE _____

Date: _____

State Assessment- Write _____

ELA _____

ELA _____

State Assessment- Sci _____

Social Studies _____

Social Studies _____

<u>AT RISK CRITERIA</u>		<u>DOCUMENTATION</u>	
Place a "Y" in the box for each question answered, "Yes". A "Yes" to any question qualifies the student "At-Risk".		Check all that apply. Documentation for each applicable item must be kept in student's At-Risk folder.	
<input type="checkbox"/>	1. Did not perform satisfactorily on Readiness Test? (PK-3 only – TPRI)	<input type="checkbox"/>	Copy of Readiness Test (PK-3)
<input type="checkbox"/>	2. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)	<input type="checkbox"/>	Grade Record or failure list
<input type="checkbox"/>	3. Was not advanced from one grade to the next for one or more school years? (Exception-PK or K not advanced as result of parent request)	<input type="checkbox"/>	Grade Record
<input type="checkbox"/>	4. Did not perform on state assessment? Or has failed State Assessment in prior year, and currently has passed, however, has not passed by the 110% rule? (Please circle)	<input type="checkbox"/>	Copy of State Assessment or EOC reports
<input type="checkbox"/>	5. Is pregnant or is a parent?	<input type="checkbox"/>	Copy of Doctor's report confirming pregnancy or records proving parenthood
<input type="checkbox"/>	6. Is/Was in AEP (preceding or current year)? Section 37.006	<input type="checkbox"/>	Copy of hearing record indicating placement in AEP due to appropriate cause
<input type="checkbox"/>	7. Is/Was expelled in preceding or current school year? Section 37.007	<input type="checkbox"/>	Copy of expulsion records indicating cause of expulsion
<input type="checkbox"/>	8. Is currently on parole, probation, deferred prosecution, or other conditional release?	<input type="checkbox"/>	Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
<input type="checkbox"/>	9. Was previously reported to PEIMS as a dropout?	<input type="checkbox"/>	Copy of PEIMS report classifying student as a dropout
<input type="checkbox"/>	10. Is a LEP student?	<input type="checkbox"/>	Copy of LPAC profile indicating LEP status
<input type="checkbox"/>	11. Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?	<input type="checkbox"/>	Copy of DPRS documentation confirming custody or referral
<input type="checkbox"/>	12. Is homeless, as defined by 42 U.S.C. §11302 and its amendments?	<input type="checkbox"/>	Copy of records indicating homeless status
<input type="checkbox"/>	13. Resided in preceding or current year in a residential placement facility in the district, including a foster group home? (Note: At-Risk status is valid for 2 years after release date of overnight stay at the facility)	<input type="checkbox"/>	Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home with admission/release dates
<input type="checkbox"/>	14. Has been incarcerated or has a parent/guardian who has been incarcerated...	<input type="checkbox"/>	Copy of documentation confirming incarceration

Student is At-Risk (Please Circle) Yes No _____

Person Completing Form _____ Principal's Signature _____ Date _____

MONITORING RECORD

Date	Monitored By	Service Provided	Data Reviewed	Recommendation to Exit		Recommendation to Modify Services (Explain)	Campus At-Risk Contact Initials
				Yes	No		

Date Exited from SCE Services: _____

Reason for Exiting Student: _____

Exit Review Conducted By: _____

Section IV: Provision of Services

TEC Section 29.081; TEC Section 28.0217; House Bill 5, 83rd Legislative Session

Services

Queen City ISD DIP and CIP(s) are the primary records supporting SCE services and expenditures. The program/services will be described in the DIP if the program is implemented district-wide, or in the CIP(s) if implemented at the campus level. As based on Texas Education Agency's guidelines, the DIP/CIP will include the following:

- Comprehensive Needs Assessment (CNA)- is conducted to identify the strengths and weaknesses of existing programs, activities, practices, procedures and activities, and also ensures the use of resources is carefully planned, supplemental and cost effective
- Total amount of SCE funds allocated for resources and staff [include in both DIP and CIP(s)]
- Identified strategies- specific strategies aligned with the CNA
- Supplemental Full-Time Equivalents (FTEs) for SCE
- Measurable performance objectives based on needs assessment data
- Timelines for monitoring strategies and reaching goals
- Formative evaluation and summative evaluation criteria

Upon identification of students, the Campus At-Risk Contact-Campus Counselor in conjunction with Principal, in collaboration with appropriate campus staff, will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation services for State assessments *See HB5 requirement
- Extended learning opportunities (e.g. before, during and/or after-school tutoring sessions)
- Basic course extensions (e.g. Algebra labs, extended writing labs, content mastery, and like services)
- Peer, teacher, community-member mentoring sessions
- Teen parenting sessions
- Intensive, supplemental reading programs
- Study skills sessions
- Self-esteem enhancement sessions
- Summer enhancement programs
- Individualized instruction
- Extended early childhood programs
- Goal-setting sessions

- Class-size reduction measures (Note: Ensure class size reduction is having the intended impact on student achievement)
- Professional development related to identification, interventions and response to intervention for at-risk students

* House Bill 5, 83rd Legislative Session added the requirement that each school district provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on end-of-course (EOC) assessment instrument that measures the knowledge and skills in that course and is required for graduation.

Mentoring Programs for At-Risk Students:

TEC Section 29.089

Each district may provide mentoring service programs to students at-risk of dropping out of school. The district will obtain the consent of a student’s parent or guardian before allowing the student to participate in the program. The board of trustees may arrange for any public or nonprofit community-based organization to come to the district’s campus(es) and implement the program.

- Queen City does **not** use SCE funds for these programs.
- Queen City does use SCE funds for providing mentoring program(s): _____

Monitoring

Campus At-Risk Contact: Campus Counselor in conjunction with the Campus Principal

The Campus At-Risk Contact in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student’s progress. Such measures may include, but are not limited to, the following:

- Periodic interviews with service providers
- Ongoing monitoring of changes in status or situations with students
- Review of subject area performance
- Periodic benchmark assessments
- Review of nine-week failure and/or three-week progress reports
- To the extent possible, quarterly and/or other timely consultations with law enforcement agents and representatives from DFPS
- As appropriate, review impact of counseling services offered to identified students

Continued Monitoring

District At-Risk Coordinator:

Annually, the District At-Risk Coordinator will review the campus use of SCE funds to ensure that the use of funds is targeting students who are at-risk or educationally disadvantaged. Supplemental salaries (FTEs) being paid through SCE will also be reviewed to ensure that the identified strategies in the CNA, CIP or DIP have the intended impact on student achievement.

Section V. Exit Procedures

TEC Section 29.081

Since some criteria may only temporarily qualify students for SCE services (e.g. performance in subject area curriculum, on readiness tests, on State assessments, expulsion timeframe, LEP status, residential placement timeframes), the Campus At -Risk Contact, in consultation with the principal and/or appropriate staff, will determine through periodic review of student data, the student's continued eligibility and need for continued services.

All decisions for exiting a student from the SCE program will be based upon the review of student performance data and may include, but not limited to, the following:

- 110% level of satisfactory performance on State assessments
- Promotion records
- Maintenance of passing grades with a score of 70 or greater
- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP /EL status

The following at-risk criteria are automatically exited at the end of each school year or last day of the regular school calendar. Note: If students are identified under multiple criteria, only the criteria below will show an annual exit date.

- PK to 3rd grade Readiness Assessment
- On parole, probation, or deferred prosecution
- In the custody or care of Department of Family Protective Services (DFPS)
- Identified homeless under the McKinney-Vento Homeless Assistance Act
- Identified as Foster Care

Students are never exited from the SCE program when they have been identified as at-risk under the following criteria:

- Not advanced from one grade level to the next (Exception: PK or K not advancing as result of parent request)
- Was previously reported through TSDS/PEIMS to have dropped out of school

Methodology for Calculation of the 110% Satisfactory Performance on Assessment

Instruments:

TEC Subchapter B, Chapter 39; TEC Section 28.0217

TEA does not maintain the 110% calculation for any public school. It is the district's responsibility to complete the 110% calculation.

- QCISD uses the DMAC and/or ODS 110% calculation report.
- QCISD using this methodology:

Using an Excel spreadsheet, data from the following are entered:

- The STAAR Raw Score Conversion chart for math, reading, writing, English, social studies, science, Algebra I, Biology, and U.S. History
 - Grade:
 - Math- Grade level 3rd, 4th, 5th, 6th, 7th and 8th , and Algebra I
 - Reading- Grade level 3rd, 4th, 5th, 6th, 7th and 8th
 - Writing- Grade level 4th and 7th
 - English- English I and English II
 - Social Studies- Grade level 8th and U.S. History
 - Science- Grade level 5th and 8th, and Biology
 - Standard- Approaches
 - Total Test Items for each foundation curriculum subject
 - Raw Score Cut (test items required for Approaches)
 - Percentage of Total Test Items (Raw Score Cut divided by Total Test Items)
 - 110% Average (Percentage of Total Test Items multiplied by 1.1)
 - 110% Raw Score (110% Average multiplied by Total Test Item rounded to nearest integer)
 - 110% Scale Score

Continued Monitoring:

Campus At-Risk Contact:

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the Campus At-Risk Contact will establish periodic reviews at a rate of **9 week intervals** of student performance for those students who have been exited from the SCE program.

At a minimum, the review of student performance should consist of review of grading reports, attendance reports, and review of any assessments taken in the current school year.

Section VI: Program Evaluation

TEC 29.081; TEC Section 11.253

Required Overall Program Evaluation:

District coordinator, with campus contacts, conducts an annual program evaluation to assess the impact of SCE services/programs on increasing student achievement and reducing disparity in performance on the state assessment and rates of high school completion between students at-risk of dropping out of school and all other district students.

The evaluation will examine, but is not limited to, the following data and will determine the need to maintain the program, modify the program, or discontinue the program or strategy:

- At-risk student identification process
- Effectiveness of identified strategies
- Expenditures
- Supplement FTEs
- At-risk student exit process

The evaluation findings will be examined and will summarize how the SCE direct cost funds were used for the supplemental services and programs, as described in the CNA, DIP and CIP and expenditures. The evaluation does not address the expenditures of indirect cost SCE allocations, which are designed to defray administrative costs associated with the program. The evaluation findings will describe the characteristics of the at-risk student population and will examine how their state assessment performance, graduation rate, and dropout rate compares to their not at-risk peers.

Additional Evaluation Measures:

Other evaluation measures, both formative and summative, may be included in the review of evaluation data arising from specific services provided at each campus(es). This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided.

Annual SCE Evaluation: Previous School Year 21-22 at QCISD

SCE Program Evaluation for School Year 21-22				
Service & Evaluation Strategy	Person(s) Responsible	Final Evaluation Conducted By	Findings	Program Modification
Intervention periods	Campus Principal	Principal/SBM	Progress monitoring/measuring EFFECTIVE	None + add a dedicated math interventionist at Middle School
DAEP, PRS, CRP	Campus Principals/Counselor	Principal/SBM	Effective	None
Small Group, 1:1 instruction, personal care, & accommodated instruction	Campus Principal	Principal/SBM	Effective	None
ESY	Campus Principal	Principal/SBM	Effective	None
Professional Development and Support (contracted Services)	Campus Principals	Principals/SBM	Effective	None
Identification of students in need of services and RtI planning & Provide just-in time intervention to close gaps between at risk & not at risk students	Campus principal and counselor	Principals and SBM	Effective	None+add NWEA Map GROWTH and fluency for continuity of data
HQPreK-Extendend Day	Campus Principal	Principal and SBM	Effective	Possibly add two teachers

Strategy in District Improvement Plan

Goal # 1:

Strategy Description	BUDGET	Monitor	Strategy's Expected Result/Impact	Evaluation
<p>To help students meet the challenging state academic standards, reading interventionist, math interventionist will provide students working below grade level just in time individualized instruction with progress monitoring 1.1.8 & In addition to the regular core classes, Grades K-12 will have intervention time built into the schedule for at-risk students falling below state proficiency levels 1.1.6</p>	<p>390,747</p>	<p>Principal</p>	<p>Closing of the gap between students at-risk and not at-risk and those EcoD and not EcoD</p>	<p>Review of disaggregated State Assessment Results , EOY Map Growth, Map Fluency and other assessment results</p> <p>The gap between at risk and not from 2021 to 2022:</p> <p>Reading-decreased 3% points</p> <p>Math-decreased 2% points</p>

Appropriately Certified teachers will be assigned to students being served in the CRP, DAEP, homebound, and PRS, and these teachers will provide accelerated instruction to enable students to stay on grade level and prevent dropouts 1.2.4	79,837.09	Principal	To ensure students at higher risk of dropping out receive a continuum of services designed to prevent dropping out and to prevent gaps from forming as a result of barriers.	Monitor and evaluate Queen City ISD has a 0% Drop out rate in 19-20, 20-21:
To provide additional educational assistance to students, paraprofessionals (under the direction of a teacher) will offer small group or one-on-one instruction in classroom, library, and lab settings and, where needed, supply personal care for students. 1.2.8	40232.44	Principal	Provide small group learning environments and accommodations to successfully close gaps for students at risk	Review of disaggregated State Assessment Results , EOY Map Growth, Map Fluency and other assessment results The gap between at risk and not from 2021 to 2022: Reading-decreased 3% points Math-decreased 2% points
At risk students will be identified and served with various services such as summer school, PRS, computer assisted, instruction, and tutoring according to individual needs 1.1.11	36,296	Principal	Closing of the gap between students at-risk and not at-risk and those EcoD and not EcoD through small group learning environments and assisted learning	Review of disaggregated State Assessment Results , EOY Map Growth, Map Fluency and other assessment results The gap between at risk and not from 2021 to 2022: Reading-decreased 3% points

				Math-decreased 2% points
Prek ad PPCD teachers will receive annual high quality professional development on providing instruction that builds academic readiness skills, develops background knowledge, increases self-regulation, and introduces academic vocabulary to prepare every student for the transition to kindergarten 1.2.6	1000	Principal	Creating kindergarten ready learners and eliminate any gaps between the home and school and environments	TX-KEA, CLI Engage data TX-KEA 59.18% of students are Kindergarten ready
To ensure a smooth transition from early childhood programs to kindergarten, the district will provide full-day PreK programs for both 3 and 4 year olds and PPCD with appropriately certified teachers who will support, coordinate, and integrate early learning experiences and services enabling these young students to be school ready and meet the rigorous academic standards for elementary school. 1.2.5	22410.86	Principal	Close gaps to create kindergarten ready students	CLI Engage and TX-KEA TX-KEA 59.18% of students are Kindergarten ready

<p>At-risk students will be identified and served with various services such as summer school... 1.2.11</p>	<p>29196.8</p>	<p>Principal</p>	<p>Accelerated instruction based on performance</p>	<p>STAAR/local assessments The gap between at risk and not from 2021 to 2022: Reading-decreased 3% points, math by 2</p>
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Section VII: State Compensatory Education (SCE) Expenditures

TEC Section 29.081; TEC Section 42.152; TEC Section 28.0211; FASRG Module 9; FAR Module 1

QCISD ensures all costs recorded under SCE are **supplemental** to the regular education program and aligned with the CNA, DIP and CIP(s).

State Compensatory Education (SCE) funds must be used to provide compensatory, intensive, or accelerated instruction to qualifying SCE students. The purpose of the program is to increase the academic achievement and reduce the dropout rate of these students. SCE is a state mandated program, and SCE funds may only supplement the regular education program for qualifying students. **SCE funds cannot be used to pay for services and materials that students must have as a part of their basic educational program.**

Possible uses of funds (must be supplemental and instructional):

- Tutoring
- Class size reduction
- Specialized staff development addressing the needs of at-risk students
- State Assessment remediation
- Accelerated instruction
- Individualized instruction
- Specialized reading and mathematics programs
- Computer assisted instruction
- Extension of the instructional school day, week, or year
- Extended day sessions for Pre-Kindergarten
- Small group instruction
- Teacher assistants

Payroll/Personnel:

The district may fund Full-Time Equivalents (FTEs) with SCE funds. Payroll costs related to SCE must be shown as **number of FTEs in the DIP and/or CIP(s)**. In addition, personnel paid with SCE funds must maintain payroll documentation.

Documentation will include job description, class schedule including number of students and number of minutes, and time and effort forms, if required. The job description of the SCE funded position must:

- Be updated when applicable
- Be signed by the employee annually*
- Clearly identify the activities performed by the employee
- Be maintained in the employee's personnel file

*Federal regulations only require a new job description if job duties change.

Records of employee class schedule and time and effort records are available from the district administration office.

Accounting Codes

FASRG, 9.3

The district will follow financial accounting codes and general guidelines and ensure that direct costs of the compensatory education program supplement expenditures of the regular education program. *The majority of SCE program expenditures are accounted for in the General Fund (Fund Code 199). Expenditures are further specified using the established accounting code structure.

Expenditures attributable to compensatory education program are recorded in financial accounting records under program intent codes (PIC):

- PIC 24 Accelerated Education
- PIC 26 Non disciplinary Alternative Education Program- AEP Basic Services
- PIC 28 Disciplinary Alternative Program- DAEP Basic Services
- PIC 29 Disciplinary Alternative Education Program – DAEP SCE Supplemental Costs
- PIC 30 Title I, Part A Schoolwide Activities Related to SCE Costs on Campuses with 40% or More Educationally Disadvantaged Students
- PIC 34 Pre-Kindergarten SCE Costs

All costs recorded under SCE PICs must be supplemental to the regular education program and aligned with the DIP, CIP and CNA. Use of the accounting codes implies that the district is in compliance with the appropriation of SCE funds to supplement programs that provide services for qualifying SCE students.

*QCISD (local business department) utilizes account code 173 to differentiate between SCE expenditures and 199 local expenditures. This allows us to budget and evaluate expenditures. We use the 699 org code to differentiate between regular year expenditures and ESY (Summer School) expenditures. Other than PIC 30, we use PIC 34 to differentiate between PreK and K-12 expenditures.

District and Campus Level SCE Expenditures

SCE 21-22 District Level Funding and Budget

QCISD : SCE Allocation Amount Received: \$893046

Required Direct Cost (At least 55% of received amount) \$491175

Expenditures by Object Code:

6100 Payroll Costs	\$ 562,728
List the number of supplemental position(s) fully or partially funded with SCE at the district-level:	
Interventionist	Number of FTEs 5
Strategies Teachers	Number of FTEs .5
DEAP Teachers/interventionist	Number of FTEs 1
PreK Extended Day Teacher	Number of FTEs .5
Paraprofessionals	Number of FTEs 1.5
Credit Recovery Paraprofessional	Number of FTEs .5
Summer School Instruction Para	Number of FTEs 6
Summer School Teachers	Number of FTEs 15

6200 Professional & Contracted Services	\$ _____
List the contracts to be SCE funded;	
_____	\$ _____
_____	\$ _____

6300 Supplies & Materials	\$ _____
List the supplies and materials to be SCE funded:	
_____	\$ _____
_____	\$ _____

6400 Other Operating Costs	\$ _____
List other operating costs to be SCE funded:	
_____	\$ _____

Expenditures by Program Intent Code (PIC):

PIC codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- Title I, Part A School-wide above 40% educationally disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs
- PIC 34- Pre-Kindergarten

List the amount to be allocated to each PIC code:	
PIC 30- Title I, Schoolwide 40%	\$540,241
PIC Code 34 Pre-Kindergarten	\$22,487

Campus Level Funding and Budget: (*Repeat this section for each campus*)

J.K Hileman Elementary SCE Allocation Amount Received \$353,549

Expenditures by Object Code:

6100 Payroll Costs	\$353,549
List the number of supplemental position(s) funded with SCE at the campus:	
PreK extended day	Number of FTEs .5
Interventionist	Number of FTEs 4
Summer School Teacher	Number of FTEs 4
Summer School Para	Number of FTEs 2
Paraprofessionals	Number of FTEs 1.5

6200 Professional & Contracted Services	\$ _____
--	----------

List the contracts to be SCE funded;

_____	\$ _____
_____	\$ _____

6300 Supplies & Materials

\$ _____

List the supplies and materials to be SCE funded:

_____	\$ _____
_____	\$ _____

6400 Other Operating Costs

\$ _____

List other operating costs to be SCE funded:

_____	\$ _____
-------	----------

Expenditures by Program Intent Code (PIC):

PIC codes are used to designate the intent of a program provided to students. PIC codes identify cost directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- For use if the campus is Title I, School-wide above 40% economically disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs
- PIC 34- Pre-Kindergarten

List the expenditure amount to be allocated to each PIC code:

PIC 36- PreK Extended Day	\$22,487
PIC 30- Title I, School-wide 40%	\$331,062

Campus Level Funding and Budget: (Repeat this section for each campus)

Morris Upchurch Middle School SCE Allocation Amount Received \$143,247

Expenditures by Object Code:

6100 Payroll Costs	\$143,247
List the number of supplemental position(s) funded with SCE at the campus:	
Interventionist	Number of FTEs 1.5
DAEP	Number of FTEs .75
Summer School Teachers	Number of FTEs 6
Summer School Paraprofessionals	Number of FTEs 2

6200 Professional & Contracted Services	\$ _____
List the contracts to be SCE funded;	
_____	\$ _____
_____	\$ _____

6300 Supplies & Materials	\$ _____
List the supplies and materials to be SCE funded:	
_____	\$ _____
_____	\$ _____

6400 Other Operating Costs	\$ _____
List other operating costs to be SCE funded:	
_____	\$ _____

Expenditures by Program Intent Code (PIC):

PIC codes are used to designate the intent of a program provided to students. PIC codes identify cost directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- For use if the campus is Title I, School-wide above 40% economically disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs
- PIC 34- Pre-Kindergarten

List the expenditure amount to be allocated to each PIC code:

PIC 30- Title I, School-wide 40%	\$143,247
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Campus Level Funding and Budget: (*Repeat this section for each campus*)

Queen City High School SCE Allocation Amount Received \$65,932

Expenditures by Object Code:

6100 Payroll Costs	\$65,932
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List the number of supplemental position(s) funded with SCE at the campus:

Credit Recovery	Number of FTEs	.5
DAEP Interventionist	Number of FTEs	.5
DAEP Teacher/Para	Number of FTEs	.75
Summer School Teacher	Number of FTEs	4
Summer School Paraprofessional	Number of FTEs	2

6200 Professional & Contracted Services	\$ _____
--	----------

List the contracts to be SCE funded;

	\$ _____
	\$ _____

6300 Supplies & Materials	\$ _____
List the supplies and materials to be SCE funded:	
_____	\$ _____
_____	\$ _____

6400 Other Operating Costs	\$ _____
List other operating costs to be SCE funded:	
_____	\$ _____

Expenditures by Program Intent Code (PIC):

PIC codes are used to designate the intent of a program provided to students. PIC codes identify cost directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- For use if the campus is Title I, School-wide above 40% economically disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs
- PIC 34- Pre-Kindergarten

List the expenditure amount to be allocated to each PIC code:	
PIC 30- Title I, School-wide 40%	\$65932

Section VIII: Other Services/Funds Utilized

(Note: This section could be expanded and might also be put into table format or included as bulleted items with additional funds listed. Because evaluation is crucial in all programs, district-level efforts for evaluation should be defined as well)

The district may draw on other fund sources for support services that address the needs of qualifying SCE students. Other local and special grants and other special state and federal funds may support additional initiatives designed to support all students, especially those in greatest need.

Section IX: Cost Comparison:

TEC Section 42.152

The district lists the cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio in the Supplement Not Supplant methodology.

District per student expenditure:	\$15,351
SCE Program per student expenditure:	\$1184.69

The district must determine if additional SCE funding is effective in supporting qualifying SCE students.

QCISD

Queen City Independent School District

Phone: 903-796-8256

P.O. Box 128

Queen City, TX 75572

1015 Houston St.

Fax: 903-796-0248

Career and Technical Education

Annual Public Notification of Nondiscrimination

Queen City ISD offers career and technical education programs in Business & Industry, Public Services, Arts & Humanities and Multidisciplinary Studies. Admission to these programs is based on curriculum prerequisites.

It is the policy of Queen City ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Queen City ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Queen City ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator at ddover@qcisd.net, 903-796-8256, and/or the Section 504 Coordinator at hbolt@qcisd.net or 903-796-8259.

**Queen City ISD, 1015 Houston St., PO Box 128, Queen City, TX 75572 Phone: 903-796-8256,
Fax: 903-796-0248**

QCISD

Distrito Escolar Independiente de Queen City

Queen City, TX 75572

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Educación técnica y profesional

Notificación Pública Anual de No Discriminación

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質量控制中心

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皇后城, TX 75572

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技術和專業教育 年度非歧視公告

皇后城獨立學區提供商業和工業、公共服務、藝術和人文以及多學科研究方面的職業和技術教育課程。這些課程的錄取取決於課程的先決條件。

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根據經修訂的 1964 年《民權法案》第六章的要求, 皇后城獨立學區的政策是在其就業實踐中不得基於種族、膚色、國籍、性別、殘疾或年齡進行歧視; 1972 年教育修正案第九章; 經修訂的 1975 年《年齡歧視法》; 經修訂的 1973 年康復法第 504 條。

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有關您的權利或申訴程序的信息, 請聯繫第九條協調員: ddover@qcisd.net、903-796-8256 和/或第 504 條協調員: hbolt@qcisd.net 或 903-796-8259。

Queen City ISD, 1015 Houston St., PO Box 128, Queen City, TX 75572 電話: 903-796-8256, 傳真: 903-796-0248

Queen City ISD Professional Development Plan



Mission: We will ensure that each student-aided by the use of technology and guided in the acquisition of essential academic skills and lifelong learning goals-will be prepared for successful, responsible, global citizenship in the 21st century through a comprehensive program involving the schools and community.

Queen City ISD sets standards for professional learning framework that define implementation along a continuum that is essential for educator learning and that lead to improved practice and better results for students.

Queen City Personalized Learning Framework					
The Blended/Personalized Learning Student Experience Design Pillars and Strategies referenced below are implemented to mitigate the root causes of the problem teams set out to solve. The continuum shows how strategy implementation can progress over time as pilot teachers are provided with opportunities to learn, reflect, and refine their strategy implementation.					
Pillar 1: Assessment & DDI (Data Driven Instruction)					
Teachers and instructional leaders utilize a systematic approach to assessment and data informed teaching to design and deliver instruction based on students' specific learning needs, monitor student learning and provide feedback to students.					
Strategy	What is it?	Beginning	Developing	Practicing	Achieving
Growth Based Assessment	<i>Instructional team uses growth based assessments to plan instruction and monitor progress.</i>	I support multiple administrations of growth based assessment several times a year.	I review growth based assessment results to understand student progress as benchmarks are completed.	I use growth based assessment results to plan instructional units throughout the year.	I use growth based assessment results to plan instructional units and monitor ongoing progress throughout the year
Data Driven Instruction	<i>Instructional team uses multiple sources of data to plan instruction and monitor progress.</i>	I tend to use a single source of data to understand student progress.	I use multiple sources of data to understand student progress.	I use multiple sources of data to understand student progress and inform my planning for instructional units throughout the year.	I use multiple sources of data to understand student progress, inform my planning for instructional units, and monitor student progress throughout the year.
Flexible Instructional Grouping	<i>Teachers utilize various grouping strategies (e.g., homogenous, heterogeneous) depending on learning objectives and students' proficiency levels.</i>	When students work in groups, I typically group them by convenience not informed by data.	When students work in groups, I sometimes use data to form homogeneous or heterogeneous groups depending on the learning objectives.	When students work in groups, I frequently use data to form homogeneous or heterogeneous groups depending on the learning objectives.	When students work in groups, I almost always use data to form homogeneous or heterogeneous groups depending on the learning objectives.

Pillar 2: Personalized Instruction

Students are offered a variety of learning opportunities to master standards according to differentiated learning objectives dependent on students' level of mastery, and frequently receive individual feedback about their progress.

<p>Varied Learning Experiences</p>	<p><i>Students access content from a variety of learning experiences which vary according to students needs and preferences.</i></p>	<p>Students access the same content through the same learning experiences (e.g., whole group instruction).</p>	<p>Students access content through a variety of learning experiences and all students access the same modalities equally (e.g. students rotate to the same stations as their peers for similar time increments and similar learning activities).</p>	<p>Students access content through a variety of learning experiences which vary according to each student's need.</p>	<p>Students access content through a variety of learning experiences which vary according to each student's need and students have some choice in selecting learning experiences.</p>
<p>Differentiated Learning Objectives</p>	<p><i>Teachers use differentiated learning objectives based on students' level of mastery.</i></p>	<p>I use the same learning objectives for all students at all times.</p>	<p>I sometimes design learning objectives that are differentiated to facilitate progress for different groups of students.</p>	<p>I frequently design learning objectives that are differentiated to facilitate progress for different groups of students based on students' levels of content mastery.</p>	<p>I almost always design learning objectives that are differentiated to facilitate progress for different groups of students based on students' levels of content mastery. I make sure the lessons are engaging and challenging for all students.</p>
<p>Individual Feedback from Teacher</p>	<p><i>Teachers provide timely and frequent feedback to help students improve and set time aside to help students set goals and reflect on progress throughout the school year.</i></p>	<p>I provide student grades and their growth based assessment results periodically throughout the year to help them improve.</p>	<p>I provide specific feedback to each individual student based on student grades and other academic progress information (e.g., mastery level, TEK standards, growth based assessments) in a timely manner to help them improve.</p>	<p>I provide specific feedback to each individual student based on student grades and other academic progress information (e.g., mastery level, TEK standards, growth based assessments) in a timely manner to help them improve <u>and I sometimes</u> use class time to help students set goals and reflect on their progress.</p>	<p>I provide specific feedback to each individual student based on student grades and other academic progress information (e.g., mastery level, TEK standards, growth based assessments) in a timely manner to help them improve <u>and I frequently</u> use class time to help students set goals and reflect on their progress. I do so multiple times a year depending on the needs of my students.</p>

<p>Leverage Technology</p>	<p><i>Teachers utilize educational technology programs to enhance students' learning experience.</i></p>	<p>I use educational technology program(s) to substitute for other learning activities in a way that enhances students' learning experience</p>	<p>I use educational technology program(s) in my class that allow students to progress upon mastery of skills and content and/or allow me to assign learning materials to students that support specific learning objectives.</p>	<p>I use educational technology program(s) in my class that allow students to progress upon mastery of the skills and content and/or allow me to assign learning materials to students that support specific learning objectives.</p> <p>I monitor students' learning behaviors during the online work time to ensure students are engaged in learning.</p>	<p>I use an educational technology program in my class that allows students to progress upon mastery of skills and content and/or allow me to assign learning materials to students that support specific learning objectives.</p> <p>I monitor students' learning behaviors during the online work time to ensure students are engaged in learning.</p> <p>For students who do not make progress with the online instruction, I work with them directly until they are ready to rejoin the online instruction.</p>
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Pillar 3: Student Agency

Refers to the level of control, autonomy, and power that a student experiences in an educational situation. It can be manifested through goal setting and feedback cycles, input in assessment and instruction decisions and opportunities for advocacy.

<p>Self-Direction (Progress Ownership)</p>	<p><i>Students set academic and non-academic goals, and track and reflect on their progress.</i></p>	<p>I set students' academic and nonacademic goals, and help students track progress against those goals.</p>	<p>I work with students to co-set personal academic and nonacademic goals, and track progress against those goals. I help students to reflect on their strengths and identify areas for growth.</p>	<p>I give students the autonomy to set their own academic and nonacademic goals. Students understand how to track their own progress against those goals. I review results with students and ask them to reflect on their own strengths and identify areas for growth.</p>	<p>Students become leaders because they set personal academic and nonacademic goals, track progress against those goals, and reflect on strengths and identify areas for growth with minimal amount of support needed from me.</p>
<p>Opportunities for Input (Process Ownership)</p>	<p><i>Students make informed and important</i></p>	<p>I make decisions about students' instructional experiences, such as</p>	<p>I sometimes provide opportunities for students to make informed and</p>	<p>I frequently provide opportunities for students to make</p>	<p>I almost always provide opportunities for students to make informed and</p>

	<i>decisions about their learning process, including the selection of learning activities, and how and when they demonstrate mastery.</i>	how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.	important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.	informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.	important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.
Self-Advocacy	<i>Students advocate for themselves within the classroom community and beyond.</i>	Students rely on me to advocate for their needs, interests, and aspirations.	I encourage students to advocate for their own needs, interests, and aspirations when prompted by me.	Students often advocate for their own needs, interests, aspirations, and overall classroom community without prompting from me.	Students almost always advocate for their own needs, interests, aspirations, and overall classroom community; and, extend their advocacy beyond the classroom.

Pillar 4: Relationships

Students develop positive, collaborative relationships with teachers, other adults/mentors and peers which are focused on high expectations for academic and personal growth

Teacher - Student Relationship	<i>Teachers develop supportive relationships with students which respect individual and collective identities in the community and empower learners.</i>	I develop supportive relationships with students.	I develop supportive relationships where students give and receive regular feedback.	I develop supportive relationships where students give and receive regular feedback and feel empowered to exercise their agency.	I develop supportive relationships that acknowledge and respect the individual and the collective identity(ies) in the community, and empower all learners to exercise their agency.
Peer Collaboration	<i>Teachers create a learning community through facilitating peer collaboration</i>	Students primarily work independently or with me to receive support, feedback, and accomplish their individual learning objectives.	I sometimes provide opportunities for students to collaborate on learning activities (e.g., group station activity, group	I frequently provide opportunities for students to collaborate on learning activities (e.g., group station	I almost always provide opportunities for students to collaborate on learning activities (e.g., group station activity, group project) that

	<i>that maximizes student learning.</i>		project) that support students' learning objectives.	activity, group project) that support students' learning objectives. Peer learning and collaboration are present.	support students' learning objectives. Peer learning and collaboration are apparent.
Sense of Belonging	<i>Students believe they belong to the learning community which allows them to define their purpose and take leadership roles.</i>	Students may have positive, respectful relationships with peers, but do not feel a sense of belonging to or ownership of the larger learning community.	Students believe they belong in the learning community.	Students believe they belong in the learning community and actively contribute to nurturing a sense of belonging among their peers.	Students' sense of belonging allows them to take leadership roles and define their purpose among the larger learning community.

Pillar 5: Rigor

Students engage in the work of the lesson, think critically and do heavy lifting on content that is grade-level, college-ready or student appropriate, and continually practice and receive feedback until mastery is demonstrated.

Essential Content: Instructional Materials	<i>Students work with high quality instructional materials aligned to the appropriate grade level standards.</i>	Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/ course/ competency and time in the school-year based on guidance in the standards and/ or students' IEP goals (e.g., Lexile level and complexity of text).	Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/ course/ competency and time in the school-year based on guidance in the standards and/ or students' IEP goals (e.g., Lexile level and complexity of text).	All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/ course/ competency and time in the school-year based on guidance in the standards and/ or students' IEP goals (e.g., Lexile level and complexity of text).	All descriptors for "practicing" are met, and the following evidence is demonstrated: - Students make connections between what they are learning and other content across disciplines. - Students independently connect lesson content to real-world situations.
Essential Content: Lessons	<i>Students complete lessons aligned to the appropriate grade level standards.</i>	The lesson does not focus on content that advances students toward grade-level or aligned competency standards or expectations, and/or	The lesson partially focuses on content that advances students toward grade-level or aligned competency standards or expectations and/or	The lesson focuses on content that advances students toward grade-level or aligned competency standards or expectations	All descriptors for "practicing" are met, and the following evidence is demonstrated: - Students make connections between what they are learning

		IEP goals.	IEP goals.	and/or IEP goals.	and other content across disciplines. - Students independently connect lesson content to real-world situations.
Academic Ownership (Cognitive Workload)	<i>Students are responsible for doing the thinking in the classroom.</i>	Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.	Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.	All descriptors for "practicing" are met, and at least one of the following types of evidence is demonstrated: - Students synthesize diverse perspectives or points of view during the lesson. - Students independently show enthusiasm and interest in taking on advanced or more challenging content.

This continuum was informed by the following sources with support from [McRel International](#); [Raising Blended Learners'](#) Demonstration Site Implementation; ["The Influence of Teaching Beyond Standardized Test Scores: Engagement, Mindsets, and Agency"](#) Ronald F. Ferguson with Sarah F. Phillips, Jacob F. S. Rowley, and Jocelyn W. Friedlander, Harvard University, October, 2015; [TNTP Blended Core Teaching Rubric](#) ; [The Dallas ISD PL Coaching and Development Rubric](#).



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Beliefs

1. Professional learning that improves educator effectiveness is fundamental to student learning.
2. All educators have an obligation to improve their practice.
3. More students achieve when educators assume collective responsibility for student learning.
4. Successful leaders create and sustain a culture of learning.
5. Effective school systems commit to continuous improvement for all adults and students.

To support *Queen City* Independent School District's professional development program, we commit to the following:

- Establishing district expectations and standards in professional growth for all staff
- Providing quality professional growth opportunities for all staff members relevant to their position and role in the district.

- Planning purposeful, professional growth opportunities based on district and individual goals that will maximize student achievement
- Promoting a supportive environment that develops an inner spirit to improve one's craft through continuous learning.

QUEEN CITY ISD Professional Development Plan

District professional development will be aligned to the learning framework above. The following pillars will be the focus in addition to content expertise: Assessment & Data Driven Instruction, Personalized Instruction, Student Agency, Relationships, and Rigor

- Professional Development will be aligned to implementations of the curriculum (TEKS) and support Professional Learning Communities
- Professional Development will include statutorily required trainings according to but not limited by the SBEC clearinghouse.

Professional Development Exchange Days are embedded in the 2023-2024 school calendar for mandatory state and federal compliance trainings on:

- May 28-30
- Please collaborate with your supervisor or campus leadership to schedule these days.

Professional Development Records

Once training has been completed, teachers/employees are responsible for updating and maintaining their professional development portfolios according to the expectations of their campus leadership and for maintaining evidence of PD completion should it be requested. For training that requires registration through Region 8 ESC or any other outside entity, a certificate of completion for the training must be attached or scanned and uploaded by the teacher or staff member to his or her supervisor or campus leadership for credit to be granted. Facilitated online courses may count towards PD hours, only if a certificate of completion is submitted. Courses online without a facilitator or certificate of completion will not count toward PD hours or exchange days unless prior approval from your campus administrator or supervisor has been given.

Training and training dates may be specified for individual teachers or groups of teachers provided the training promotes in-depth study of the TEKS, innovative practices, blended learning, or the specific job assignment of the teacher. Book studies approved by an administrator will count toward these hours.

District Professional Development Activities

1. ***Career and Technology Education:*** Teachers in the CTE Department will meet together to align program goals and focus on Industry-Based Certifications in collaboration with the campus principal and campus counselor. Opportunities exist for students to receive AWS welding certifications, health science certifications, various technology related certifications, advanced animal science certifications, plant sciences and more. CTE faculty are involved in professional development opportunities both at the high school and middle school.
2. ***Gifted and Talented:*** The district utilizes the ESC and Eduhero online courses to provide teachers with the required G/T professional development and all core content staff as well as music, art, and leadership teachers are required to engage in updates once their initial 30 hours are met. These requirements are housed in a [district-wide Google document](#) for documentation.
3. ***In-district Poster Sessions:*** The district regularly holds poster sessions in which teachers present to their peers on a variety of strategies and topics. These are accessible during in-service and waiver days.
4. ***Region 8 ESC content specialists:*** Through the ESC we have access to content specialist to assist with training and support as needed.
5. ***State wide-content conferences:*** Each year staff are given the opportunity to attend state level conferences in their respective subject areas on a yearly rotational basis.
6. ***Special Education:*** In an effort to continually improve the learning experiences of all students, QCISD will continue to provide support and training for our Special Education teachers as well as general education teachers who serve students in their inclusion classes in an effort to positively impact student achievement.
7. ***Dyslexia:*** Professional development for the dyslexia specialist and other staff regarding dyslexia is obtained through the ESC and by our on-staff dyslexia therapist. Our dyslexia therapist and service providers will annually attend state conferences.
8. ***Science of Teaching Reading Academy:*** State required for teachers and administrators serving any core subject in grades K-3
9. ***Section 504:*** The district's counselors will be given opportunities to attend 504 state level conferences. Teacher and administrators receive training and updates on Section 504 from the ESC.
10. ***ELs:*** In an effort to continually improve the learning experiences of all students, QCISD will continue to provide support and training through the service center for our teachers to address the needs of English Learners in QCISD in an effort to positively impact student achievement.
11. ***Job embedded coaching and PD:*** Campus leadership in collaboration with the Superintendent and Assistant Superintendent of Instruction and Technology will provide opportunities for job embedded coaching and PD as needed.

Administrator Professional Development

QCISD Administrators, including the Superintendent, Assistant Superintendent of Instruction and Technology, campus principals, directors and coordinators are expected to participate in high quality professional learning that is relevant to district and campus goals and identified need and based on the individual's years of experience. It will include opportunities to attend local, state and national conferences.

Administrator Professional Development will include:

- Content driven by district and campus data and principal feedback and facilitated by both district and out of district presenters.
- Job-embedded to include webinars and other technology delivery methods.
- Induction and mentoring program for first year administrators
- Administrator conferences
- Supporting instruction at the Campus Level
- T-TESS and SLO Updates

The design of the administrator professional learning includes bi-weekly meetings to ensure that principals have up-to-the-minute information and guidance from the USDE, TEA, and Region 8 ESC in order to effectively make decisions to impact their campuses. The expectation is the learning gained from administrator sessions will be used effectively to support teachers and improve student achievement.

Activities Include:

1. Classroom Walk Throughs (using the T-TESS Rubric and value-added instructional practices)
2. Using Data to support the Campus Improvement Plan and the work of Professional Learning Communities
3. Accountability Updates
4. Region 8 ESC Supports
5. Bi-Weekly Leadership Meetings: Group Collaborative, Campus Specific

Instructional Paraprofessional Staff

To support the district's mission to provide quality professional learning opportunities and support for all employees to meet the needs of a growing and changing student population, the following expectations have been established for all district paraprofessional and non-instructional staff:

Instructional Paraprofessionals: All instructional paraprofessional staff will participate in district/campus professional development days as deemed appropriate to their job description. Additionally, they will complete the paraprofessional academy offered by the service center and maintain the necessary requirements associated with certification. All professional development will correspond with existing work days. Exceptions will be approved by their campus supervisor or district director/coordinator.

For example, on district professional development days when subject specific learning has been designed, instructional paraprofessionals are to attend these sessions along with their classroom teachers. If the instructional paraprofessional should assist with instruction during multiple subject areas, the campus principal will assign them to a session.

Professional learning opportunities will be identified by collaborating with campus and District administrators, as well as by administering periodic needs assessment surveys. Learning will be designed and facilitated by both District and out of District resources.

New Teachers

Professional development would include systems at both the campus and district level. Induction support may include, but is not limited to:

- Campus Induction (facilitated by grade level mentors and Campus Administration at the beginning of the year)
- Grade Level Team Leader/Department Chair Support (during PLC meetings, conference times, etc.)
- Campus Administrators (During Pre-Conference and Post-Conferences, during PLC meetings)
- Purchasing/Travel
- District Induction
 - o Participation in the New Teacher Program
 - o T-TESS Training and Support
 - o Purposeful Planning with the IFD
 - o ASCENDER (Gradebook)
 - o DMAC
 - o Parent Conferencing
 - o Curriculum, Data Driven Instruction, and Assessment Training

Counselors

Counselors play a critical role in our schools. They provide guidance and support for students, parents, and teachers. They are trained and provide guidance in areas such as substance abuse prevention, violence prevention, discipline, bullying, and student leadership. At High School, they serve as main point of contact for Graduation Plans

Counselor support may include, but is not limited to:

- Participation in counselor training through Region 8 ESC or other entities.
- Workshops that support the implementation of current legislation
- Pregnancy Related Services
- Identification and services for students who may be at-risk
- Identification and services for students who may be experiencing homelessness
- Using systems such as On Data Suite early indicator warning system for CCMR, etc.
- Knowledge of academic scheduling to meet POS associated with CTE
- Comprehensive School Counseling Program

District Testing Coordinator

The secure materials and perform all functions of administration for the STAAR test and Interim testing is an important responsibility. District Testing Coordinator will attend applicable training and then train staff on the Administration Procedures for testing.

Technology Coordinator and Technology related PD

To support the Integration of technology into instruction, the Technology Coordinator will support the use of technology by providing the necessary components (rostering) and tools (device and device support) to meet the standards for technology integration and maintain the network and related components. The coordinator will attend DIR and state training as well as PD related to cybersecurity best practices and ensure district users are adequately trained in practices that keep our district safe.

Campus teams designated by campus administrators will attend TCEA during the 2023-2024 year. Campus teams will provide Poster Sessions for their campuses and district based on their learning acquisition at TCEA. Principals and leadership may collaborate with attendees to direct learning at the conference to support the goals of the campus and district.

Safety and Security

The District Police Chief in collaboration with the Superintendent of Schools will ensure district staff training and safety guidelines are met according to legislated updates and TEA guidelines. These trainings may be contracted or performed by our District Police Chief. The primary responsibility for meeting both prior and new safety and security measures will rest with the District Police Chief.

2022 - 2023 ESSA PR1000 Title 1, Part A Informational Data
 County-District Number: 034907 District Name: QUEEN CITY ISD

2022 - 2023 ESSA PR1000 Title 1, Part A Informational Data

Part 5: Student Participation			
	Schoolwide Program	Targeted Assistance (TA) Program	Local Facilities for Neglected
By Grade			
0-2	2		
0-2 Fall ADA Eligibility 0			
3-5	75		
3-5 Fall ADA Eligibility 0			
Kindergarten	58		
1	64		
2	74		
3	80		
4	63		
5	60		
6	78		
7	74		
8	79		
9	82		
10	73		
11	90		
12	73		
Total Grade	1,025		
By Gender			
Male	548		
Female	477		
Total Gender	1,025		
By Ethnicity			
American Indian or Alaskan Native	7		
Asian	3		

2022 - 2023 ESSA PR1000 Title 1, Part A Informational Data
County-District Number: 034907 District Name: QUEEN CITY ISD

2022 - 2023 ESSA PR1000 Title 1, Part A Informational Data

Black or African American	144		
Hispanic/Latino	49		
Native Hawaiian or Pacific Islander	3		
White	753		
Two or More	66		
Total Ethnicity	1,025		

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	15.6%	11.1%	-4.5	2.0%	4.4%	2.4	0.0%	0.0%	0	0.0%	3.3%	3.3	16.0%	12.0%	-4
	Not At Risk	56.7%	37.5%	-19.2	7.7%	57.5%	49.8	7.8%	12.9%	5.1	41.4%	48.6%	7.2	80.5%	63.2%	-17.3
	Gap	41.1%	26.4%	-14.7	5.7%	53.1%	47.4	7.8%	12.9%	5.1	41.4%	45.3%	3.9	64.5%	51.2%	-13.3
Meets	At Risk	33.3%	30.6%	-2.7	26.0%	51.1%	25.1	17.6%	34.1%	16.5	47.4%	36.7%	-10.7	48.0%	56.0%	8
	Not At Risk	90.0%	85.0%	-5	88.5%	95.0%	6.5	88.2%	87.1%	-1.1	82.8%	97.1%	14.3	100.0%	93.0%	-7
	Gap	56.7%	54.4%	-2.3	62.5%	43.9%	-18.6	70.6%	53.0%	-17.6	35.4%	60.4%	25	52.0%	37.0%	-15
Approaches	At Risk	86.7%	91.7%	5	50.0%	71.1%	21.1	52.9%	68.3%	15.4	89.5%	93.3%	3.8	88.0%	96.0%	8
	Not At Risk	100.0%	97.5%	-2.5	100.0%	95.0%	-5	94.1%	96.8%	2.7	100.0%	97.1%	-2.9	100.0%	98.2%	-1.8
	Gap	13.3%	5.8%	-7.5	50.0%	23.9%	-26.1	41.2%	28.5%	-12.7	10.5%	3.8%	-6.7	12.0%	2.2%	-9.8
Did Not Meet	At Risk	22.2%	8.3%	-13.9	52.0%	28.9%	-23.1	47.1%	31.7%	-15.4	13.2%	6.7%	-6.5	20.0%	4.0%	-16
	Not At Risk	3.3%	2.5%	-0.8	0.0%	5.0%	5	5.9%	3.2%	-2.7	3.4%	2.9%	-0.5	0.0%	1.8%	1.8
	Gap	-18.9%	-5.8%	13.1	-52.0%	-23.9%	28.1	-41.2%	-28.5%	12.7	-9.8%	-3.8%	6	-20.0%	-2.2%	17.8

STAAR 3-8 SCE At Risk Report 21-22 Compared to 22-23 for All Campuses
 County-District Number: 034907 District Name: QUEEN CITY 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	0.0%	10.3%	10.3%	7.7%	2.6%	-5.1%									
	Not At Risk	23.3%	60.0%	36.7%	26.7%	43.3%	16.6%									
	Gap	23.3	49.7	26.4	19	40.7	21.7									
Meets	At Risk	15.4%	41.0%	25.6%	19.2%	17.9%	-1.3%									
	Not At Risk	53.3%	90.0%	36.7%	53.3%	86.7%	33.4%									
	Gap	37.9	49	11.1	34.1	68.8	34.7									
Approaches	At Risk	57.7%	76.9%	19.2%	69.2%	66.7%	-2.5%									
	Not At Risk	86.7%	96.7%	10.0%	80.0%	96.7%	16.7%									
	Gap	29	19.8	-9.2	10.8	30	19.2									
Did Not Meet	At Risk	42.3%	23.1%	-19.2%	30.8%	33.3%	2.5%									
	Not At Risk	13.3%	3.3%	-10.0%	20.0%	3.3%	-16.7%									
	Gap	-29	-19.8	9.2	-10.8	-30	-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	16.0%	10.3%	-5.7%	4.0%	2.6%	-1.4%									
	Not At Risk	52.2%	60.0%	7.8%	52.2%	35.0%	-17.2%									
	Gap	36.2	49.7	13.5	48.2	32.4	-15.8									
Meets	At Risk	20.0%	38.5%	18.5%	16.0%	17.9%	1.9%									
	Not At Risk	82.6%	90.0%	7.4%	82.6%	80.0%	-2.6%									
	Gap	62.6	51.5	-11.1	66.6	62.1	-4.5									
Approaches	At Risk	52.0%	76.9%	24.9%	60.0%	56.4%	-3.6%									
	Not At Risk	95.7%	95.0%	-0.7%	91.3%	95.0%	3.7%									
	Gap	43.7	18.1	-25.6	31.3	38.6	7.3									
Did Not Meet	At Risk	48.0%	23.1%	-24.9%	40.0%	43.6%	3.6%									
	Not At Risk	4.3%	5.0%	0.7%	8.7%	5.0%	-3.7%									
	Gap	-43.7	-18.1	25.6	-31.3	-38.6	-7.3									
Grade Tested 05																

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

		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	3.8%	5.9%	2.1%	17.0%	5.9%	-11.1%				3.8%	0.0%	-3.8%			
	Not At Risk	31.3%	16.2%	-15.1%	56.3%	35.1%	-21.2%				37.5%	13.5%	-24.0%			
	Gap	27.5	10.3	-17.2	39.3	29.2	-10.1				33.7	13.5	-20.2			
Meets	At Risk	26.4%	11.8%	-14.6%	37.7%	11.8%	-25.9%				20.8%	11.8%	-9.0%			
	Not At Risk	68.8%	54.1%	-14.7%	81.3%	67.6%	-13.7%				75.0%	40.5%	-34.5%			
	Gap	42.4	42.3	-0.1	43.6	55.8	12.2				54.2	28.7	-25.5			
Approaches	At Risk	75.5%	35.3%	-40.2%	69.8%	29.4%	-40.4%				56.6%	35.3%	-21.3%			
	Not At Risk	93.8%	86.5%	-7.3%	93.8%	86.5%	-7.3%				87.5%	83.8%	-3.7%			
	Gap	18.3	51.2	32.9	24	57.1	33.1				30.9	48.5	17.6			
Did Not Meet	At Risk	24.5%	64.7%	40.2%	30.2%	70.6%	40.4%				43.4%	64.7%	21.3%			
	Not At Risk	6.3%	13.5%	7.2%	6.3%	13.5%	7.2%				12.5%	16.2%	3.7%			
	Gap	-18.2	-51.2	-33	-23.9	-57.1	-33.2				-30.9	-48.5	-17.6			
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	0.0%	3.2%	3.2%	0.0%	3.2%	3.2%									
	Not At Risk	10.5%	13.6%	3.1%	28.9%	15.9%	-13.0%									
	Gap	10.5	10.4	-0.1	28.9	12.7	-16.2									
Meets	At Risk	3.7%	3.2%	-0.5%	10.7%	6.5%	-4.2%									
	Not At Risk	52.6%	29.5%	-23.1%	73.7%	68.2%	-5.5%									
	Gap	48.9	26.3	-22.6	63	61.7	-1.3									
Approaches	At Risk	63.0%	29.0%	-34.0%	35.7%	32.3%	-3.4%									
	Not At Risk	97.4%	84.1%	-13.3%	94.7%	93.2%	-1.5%									
	Gap	34.4	55.1	20.7	59	60.9	1.9									
Did Not Meet	At Risk	37.0%	71.0%	34.0%	64.3%	67.7%	3.4%									
	Not At Risk	2.6%	15.9%	13.3%	5.3%	6.8%	1.5%									
	Gap	-34.4	-55.1	-20.7	-59	-60.9	-1.9									
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

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

Masters	At Risk	2.0%	0.0%	-2.0%	4.0%	6.5%	2.5%
	Not At Risk	40.0%	7.9%	-32.1%	80.0%	36.8%	-43.2%
	Gap	38	7.9	-30.1	76	30.3	-45.7
Meets	At Risk	6.0%	6.5%	0.5%	24.0%	22.6%	-1.4%
	Not At Risk	65.0%	57.9%	-7.1%	95.0%	81.6%	-13.4%
	Gap	59	51.4	-7.6	71	59	-12
Approaches	At Risk	44.0%	29.0%	-15.0%	58.0%	74.2%	16.2%
	Not At Risk	100.0%	92.1%	-7.9%	100.0%	94.7%	-5.3%
	Gap	56	63.1	7.1	42	20.5	-21.5
Did Not Meet	At Risk	56.0%	71.0%	15.0%	42.0%	25.8%	-16.2%
	Not At Risk	0.0%	7.9%	7.9%	0.0%	5.3%	5.3%
	Gap	-56	-63.1	-7.1	-42	-20.5	21.5

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	0.0%	2.4%	2.4%	11.5%	7.0%	-4.5%				0.0%	2.3%	2.3%	3.8%	2.3%	-1.5%
	Not At Risk	19.2%	13.3%	-5.9%	73.2%	50.0%	-23.2%				26.8%	33.3%	6.5%	31.7%	36.7%	5.0%
	Gap	19.2	10.9	-8.3	61.7	43	-18.7				26.8	31	4.2	27.9	34.4	6.5
Meets	At Risk	29.2%	14.6%	-14.6%	23.1%	23.3%	0.2%				3.8%	9.3%	5.5%	3.8%	4.7%	0.9%
	Not At Risk	76.9%	66.7%	-10.2%	92.7%	83.3%	-9.4%				51.2%	73.3%	22.1%	46.3%	53.3%	7.0%
	Gap	47.7	52.1	4.4	69.6	60	-9.6				47.4	64	16.6	42.5	48.6	6.1
Approaches	At Risk	70.8%	65.9%	-4.9%	57.7%	60.5%	2.8%				23.1%	55.8%	32.7%	30.8%	37.2%	6.4%
	Not At Risk	96.2%	100.0%	3.8%	100.0%	93.3%	-6.7%				87.8%	90.0%	2.2%	92.7%	86.7%	-6.0%
	Gap	25.4	34.1	8.7	42.3	32.8	-9.5				64.7	34.2	-30.5	61.9	49.5	-12.4
Did Not Meet	At Risk	29.2%	34.1%	4.9%	42.3%	39.5%	-2.8%				76.9%	44.2%	-32.7%	69.2%	62.8%	-6.4%
	Not At Risk	3.8%	0.0%	-3.8%	0.0%	6.7%	6.7%				12.2%	10.0%	-2.2%	7.3%	13.3%	6.0%
	Gap	-25.4	-34.1	-8.7	-42.3	-32.8	9.5				-64.7	-34.2	30.5	-61.9	-49.5	12.4

STAAR EOC SCE Eco Dis Report 21-22 Compared to 22-23 for All Campuses
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STAAR EOC SCE Eco Dis Report 21-22 Compared to 22-23 for All Campuses

STAAR EOC SCE Eco Dis Report 21-22 Compared to 22-23 for All Campuses																
		Math			Reading/ELA			Writing			Science			Social Studies		
		2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff
Masters	Eco Dis	19.1%	17.0%	-2.1%	2.2%	11.3%	9.1%	6.4%	2.3%	-4.1%	13.5%	11.4%	-2.1%	46.3%	43.6%	-2.7%
	Not Eco Dis	51.7%	36.7%	-15.0%	6.3%	57.6%	51.3%	2.3%	10.7%	8.4%	22.6%	46.7%	24.1%	63.6%	51.2%	-12.4%
	Gap	32.6	19.7	-12.9	4.1	46.3	42.2	-4.1	8.4	12.5	9.1	35.3	26.2	17.3	7.6	-9.7
Meets	Eco Dis	42.6%	44.7%	2.1%	32.6%	56.6%	24.0%	53.2%	34.1%	-19.1%	54.1%	45.7%	-8.4%	73.2%	71.8%	-1.4%
	Not Eco Dis	75.9%	80.0%	4.1%	65.6%	93.9%	28.3%	67.4%	92.9%	25.5%	71.0%	96.7%	25.7%	84.8%	90.7%	5.9%
	Gap	33.3	35.3	2	33	37.3	4.3	14.2	58.8	44.6	16.9	51	34.1	11.6	18.9	7.3
Approaches	Eco Dis	87.2%	93.6%	6.4%	56.5%	73.6%	17.1%	68.1%	70.5%	2.4%	94.6%	91.4%	-3.2%	90.2%	94.9%	4.7%
	Not Eco Dis	96.6%	93.3%	-3.3%	78.1%	93.9%	15.8%	88.4%	96.4%	8.0%	90.3%	100.0%	9.7%	97.0%	100.0%	3.0%
	Gap	9.4	-0.3	-9.7	21.6	20.3	-1.3	20.3	25.9	5.6	-4.3	8.6	12.9	6.8	5.1	-1.7
Did Not Meet	Eco Dis	23.4%	6.4%	-17.0%	43.5%	26.4%	-17.1%	31.9%	29.5%	-2.4%	8.1%	8.6%	0.5%	14.6%	5.1%	-9.5%
	Not Eco Dis	3.4%	6.7%	3.3%	25.0%	6.1%	-18.9%	14.0%	3.6%	-10.4%	12.9%	0.0%	-12.9%	3.0%	0.0%	-3.0%
	Gap	-20	0.3	20.3	-18.5	-20.3	-1.8	-17.9	-25.9	-8	4.8	-8.6	-13.4	-11.6	-5.1	6.5

STAAR 3-8 SCE Eco Dis 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	Eco Dis	8.8%	22.4%	13.6%	14.7%	20.4%	5.7%									
	Not Eco Dis	18.2%	52.4%	34.2%	22.7%	23.8%	1.1%									
	Gap	9.4	30	20.6	8	3.4	-4.6									
Meets	Eco Dis	23.5%	53.1%	29.6%	32.4%	38.8%	6.4%									
	Not Eco Dis	54.5%	85.7%	31.2%	45.5%	71.4%	25.9%									
	Gap	31	32.6	1.6	13.1	32.6	19.5									
Approaches	Eco Dis	64.7%	81.6%	16.9%	70.6%	73.5%	2.9%									
	Not Eco Dis	86.4%	95.2%	8.8%	81.8%	95.2%	13.4%									
	Gap	21.7	13.6	-8.1	11.2	21.7	10.5									
Did Not Meet	Eco Dis	35.3%	18.4%	-16.9%	29.4%	26.5%	-2.9%									
	Not Eco Dis	13.6%	4.8%	-8.8%	18.2%	4.8%	-13.4%									
	Gap	-21.7	-13.6	8.1	-11.2	-21.7	-10.5									
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	Eco Dis	23.3%	22.0%	-1.3%	20.0%	9.8%	-10.2%									
	Not Eco Dis	50.0%	35.0%	-15.0%	38.9%	20.0%	-18.9%									
	Gap	26.7	13	-13.7	18.9	10.2	-8.7									
Meets	Eco Dis	36.7%	46.3%	9.6%	30.0%	34.1%	4.1%									
	Not Eco Dis	72.2%	70.0%	-2.2%	77.8%	45.0%	-32.8%									
	Gap	35.5	23.7	-11.8	47.8	10.9	-36.9									
Approaches	Eco Dis	60.0%	75.6%	15.6%	63.3%	58.5%	-4.8%									
	Not Eco Dis	94.4%	90.0%	-4.4%	94.4%	85.0%	-9.4%									
	Gap	34.4	14.4	-20	31.1	26.5	-4.6									
Did Not Meet	Eco Dis	40.0%	24.4%	-15.6%	36.7%	41.5%	4.8%									
	Not Eco Dis	5.6%	10.0%	4.4%	5.6%	15.0%	9.4%									
	Gap	-34.4	-14.4	20	-31.1	-26.5	4.6									
Grade Tested 05																

STAAR 3-8 SCE Eco Dis Report 21-22 Compared to 22-23 for All Campuses
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STAAR 3-8 SCE Eco Dis Report 21-22 Compared to 22-23 for All Campuses

		Math			Reading/ELA			Writing			Science			Social Studies		
		2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff	2022	2023	% Diff
Masters	Eco Dis	5.0%	9.7%	4.7%	22.5%	19.4%	-3.1%				0.0%	3.2%	3.2%			
	Not Eco Dis	17.2%	17.4%	0.2%	31.0%	34.8%	3.8%				27.6%	17.4%	-10.2%			
	Gap	12.2	7.7	-4.5	8.5	15.4	6.9				27.6	14.2	-13.4			
Meets	Eco Dis	22.5%	35.5%	13.0%	45.0%	35.5%	-9.5%				17.5%	19.4%	1.9%			
	Not Eco Dis	55.2%	47.8%	-7.4%	51.7%	69.6%	17.9%				55.2%	47.8%	-7.4%			
	Gap	32.7	12.3	-20.4	6.7	34.1	27.4				37.7	28.4	-9.3			
Approaches	Eco Dis	80.0%	61.3%	-18.7%	72.5%	61.3%	-11.2%				55.0%	51.6%	-3.4%			
	Not Eco Dis	79.3%	82.6%	3.3%	79.3%	78.3%	-1.0%				75.9%	91.3%	15.4%			
	Gap	-0.7	21.3	22	6.8	17	10.2				20.9	39.7	18.8			
Did Not Meet	Eco Dis	20.0%	38.7%	18.7%	27.5%	38.7%	11.2%				45.0%	48.4%	3.4%			
	Not Eco Dis	20.7%	17.4%	-3.3%	20.7%	21.7%	1.0%				24.1%	8.7%	-15.4%			
	Gap	0.7	-21.3	-22	-6.8	-17	-10.2				-20.9	-39.7	-18.8			
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	Eco Dis	0.0%	2.2%	2.2%	15.0%	4.3%	-10.7%									
	Not Eco Dis	15.4%	20.7%	5.3%	19.2%	20.7%	1.5%									
	Gap	15.4	18.5	3.1	4.2	16.4	12.2									
Meets	Eco Dis	23.1%	4.3%	-18.8%	35.0%	34.8%	-0.2%									
	Not Eco Dis	46.2%	41.4%	-4.8%	65.4%	55.2%	-10.2%									
	Gap	23.1	37.1	14	30.4	20.4	-10									
Approaches	Eco Dis	76.9%	47.8%	-29.1%	60.0%	56.5%	-3.5%									
	Not Eco Dis	92.3%	82.8%	-9.5%	84.6%	86.2%	1.6%									
	Gap	15.4	35	19.6	24.6	29.7	5.1									
Did Not Meet	Eco Dis	23.1%	52.2%	29.1%	40.0%	43.5%	3.5%									
	Not Eco Dis	7.7%	17.2%	9.5%	15.4%	13.8%	-1.6%									
	Gap	-15.4	-35	-19.6	-24.6	-29.7	-5.1									
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

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STAAR 3-8 SCE Eco Dis Report 21-22 Compared to 22-23 for All Campuses

Masters	Eco Dis	7.5%	0.0%	-7.5%	17.5%	20.9%	3.4%
	Not Eco Dis	20.0%	11.5%	-8.5%	36.7%	26.9%	-9.8%
	Gap	12.5	11.5	-1	19.2	6	-13.2
Meets	Eco Dis	17.5%	30.2%	12.7%	37.5%	46.5%	9.0%
	Not Eco Dis	30.0%	42.3%	12.3%	53.3%	69.2%	15.9%
	Gap	12.5	12.1	-0.4	15.8	22.7	6.9
Approaches	Eco Dis	52.5%	58.1%	5.6%	62.5%	81.4%	18.9%
	Not Eco Dis	70.0%	73.1%	3.1%	80.0%	92.3%	12.3%
	Gap	17.5	15	-2.5	17.5	10.9	-6.6
Did Not Meet	Eco Dis	47.5%	41.9%	-5.6%	37.5%	18.6%	-18.9%
	Not Eco Dis	30.0%	26.9%	-3.1%	20.0%	7.7%	-12.3%
	Gap	-17.5	-15	2.5	-17.5	-10.9	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	Eco Dis	6.1%	0.0%	-6.1%	40.0%	22.0%	-18.0%				12.5%	14.6%	2.1%	7.5%	12.2%	4.7%
	Not Eco Dis	17.6%	13.0%	-4.6%	63.0%	28.1%	-34.9%				22.2%	15.6%	-6.6%	40.7%	21.9%	-18.8%
	Gap	11.5	13	1.5	23	6.1	-16.9				9.7	1	-8.7	33.2	9.7	-23.5
Meets	Eco Dis	48.5%	27.3%	-21.2%	60.0%	41.5%	-18.5%				20.0%	29.3%	9.3%	17.5%	19.5%	2.0%
	Not Eco Dis	64.7%	30.4%	-34.3%	74.1%	56.3%	-17.8%				51.9%	43.8%	-8.1%	48.1%	31.3%	-16.8%
	Gap	16.2	3.1	-13.1	14.1	14.8	0.7				31.9	14.5	-17.4	30.6	11.8	-18.8
Approaches	Eco Dis	78.8%	72.7%	-6.1%	77.5%	63.4%	-14.1%				55.0%	56.1%	1.1%	60.0%	51.2%	-8.8%
	Not Eco Dis	94.1%	78.3%	-15.8%	92.6%	87.5%	-5.1%				74.1%	87.5%	13.4%	81.5%	65.6%	-15.9%
	Gap	15.3	5.6	-9.7	15.1	24.1	9				19.1	31.4	12.3	21.5	14.4	-7.1
Did Not Meet	Eco Dis	21.2%	27.3%	6.1%	22.5%	36.6%	14.1%				45.0%	43.9%	-1.1%	40.0%	48.8%	8.8%
	Not Eco Dis	5.9%	21.7%	15.8%	7.4%	12.5%	5.1%				25.9%	12.5%	-13.4%	18.5%	34.4%	15.9%
	Gap	-15.3	-5.6	9.7	-15.1	-24.1	-9				-19.1	-31.4	-12.3	-21.5	-14.4	7.1

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

LEA-level Data

Campuses: All Campuses

2022 - 2023 Fall Collection, Accepted Submission

LEA: 034907 - QUEEN CITY ISD

TOTAL ENROLLMENT 954

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	4	0.42%
PRE-KINDERGARTEN	69	7.23%
KINDERGARTEN	51	5.35%
GRADE 1	59	6.18%
GRADE 2	70	7.34%
GRADE 3	74	7.76%
GRADE 4	57	5.97%
GRADE 5	57	5.97%
GRADE 6	73	7.65%
GRADE 7	71	7.44%
GRADE 8	73	7.65%
GRADE 9	79	8.28%
GRADE 10	63	6.60%
GRADE 11	84	8.81%
GRADE 12	70	7.34%
TOTAL	954	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	509	53.35%
FEMALE	445	46.65%
TOTAL	954	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	609	63.84%
"2" ELIGIBLE FOR HALF DAY	58	6.08%
"3" TRANSFER FOR FULL DAY	278	29.14%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	2	0.21%
"6" TRANSFER FOR HALF DAY	7	0.73%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHV VIRT LRNG	0	0.00%
TOTAL	954	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	1	0.10%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	615	64.47%
MILITARY CONNECTED	2	0.21%
FOSTER CARE	0	0.00%
DYSLEXIA	114	11.95%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	6	0.63%	0.63%
ASIAN	2	0.21%	0.21%
BLACK/AFRICAN AMER.	133	13.94%	13.94%
HISPANIC/LATINO	40	4.19%	4.19%
WHITE	711	74.53%	74.53%
HAWAIIAN/PAC ISLAND	3	0.31%	0.31%
TWO OR MORE	59	6.18%	6.18%
TOTAL	954	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	6	0.98%	0.63%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	121	19.67%	12.68%
HISPANIC/LATINO	35	5.69%	3.67%
WHITE	409	66.50%	42.87%
HAWAIIAN/PAC ISLAND	3	0.49%	0.31%
TWO OR MORE	41	6.67%	4.30%
TOTAL	615	100.00%	64.47%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	1	100.00%	0.10%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	1	100.00%	0.10%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	3.03%	0.21%
BLACK/AFRICAN AMER.	4	6.06%	0.42%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	58	87.88%	6.08%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	3.03%	0.21%
TOTAL	66	100.00%	6.92%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

LEA-level Data

Campuses: All Campuses

2022 - 2023 Fall Collection, Accepted Submission

LEA: 034907 - QUEEN CITY ISD

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	954	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	954	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	42	4.40%
UNACCOMPANIED YOUTH CODE 3	42	4.40%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	42	4.40%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	4	0.85%	0.42%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	99	21.02%	10.38%
HISPANIC/LATINO	27	5.73%	2.83%
WHITE	312	66.24%	32.70%
HAWAIIAN/PAC ISLAND	1	0.21%	0.10%
TWO OR MORE	28	5.94%	2.94%
TOTAL	471	100.00%	49.37%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.55%	0.10%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	43	23.63%	4.51%
HISPANIC/LATINO	8	4.40%	0.84%
WHITE	122	67.03%	12.79%
HAWAIIAN/PAC ISLAND	1	0.55%	0.10%
TWO OR MORE	7	3.85%	0.73%
TOTAL	182	100.00%	19.08%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	64	92.75%
"03" PK ELIG 4+ HRS/DAY + SP ED	3	4.35%
"04" PK INELIG>2 <4 HRS/DAY	2	2.90%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	69	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	53	80.30%	5.56%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	13	19.70%	1.36%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	66	100.00%	6.92%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	58	100.00%	6.08%
"9" OTHER	0	0.00%	0.00%
TOTAL	58	100.00%	6.08%

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 48% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
48% (NA)	50% (50)	52% (42)	54%	56%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% to 48% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
40% (NA)	42% (46)	44% (42)	46%	48%

CCMR Progress Measure 1 (TSI)

The percent of CCMR students that meet the TSI college readiness standard will be maintained at 60% or greater through August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
>50% (38.3)	>50% (50.7)	>50% (69.7)	>60%	>60%

CCMR Progress Measure 2 (Dual Credit)

The percent of CCMR students that meet the threshold for Dual Credit for college readiness will increase from 40 % to 48% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
40% (49.4)	42% (40.6)	44% (34.8)	46%	48%

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will be maintained at 80% or greater through August of 2024

Yearly Target Goals

2020	2021	2022	2023	2024
>80% (80.9)	>80% (76.8)	>80% (88.8)	>80%	>80%