

QUITMAN H S

Campus Improvement Plan

2017/2018



Dana Hamrick, Principal
1101 E Goode St, Quitman TX
903-763-5000
hamrickd@quitmanisd.net

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Mission

Education Every Child . . . Every Chance . . . Every Day

All performance goals identified in Every Student Succeeds Act have been adopted by the district and are reflected in this plan of action.

Vision

Quitman ISD is committed to providing a comprehensive education to ensure every student is life ready.

Vision Continued

Goals:

- 1.) Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.*
- 2.) Quitman ISD will provide safe and secure facilities, transportation, and technology conducive to student success.*
- 3.) Quitman ISD will foster a positive work environment that encourages professional growth, teamwork, and high morale.*
- 4.) Quitman ISD will promote and maintain strong business, community, and family relationships.*
- 5.) Quitman ISD will advocate for the well-rounded education of every child in the district.*

Nondiscrimination Notice

QUITMAN H S 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.

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

Required 10 components for Title I School-wide campuses

1. Comprehensive Needs Assessment
2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and local services and programs

QUITMAN H S Site Base

Name	Position
Abbott, Tammy	Teacher (yr 2)
Brown, Angela	District Rep
Cameron, Sarah	Teacher (yr 1)
Dobbs, David	Parent
Gilbreath, Kathy	Business/Community
Graham, Maino	Teacher (yr. 2)
Herring, Allison	Para
Herring, John	Teacher (yr 2)
Hurst, Mxie	Business/Community
Miller, Elizabeth	Teacher (yr 1)
Ory, Taylor	Business/Community
Patterson, Stacey	Parent
Reboline, Denise	Business/Community
Sandifer, Julie	Teacher (yr 1)
Simpkins, Dave	Parent

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Drop-out rate is .3% as compared to state average of 2%

Demographics Weaknesses

48% of our students are Economically disadvantaged.

52.2% of our students are considered At-Risk.

27 students with disabilities; 63% of whom are Intellectually Disabled; compared to 44.5% state-wide.

Demographics Needs

Need to do a better job at identifying GT students.

Demographics Summary

2016-2018 QHS had 318 total students.

Student Achievement

Student Achievement Strengths

Our Dropout Rate is .3% - compared to the state average of 2%.

Student Achievement Weaknesses

Comprehensive Needs Assessment

Many of our special education students struggle with showing growth in ELA and math.

Student Achievement Needs

Only 52.8% of our students took an ACT/SAT compared to the state average of 71.6%. We need to double our "At or Above" criterion to meet the state standard.

Student Achievement Summary

We are making strides in student achievement overall, but we need to focus on some of our special populations to ensure these groups show growth from year to year.

School Culture and Climate

School Culture and Climate Strengths

Our administration is invested in the community.

School Culture and Climate Weaknesses

We still have some teachers who are resistant to the vision of campus administration. We need to increase student engagement overall.

School Culture and Climate Needs

Comprehensive Needs Assessment

Our campus has multiple entrances and exits which could lead to safety issues.

We need to work together as a campus to develop a growth-minded vision and we need to give our teachers some training on student engagement and formative assessment.

School Culture and Climate Summary

We have made great strides in campus morale in the past couple of years. Our students are responding positively to the culture and climate that most teachers are buying into. Some teachers still need training and support and need to be validated and given some positive feedback to encourage even greater buy-in.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Student to teacher ratio is 10 to 1.

Professional staff 92% compared to the state average of 64%.

Teachers with degree is 85% compared to the state average of 75%.

Staff Quality, Recruitment and Retention Weaknesses

Our teacher turnover rate is 19.8% compared to the state average of 16%.

Our Special Education teachers by population served (6.4%) is lower than the state average of 8.6%.

Average years experience of teachers on our campus is 5.4 compared to the state average of 7.2.

Only one minority teacher on campus.

Staff Quality, Recruitment and Retention Needs

Recruiting diverse faculty and staff to better represent the demographics of our campus.

Retaining quality teachers.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

Improve professional growth, teamwork, and morale.

Staff Quality, Recruitment and Retention Summary

Overall, our teachers are top quality and fully certified. They are, however, young and inexperienced and need support in order to fully reach their potential. Due to new leadership in the administration and athletic departments, we've had more turnover than is ideal; however, new staff that are hired fit within the climate, culture and vision of the current leadership.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers who are increasing rigor are seeing results.
Lower performing students are in IPC their freshman year to reduce the number of freshmen taking EOCs.

Curriculum, Instruction and Assessment Weaknesses

Young, inexperienced teachers need more support. Student engagement is not optimal overall. Certain populations in our school (special education and economically disadvantaged students) lag in showing adequate growth from year to year.
Our students are not taking the SAT and ACT to prepare for college.

Curriculum, Instruction and Assessment Needs

Training on how to effectively use benchmark testing.
Training on use of TEKS Resource System.
Collaboration and alignment both horizontally and vertically.
Need to increase rigor overall in all areas.
Need to focus on SAT and ACT remediation and prep courses.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

The teachers who are increasing rigor and using effective classroom techniques are seeing results in benchmarks and scores overall. However, there is room for improvement and training for student engagement and techniques for formative assessment.

Family and Community Involvement

Family and Community Involvement Strengths

Current information is pushed out via website and Facebook.
Many of our student organizations provide and encourage multiple opportunities for community service.

Family and Community Involvement Weaknesses

The higher need student populations have lower parental and family involvement.
Our attendance rates need to increase.

Family and Community Involvement Needs

Encouraging more family and parental involvement in our special populations.
Increasing teacher contact with family members.
More phone calls to parents when their children are out.

Family and Community Involvement Summary

Although overall our community involvement is good, we need to focus on making more positive contact with parents and encouraging parents to be more alert and accountable for their children's attendance.

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Strengths

Our 7-person department heads meet weekly with administration. Surveys are given to faculty to determine input and opinions before big decisions are made with our campus.

School Context and Organization Weaknesses

6 of our teachers have their Commercial Drivers License, 3 are coaches, our band director, and one of our ag teachers. More of our extra-curricular staff need to obtain their CDL in order to limit lost instructional time by pulling a teacher out of the classroom. We share teachers with junior high and have difficulty due to the number of teachers who serve both campuses.

School Context and Organization Needs

We need more coaches to get their CDL by the end of this year. We need to make greater efforts to hire coaches with CDL and make their continual employment at QHS contingent upon earning the CDL within one year of hiring. More of an effort needs to be made to decrease the number of shared teachers so that we can increase options for scheduling.

School Context and Organization Summary

We continue to focus on improving our school and working toward better scheduling options, more electives and better time management. We need to continue to increase our CTE and encouraging community support, but we also need to spend more time working with the junior high campus to get our campuses separated to better serve all students.

Technology

Technology Strengths

The High School has Wifi throughout the campus.

Technology Weaknesses

Comprehensive Needs Assessment

Our computers on the campus are old and outdated or not working.

Technology Needs

In order to provide access and equity to all students and to integrate technology into the instructional curricula, a One to One initiative is needed. This may also lead to the need for more bandwidth. We also need to update at least one computer lab with new desktop computers.

Technology Summary

While our infrastructure is strong and we have increased our bandwidth, we need to make genuine efforts to upgrading our existing computer labs and to get technology into every single student's and teacher's hands through a one-to-one initiative.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Benchmark Data
Community Demographics
Disaggregated STAAR Data
Discipline Referrals
District Policies
Drop-out Rates
Graduation Records
Highly Qualified Staff
Homeless Students
Mobility Rates
Parent Participation
Parental Involvement Policy
PEIMS Reports
Promotion/Retention Rates
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Survey and Interviews of Students/Staff/Parents
TAPR
Teacher Turnover Rates

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Goal 1. Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.

Objective 1. High School teachers/coaches who possess their Commercial Drivers License will increase from 16% to 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Transportation Director will teach/train 3 additional teachers/coaches who will obtain their CDL before August. (Title I SW: 4,10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,4,6)	Athletic Director, Principal(s), Transportation Director	August 2018	(S)Local Funds	Summative - CDL certifications
2. Require CDL of newly hired coaches/directors. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,4,6)	Athletic Director, Principal(s), Superintendent(s)	Aug - June	(S)Local Funds	Summative - Copies of CDL certification

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Goal 1. Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.

Objective 2. QHS will provide an alternative education program for students at risk of dropping out of high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide an online program for students at risk of dropping out of high school. (Title I SW: 9,10) (Target Group: AtRisk) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent(s), Counselor(s), Principal(s), Superintendent(s), Teacher(s)	August-May	(S)State Compensatory	Summative - TAPR

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Goal 1. Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.

Objective 3. QISD will provide an on-site Discipline Alternative Education Program for students who require this placement for disciplinary reasons.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Certified teacher(s) will assist students placed in the DAEP with coursework. (Title I SW: 3,9,10) (Target Group: AtRisk) (Strategic Priorities: 1,2)	Principal(s), Superintendent(s)	August-May	(S)State Compensatory	Summative - Teacher certifications
2. QISD will provide an online program for students who are assigned to the DAEP (Title I SW: 9,10) (Target Group: AtRisk) (Strategic Priorities: 1,2)	Principal(s)	August-May	(S)State Compensatory	Summative - Grades and graduation rates from DAEP

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Goal 2. Quitman ISD will provide safe and secure facilities, transportation, and technology conducive to student success.

Objective 1. 100% of all persons visiting the high school campus will be identified and screened.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All visitors enter through the main office and will be filtered via the Raptor system and provided a name tag. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 6)	Campus Receptionists, Principal(s)	Aug - June	(S)Local Funds	Formative - Visitor badges for all visitors on campus
2. Cameras used to monitor common areas including hallways and outside buildings. (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 6)	Assistant Principal(s), Director of Technology, Principal(s)	Aug - June	(S)Local Funds	Formative - Periodic checks of cameras and video recordings

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Goal 2. Quitman ISD will provide safe and secure facilities, transportation, and technology conducive to student success.

Objective 2. Students and staff members will be prepared for any emergency situations that could occur during the school day.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and staff will attend Active Shooter Response Training. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 5,6)	Assistant Principal(s), Assistant Superintendent(s), Athletic Director, Coaches, Principal(s), Teacher(s)	Fall, 2017	(S)Local Funds, (S)State Compensatory	Summative - Agenda and sign-in sheets
2. Campus will hold regularly scheduled fire, bad weather, evacuation, and lockdown drills. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 6)	Principal(s), Teacher(s)	Monthly; Aug-June	(O)Time	Summative - Calendar of Events and Form filed with Fire Marshall

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Goal 2. Quitman ISD will provide safe and secure facilities, transportation, and technology conducive to student success.

Objective 3. To make 100% of our students aware of the dangers of drug and alcohol abuse.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct random drug testing for students participating in U.I.L. events and those driving on campus. (Title I SW: 1,2,10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,5,6)	Counselor(s), Principal(s), Teacher(s)	Monthly, Aug - June	(S)Local Funds, (S)State Compensatory	Summative - Drug test results
2. Periodic use of drug dogs. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,5,6)	Assistant Principal(s), Principal(s)	Quarterly, Aug - June	(S)Local Funds, (S)State Compensatory	Summative - End of year report
3. Conduct one assembly per year dealing with the relevance and dangers of illegal drug use. (Title I SW: 1,2,6,10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,6)	Counselor(s), Principal(s)	Aug - June	(O)Time, (S)Local Funds, (S)State Compensatory	Summative - Calendar of Events and student attendance

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Goal 3. Quitman ISD will foster a positive work environment that encourages professional growth, teamwork and high morale.

Objective 1. To cut the attrition rate of teachers in half to 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each new teacher will have a campus mentor. (Title I SW: 1,2,3,4,9) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,3,6,7)	Core Subject Teachers, Instructional Specialist/Coach	Aug - June	(O)Time, (S)Career and Technical Education, (S)G/T, (S)Local Funds, (S)State Compensatory	Summative - End of year evaluation and questionnaire/survey of effectiveness.
2. Provide teachers multiple opportunities for professional development. (Title I SW: 1,4,5,9,10) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,7)	Assistant Principal(s), Assistant Superintendent(s), Counselor(s), CTE Director, Principal(s), Teacher(s)	August-June	(S)Career and Technical Education, (S)G/T, (S)Local Funds, (S)State Compensatory	Summative - Survey at end of year evaluating PD and quality/effectiveness.

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Goal 3. Quitman ISD will foster a positive work environment that encourages professional growth, teamwork and high morale.

Objective 2. To provide weekly team building activities for all of our teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will implement mini PLCs before or after school or during lunch once a week. (Title I SW: 2,4,9) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 6,7)	Assistant Principal(s), Core Subject Teachers, Counselor(s), CTE Director, Principal(s), Teacher(s)	Jan - June	(O)Time, (S)Local Funds	Summative - Sign in sheets; Teacher feedback
2. We will share articles, teaching strategies, or book studies which will serve to invigorate our teachers professionally and personally. (Title I SW: 2,4,8,9) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,3,6,7)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Principal(s), Teacher(s)	Jan - June	(L)Fundraising, (O)Time, (S)Local Funds	Formative - Periodic teacher input and feedback surveys

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Goal 3. Quitman ISD will foster a positive work environment that encourages professional growth, teamwork and high morale.

Objective 3. To provide collaborative department planning time once per six weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. One day per six weeks will be built into the calendar for horizontal and vertical alignment. (Title I SW: 2,4,9,10) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,3,6,7)	Assistant Principal(s), Assistant Superintendent(s), Principal(s), Superintendent(s)	Aug - June	(F)Title I, Part A, (O)Time, (S)Career and Technical Education, (S)G/T, (S)Local Funds, (S)State Compensatory	Summative - Calendar of events and agendas
2. Speakers/resources will be made available to facilitate collaborative planning. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Core Subject Teachers, Principal(s), Teacher(s)	Aug - June	(O)Time, (S)Local Funds, (S)State Compensatory	Summative - Meeting agendas
3. Implement online, curriculum based program. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2,6,7)	Assistant Principal(s), Assistant Superintendent(s), Principal(s), Superintendent(s)	August-June	(F)Title I, Part A, (S)Career and Technical Education, (S)G/T, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Compensatory	Summative - Teacher lesson plans, reports

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Goal 3. Quitman ISD will foster a positive work environment that encourages professional growth, teamwork and high morale.

Objective 4. To increase the number of teachers responding positively to teacher survey by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct teacher survey in January. (Title I SW: 2,8,9) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6)	Assistant Principal(s), CTE Director, Principal(s)	January	(O)Time, (S)Local Funds	Summative - Survey results
2. Conduct follow-up teacher survey in May. (Title I SW: 2,8,9) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6,7)	Assistant Principal(s), CTE Director, Principal(s)	May, 2018	(O)Time	Summative - Results of survey

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Goal 4. Quitman ISD will promote and maintain strong business, community, and family relationships.

Objective 1. By May 2018, increase opportunities for parent, family, and community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Involve and invite parents and community members in school activities and special events/presentations, such as Veteran's Day Programs, Homecoming Activities, Band Concerts, Theatre Arts productions, Athletic Events, and Art Shows. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent(s), Athletic Director, Band Director(s), Counselor(s), Instructional Specialist/Coach, Principal(s), Teacher(s)	August-June	(O)Time, (S)Bilingual/ESL, (S)Local Funds	Summative - Programs, documentation of events, number of parents and community members in attendance.

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Goal 4. Quitman ISD will promote and maintain strong business, community, and family relationships.

Objective 2. Teachers will make at least 2 positive parent contacts per week dealing with academics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will document contact with parents via Parent Contact Log. (Title I SW: 2,6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 5)	Core Subject Teachers, Instructional Specialist/Coach, Teacher(s)	Aug - June	(O)Time	Summative - Shared Google document with data
2. Teachers will make positive phone calls. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 5)	Assistant Principal(s), Counselor(s), Instructional Specialist/Coach, Principal(s), Teacher(s)	Aug-June	(O)Time	Summative - Teacher call logs
3. Teachers will send post cards to parents. (Title I SW: 6) (Target Group: All, AtRisk) (Strategic Priorities: 2,3) (CSFs: 5)	Assistant Principal(s), Athletic Director, Campus Receptionists, Counselor(s), Principal(s), Teacher(s)	Jan-June	(O)Time, (S)Local Funds	Summative - Teacher logs

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Goal 4. Quitman ISD will promote and maintain strong business, community, and family relationships.

Objective 3. QHS will offer 2 additional industry certifications based on the current needs of the workforce in Wood County.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CTE Coordinator will research the needs of the local workforce. (Title I SW: 1,10) (Target Group: CTE) (Strategic Priorities: 3) (CSFs: 5)	Counselor(s), CTE Director, Principal(s)	Aug - June	(F)Perkins, (S)Career and Technical Education	Summative - Report of findings
2. Classes and certifications will be offered necessary to ensure employability within the county. (Title I SW: 1,10) (Target Group: CTE) (Strategic Priorities: 3) (CSFs: 2,5,6)	CTE Director, Principal(s), Teacher(s)	Aug - June	(F)Perkins, (S)Career and Technical Education	Summative - Perkins Effectiveness Report

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Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 1. Utilize digital resources to monitor student progress, disaggregate student data and implement appropriate interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide interventions for students who are identified as needing additional assistance or who are failing or in danger of failing a subject and/or grade level. (Title I SW: 9) (Target Group: AtRisk) (Strategic Priorities: 2)	Assistant Principal(s), Principal(s)	August-June	(S)State Compensatory	Summative - STAAR results and report cards

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Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 2. QHS will increase student performance of students receiving special education services from 46% approaches grade level to 60% approaches grade level for mathematics and from 26.5% approaches grade level to 60% approaches grade level for ELA by the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use online, curriculum-based program to strand to TEKS. (Title I SW: 3,5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Core Subject Teachers	Aug-June	(O)Time, (S)Instructional Materials Allotment, (S)Local Funds	Summative - Teacher lesson plans
2. Implement one of the suggested performance assessments per unit and track growth over calendar year using online system. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2)	Core Subject Teachers	Aug-June	(S)Instructional Materials Allotment, (S)Local Funds	Summative - TAPR Report, DMAC reports
3. Teachers will address strategies, in their lesson planning, used to achieve success on assessments. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2)	Assistant Principal(s), Core Subject Teachers, Instructional Specialist/Coach, Principal(s)	Aug-June	(O)Time, (S)Instructional Materials Allotment, (S)Local Funds	Summative - Teacher lesson plans; T-TESS data

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Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 3. Work collaboratively from campus to campus to transition students and student information to the next campus the student will attend.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incoming ninth grade students and their parents will participate in a ninth grade orientation prior to the first day of classes. (Title I SW: 10) (Target Group: 9th) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Principal(s)	August	(O)Time	Summative - Invitation, agenda, sign-in sheets

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Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 4. Provide successful transition for all students to post-secondary and career opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide a coherent sequence of CTE courses. (Title I SW: 9,10) (Target Group: CTE) (Strategic Priorities: 3)	Business Manager, CTE Director, Principal(s), Superintendent(s), Teacher(s)	August-June	(F)Perkins	Summative - Perkins Compliance Report
2. Continue partnerships with junior colleges to offer dual credit courses (Title I SW: 9,10) (Target Group: 11th, 12th) (Strategic Priorities: 3)	Assistant Superintendent(s), Principal(s)	August-June	(S)Instructional Materials Allotment, (S)Local Funds, (S)State Compensatory	Summative - Student schedules that reflect enrollment in dual credit classes; high school transcripts that reflect completion of college credits
3. Counselor will provide career and college readiness information including state testing information, college entrance exams (PSAT, ACT, SAT), and college and career days/fairs (Title I SW: 9) (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Counselor(s)	August-June	(S)Local Funds	Summative - Website postings and documentation of communication with parents; sign-in sheets
4. Inform parents of junior high and high school students about graduation requirements, scheduling, degree/career planning. (Title I SW: 9,10) (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Counselor(s)	August-June	(S)Local Funds	Summative - Website postings, documents, degree plans, and sign in sheets.
5. Conduct graduation plan meetings with parents of high school and junior high school students as required. (Title I SW: 9,10) (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Counselor(s)	August-June	(S)Local Funds	Summative - Degree plans and record of meetings.
6. Continue to employ at the high school, a senior level teacher to assist students in attaining college credits in English. (Title I SW: 3,10) (Target Group: 11th, 12th) (Strategic Priorities: 3)	Principal(s)	August-June	(F)Title I, Part A, (S)Local Funds, (S)State Compensatory	Summative - Number of students enrolled in the classes, and the number of students who earn college credit.

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Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 5. QHS will increase number of students taking the ACT/SAT from 53% to 72% by 2018-19.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Target/encourage the economically disadvantaged students to take ACT/SAT by actively disseminating vouchers. (Title I SW: 2,10) (Target Group: ECD) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Aug-June	(S)Local Funds, (S)State Compensatory	Formative - Ongoing throughout year
2. Offer students reimbursement for one SAT or ACT test fee. (Title I SW: 2,10) (Target Group: All) (Strategic Priorities: 3)	Counselor(s)	August-June	(S)Local Funds, (S)State Compensatory	Summative - End of year report

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Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 6. QHS will increase the success rate of students taking the ACT/SAT from 10% to 23% by 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer PSAT reimbursement to Sophomores. (Title I SW: 10) (Target Group: 10th) (Strategic Priorities: 3)	Business Manager, Principal(s)	Aug-June	(S)Local Funds	Summative - End of year report
2. Provide ACT/SAT preparation designed to target English and Math, as well as testing strategies. (Title I SW: 1,2,10) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1)	Counselor(s), Instructional Specialist/Coach, Principal(s)	August-June	(S)Local Funds	Summative - Rosters; Sign in sheets

QUITMAN H S

Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 7. Increase student attendance rate from 95/5% to 96% by 2018.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administration will proactively call parents as well as educate them on district policies. (Title I SW: 9,10) (Target Group: All, AtRisk) (Strategic Priorities: 2,3) (CSFs: 1,4)	Assistant Principal(s), PEIMS Clerk	Aug-June	(O)Time	Summative - Six weeks attendance reports
2. Attendance policies will be clear and concise. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal(s), Principal(s)	Aug - June	(O)Time	Summative - Handbook and policies

QUITMAN H S

Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 8. QHS will increase the percentage of students who show greater than expected growth in ELA from 0% to 2% and in math from 7% to 21 %.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use online, curriculum-based program to strand to TEKS. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	Aug-June	(O)Time, (S)Local Funds	Summative - Lesson Plans
2. Implement one of the suggested performance assessments per unit and track growth over calendar year using online system. (Title I SW: 3,9) (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	Aug-June	(S)Local Funds	Summative - DMAC data; teacher reports
3. Teachers will address strategies, in their lesson planning, used to achieve success on assessments. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 2,3)	Core Subject Teachers	Aug-June	(O)Time, (S)Local Funds	Summative - Lesson plans

QUITMAN H S

Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 9. QHS will increase the percentage of students at masters grade level in ELA from 4% to 20 % and in math from 11% to 25% by 2018-19.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use online, curriculum-based program to strand to TEKS. (Title I SW: 2,10) (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	Aug-June	(O)Time, (S)Local Funds	Summative - Lesson plans
2. Implement one of the suggested performance assessments per unit and track growth over calendar year using online system. (Title I SW: 9,10) (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	Aug-June	(S)Local Funds, (S)State Compensatory	Summative - DMAC data; benchmark data
3. Teachers will address strategies, in their lesson planning, used to achieve success on assessments. (Title I SW: 3,9,10) (Target Group: All) (Strategic Priorities: 2,3)	Core Subject Teachers	Aug-June	(O)Time	Summative - Lesson plans

Expenditures

Resource	Source	Strategy	Amount
Bilingual/ESL	State	4.1.1	
Career and Technical Education	State	3.1.1, 3.1.2, 3.3.1, 3.3.3, 4.3.1, 4.3.2	
Fundraising	Local	3.2.2	
G/T	State	3.1.1, 3.1.2, 3.3.1, 3.3.3	
Instructional Materials Allotment	State	3.3.3, 5.2.1, 5.2.2, 5.2.3, 5.4.2	
Local Funds	State	1.1.1, 1.1.2, 2.1.1, 2.1.2, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.4.1, 4.1.1, 4.2.3, 5.2.1, 5.2.2, 5.2.3, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.8.1, 5.8.2, 5.8.3, 5.9.1, 5.9.2	
Perkins	Federal	4.3.1, 4.3.2, 5.4.1	
State Compensatory	State	1.2.1, 1.3.1, 1.3.2, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 3.1.1, 3.1.2, 3.3.1, 3.3.2, 3.3.3, 5.1.1, 5.4.2, 5.4.6, 5.5.1, 5.5.2, 5.9.2	
Title I, Part A	Federal	3.3.1, 3.3.3, 5.4.6	
9 Resource(s)			Total: \$0

17-18 BUDGETED AMOUNTS FOR PIC CODES/TITLE FUNDS - HS CAMPUS PLAN

PIC 21 G.T.	PAYROLL	CONTRACTED SERVICES	SUPPLIES	TRAVEL
	61XX	62XX	63XX	64XX
HS	0.00	0.00	0.00	0.00
PIC 22 CTE	61XX	62XX	63XX	64XX
HS	502,976.00	9,810.00	105,190.00	5,700.00
	8 - HS - FULL TIME - TEACHERS - 8 FTE'S			
	9 HS - PARTIAL - TEACHERS - 9 TEACHERS .13 UP TO .60 FTE			
PIC 23 SPECIAL ED	61XX	62XX	63XX	64XX
HS	150,397.00	5,500.00	3,325.00	575.00
	4 - HS PARTIAL - 4 TEACHERS - .54 FTE'S			
PIC 24, 26, 28, 34 COMP ED	61XX	62XX	63XX	64XX
HS	78,837.00	1,863.00	4,412.24	0.00
COMP ED(PIC 24)	9 - HS - TEACHERS PARTIAL - .13 UP TO .25 FTE'S			
AEP(PIC 26)	37,471.00	0.00	3,364.13	0.00
	2 - HS - TEACHERS PARTIAL - .10 UP TO .25 FTE'S			
DAEP(PIC 28)	46,817.00	500.00	3,784.63	100.00
	3 - HS - TEACHERS PARTIAL - .10 UP TO .25 FTE'S			
PIC 25 BILINGUAL	61xx	62xx	63XX	64XX
HS	0.00	0.00	200.00	0.00
TITLE I, PART A	1 - HS - TEACHER (MAY CHANGE) - 1			
FUND 211	61xx	62xx	63xx	64xx
HS	60,777.00	8,800.56	0.00	0.00
TITLE II, PART A				
FUND 255	61xx	62xx	63xx	64xx
HS	0.00	0.00	0.00	0.00

17-18 BUDGETED AMOUNTS FOR PIC CODES/TITLE FUNDS - HS CAMPUS PLAN

CAREER & TECHNICAL	61xx		62xx		63xx	64xx
FUND 244	0.00		0.00		3,320.00	0.00
TITLE IV, PART A						
FUND 289	61xx		62xx		63xx	64xx
HS	0.00		0.00		0.00	0.00
FUND 410 - IMA	61xx		62xx		63xx	64xx
HS	0.00		1,661.00		22,658.37	0.00
12/26/2017						

2016-17 Texas Academic Performance Report

District Name: **QUITMAN ISD**

Campus Name: **QUITMAN H S**

Campus Number: **250904001**

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District Name: QUITMAN ISD
 Campus Name: QUITMAN H S
 Campus Number: 250904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 318
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above End of Course														
English I	2017	64%	68%	68%	*	43%	72%	*	*	*	-	33%	59%	*
	2016	65%	76%	76%	*	70%	75%	-	-	-	*	*	74%	*
English II	2017	66%	74%	74%	*	50%	78%	-	-	*	*	*	71%	*
	2016	67%	77%	77%	-	62%	80%	*	-	*	*	*	76%	-
Algebra I	2017	83%	74%	74%	*	67%	74%	*	*	*	-	47%	78%	*
	2016	78%	77%	76%	*	91%	74%	-	-	*	*	*	72%	*
Biology	2017	86%	83%	83%	*	86%	85%	*	*	*	-	53%	76%	*
	2016	87%	90%	90%	*	63%	93%	*	-	-	*	63%	82%	*
U.S. History	2017	91%	94%	94%	-	100%	93%	*	*	-	*	*	96%	-
	2016	91%	95%	95%	*	100%	96%	*	-	*	*	*	93%	-
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	79%	77%	*	67%	79%	86%	71%	100%	100%	44%	74%	46%
	2016	75%	79%	82%	86%	82%	83%	*	-	*	88%	33%	79%	*
Reading	2017	72%	80%	71%	*	46%	75%	*	*	*	*	29%	65%	*
	2016	73%	82%	76%	*	65%	77%	*	-	*	86%	*	75%	*
Mathematics	2017	79%	83%	74%	*	67%	74%	*	*	*	-	47%	78%	*
	2016	76%	81%	76%	*	91%	74%	-	-	*	*	*	72%	*
Science	2017	79%	78%	83%	*	86%	85%	*	*	*	-	53%	76%	*
	2016	79%	80%	90%	*	63%	93%	*	-	-	*	63%	82%	*
Social Studies	2017	77%	74%	94%	-	100%	93%	*	*	-	*	*	96%	-
	2016	77%	70%	95%	*	100%	96%	*	-	*	*	*	93%	-
STAAR Percent at Meets Grade Level All Grades														
Two or More Subjects	2017	48%	45%	62%	*	50%	64%	*	*	*	*	29%	54%	*
	2016	45%	42%	59%	*	57%	61%	*	-	*	63%	*	50%	*

District Name: QUITMAN ISD
 Campus Name: QUITMAN H S
 Campus Number: 250904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 318
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	50%	58%	*	39%	60%	*	*	*	*	*	47%	*
	2016	46%	49%	57%	*	47%	58%	*	-	-	*	*	48%	*
Mathematics	2017	48%	42%	32%	*	*	30%	*	*	*	-	*	32%	*
	2016	43%	36%	52%	*	*	55%	-	-	-	*	*	44%	*
Science	2017	52%	48%	51%	*	*	54%	*	*	*	-	45%	45%	*
	2016	47%	40%	53%	*	*	56%	*	-	-	*	*	38%	*
Social Studies	2017	51%	47%	79%	-	80%	83%	*	*	-	*	*	77%	-
	2016	47%	42%	69%	*	65%	73%	*	-	*	*	*	56%	-
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	12%	*	*	13%	*	*	*	*	9%	7%	*
	2016	18%	14%	11%	*	*	12%	*	-	*	*	*	8%	*
Reading	2017	19%	19%	4%	*	*	5%	*	*	*	*	*	*	*
	2016	17%	16%	4%	*	*	5%	*	-	*	*	*	*	*
Mathematics	2017	23%	15%	11%	*	*	12%	*	*	*	-	*	*	*
	2016	19%	13%	21%	*	*	23%	-	-	*	*	*	12%	*
Science	2017	19%	18%	14%	*	*	17%	*	*	*	-	*	*	*
	2016	16%	11%	10%	*	*	13%	*	-	-	*	*	*	*
Social Studies	2017	27%	18%	31%	-	*	33%	*	*	-	*	*	26%	-
	2016	22%	13%	15%	*	*	16%	*	-	*	*	*	18%	-
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	56%	40%	*	*	*	*	*	*	*	*	*	*
	2016	62%	59%	56%	*	*	57%	*	-	-	*	*	58%	*
Reading	2017	59%	53%	*	*	*	*	-	-	-	*	*	*	*
	2016	60%	58%	*	-	*	*	*	-	-	*	*	*	*

District Name: QUITMAN ISD
 Campus Name: QUITMAN H S
 Campus Number: 250904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 318
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	58%	32%	*	*	*	*	*	*	-	*	*	*
	2016	63%	60%	58%	*	*	60%	-	-	-	*	*	55%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	13%	3%	*	*	*	*	*	*	*	*	*	*
	2016	17%	12%	12%	*	*	14%	*	-	-	*	*	7%	*
Reading	2017	17%	14%	*	*	*	*	-	-	-	*	*	*	*
	2016	16%	14%	*	-	*	*	*	-	-	*	*	*	*
Mathematics	2017	20%	12%	7%	*	*	*	*	*	*	-	*	*	*
	2016	17%	10%	22%	*	*	25%	-	-	-	*	*	13%	*

District Name: QUITMAN ISD
 Campus Name: QUITMAN H S
 Campus Number: 250904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 318
 Grade Span: 09 - 12
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	79%	77%	-	-	-	-	-	*	*	-	*	*	46%
	2016	75%	79%	82%	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	72%	80%	71%	-	-	-	-	-	*	*	-	*	*	*
	2016	73%	82%	76%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	79%	83%	74%	-	-	-	-	-	*	*	-	*	*	*
	2016	76%	81%	76%	-	-	-	-	-	*	-	*	-	*	*
Science	2017	79%	78%	83%	-	-	-	-	-	*	*	-	*	*	*
	2016	79%	80%	90%	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	77%	74%	94%	-	-	-	-	-	-	-	-	-	-	-
	2016	77%	70%	95%	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	45%	62%	-	-	-	-	-	*	*	-	*	*	*
	2016	45%	42%	59%	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	48%	50%	58%	-	-	-	-	-	*	*	-	*	*	*
	2016	46%	49%	57%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	48%	42%	32%	-	-	-	-	-	*	*	-	*	*	*
	2016	43%	36%	52%	-	-	-	-	-	*	-	*	-	*	*
Science	2017	52%	48%	51%	-	-	-	-	-	*	*	-	*	*	*
	2016	47%	40%	53%	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	51%	47%	79%	-	-	-	-	-	-	-	-	-	-	-
	2016	47%	42%	69%	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	12%	-	-	-	-	-	*	*	-	*	*	*
	2016	18%	14%	11%	-	-	-	-	-	*	-	*	-	*	*

District Name: QUITMAN ISD
 Campus Name: QUITMAN H S
 Campus Number: 250904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 318
 Grade Span: 09 - 12
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Reading	2017	19%	19%	4%	-	-	-	-	-	*	*	-	*	*	*
	2016	17%	16%	4%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	23%	15%	11%	-	-	-	-	-	*	*	-	*	*	*
	2016	19%	13%	21%	-	-	-	-	-	*	-	*	-	*	*
Science	2017	19%	18%	14%	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	11%	10%	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	27%	18%	31%	-	-	-	-	-	-	-	-	-	-	-
	2016	22%	13%	15%	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	56%	40%	-	-	-	-	-	*	*	-	*	*	*
	2016	62%	59%	56%	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	59%	53%	*	-	-	-	-	-	*	*	-	-	*	*
	2016	60%	58%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2017	64%	58%	32%	-	-	-	-	-	*	*	-	*	*	*
	2016	63%	60%	58%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	13%	3%	-	-	-	-	-	*	*	-	*	*	*
	2016	17%	12%	12%	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	17%	14%	*	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	14%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2017	20%	12%	7%	-	-	-	-	-	*	*	-	*	*	*
	2016	17%	10%	22%	-	-	-	-	-	*	-	*	-	*	*

District Name: QUITMAN ISD
 Campus Name: QUITMAN H S
 Campus Number: 250904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 318
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	100%	100%	99%	100%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	92%	86%	94%	91%	100%	100%	100%	100%	72%	89%	81%
Not Included in Accountability													
Mobile	4%	5%	7%	14%	0%	8%	0%	0%	0%	0%	26%	10%	0%
Other Exclusions	1%	0%	1%	0%	4%	0%	0%	0%	0%	0%	0%	0%	19%
Not Tested	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	100%	100%	100%	100%	100%	-	*	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	78%	89%	96%	100%	-	*	100%	97%	93%	50%
Not Included in Accountability													
Mobile	4%	5%	5%	22%	11%	4%	0%	-	*	0%	3%	7%	50%
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%
Absent	1%	0%	0%	0%	0%	0%	0%	-	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	*	0%	0%	0%	0%

District Name: QUITMAN ISD
 Campus Name: QUITMAN H S
 Campus Number: 250904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 318
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.4%	95.5%	*	95.9%	95.4%	*	-	*	95.6%	93.1%	95.3%	*
2014-15	95.7%	96.4%	95.9%	95.0%	96.6%	95.6%	*	-	*	97.1%	94.1%	95.3%	-
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	0.3%	0.3%	0.0%	0.0%	0.4%	0.0%	-	*	0.0%	3.4%	0.0%	*
2014-15	2.1%	0.3%	0.3%	0.0%	0.0%	0.4%	*	-	*	0.0%	3.3%	0.6%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Received GED	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	4.2%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.2%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and GED	89.6%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Grads, GED, & Cont	93.8%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2015													
Graduated	89.0%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Received GED	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	4.1%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.3%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and GED	89.6%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Grads, GED, & Cont	93.7%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Received GED	0.8%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	1.2%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.7%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and GED	92.1%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Grads, GED, & Cont	93.3%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2014													
Graduated	90.4%	97.7%	97.7%	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
Received GED	1.0%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	1.3%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	7.2%	2.3%	2.3%	*	0.0%	2.7%	-	-	-	*	0.0%	0.0%	-
Graduates and GED	91.5%	97.7%	97.7%	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
Grads, GED, & Cont	92.8%	97.7%	97.7%	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	97.7%	97.7%	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
Received GED	1.2%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	7.2%	2.3%	2.3%	*	0.0%	2.7%	-	-	-	*	0.0%	0.0%	-
Graduates and GED	92.2%	97.7%	97.7%	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
Grads, GED, & Cont	92.8%	97.7%	97.7%	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

District Name: QUITMAN ISD
Campus Name: QUITMAN H S
Campus Number: 250904001

Total Students: 318
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	98.9%	98.9%	100.0%	100.0%	98.7%	-	-	-	-	100.0%	97.0%	-
Received GED	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Dropped Out	7.2%	1.1%	1.1%	0.0%	0.0%	1.3%	-	-	-	-	0.0%	3.0%	-
Graduates and GED	92.3%	98.9%	98.9%	100.0%	100.0%	98.7%	-	-	-	-	100.0%	97.0%	-
Grads, GED, & Cont	92.8%	98.9%	98.9%	100.0%	100.0%	98.7%	-	-	-	-	100.0%	97.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2015	89.0%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2014	90.4%	97.7%	97.7%	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	97.7%	97.7%	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
Class of 2013	90.9%	97.9%	97.9%	100.0%	88.9%	98.7%	-	-	-	-	100.0%	94.1%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	83.9%	83.9%	*	88.9%	82.4%	-	-	-	*	33.3%	77.8%	-
Class of 2015	86.1%	84.0%	84.0%	*	93.8%	80.8%	-	-	-	*	33.3%	69.2%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	0.0%	0.0%	-	*	*	-	-	-	-	-	0.0%	-
Class of 2015	3.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	33.3%	33.3%	-	*	*	-	-	-	-	-	20.0%	-
Class of 2015	38.7%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	79.4%	79.4%	*	72.7%	80.0%	-	-	-	*	33.3%	68.8%	-
Class of 2015	84.1%	84.0%	84.0%	*	93.8%	80.8%	-	-	-	*	33.3%	69.2%	-
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	81.8%	81.8%	*	88.9%	81.1%	-	-	-	*	50.0%	75.9%	-
2014-15	84.3%	84.2%	84.2%	*	93.8%	81.1%	-	-	-	*	33.3%	68.2%	-
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	0.0%	0.0%	-	*	*	-	-	-	-	-	0.0%	-
2014-15	3.5%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: QUITMAN ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 318
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	33.3%	33.3%	-	*	*	-	-	-	-	-	20.0%	-
2014-15	37.3%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	77.8%	77.8%	*	72.7%	78.9%	-	-	-	*	50.0%	67.6%	-
2014-15	82.2%	84.2%	84.2%	*	93.8%	81.1%	-	-	-	*	33.3%	68.2%	-
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	48.1%	48.1%	*	46.9%	50.0%	*	-	*	*	7.7%	43.5%	-
2014-15	54.5%	38.6%	38.6%	60.0%	42.9%	35.2%	-	-	-	*	0.0%	25.5%	-
English Language Arts													
2015-16	30.1%	26.2%	26.2%	*	31.3%	25.0%	*	-	*	*	0.0%	23.9%	-
2014-15	29.0%	16.5%	16.5%	0.0%	21.4%	15.6%	-	-	-	*	0.0%	17.1%	-
Mathematics													
2015-16	43.1%	31.7%	31.7%	*	23.3%	34.7%	*	-	*	*	0.0%	28.6%	-
2014-15	43.8%	35.4%	35.4%	*	36.4%	31.3%	-	-	-	*	0.0%	17.6%	-
Science													
2015-16	12.2%	0.0%	0.0%	*	0.0%	0.0%	*	-	*	*	*	0.0%	-
2014-15	12.7%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
Social Studies													
2015-16	29.0%	20.0%	20.0%	*	12.9%	22.7%	*	-	*	*	0.0%	11.8%	-
2014-15	28.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	23.4%	23.4%	20.0%	27.8%	23.2%	*	-	*	18.2%	4.2%	21.3%	*
2014-15	34.6%	17.9%	17.9%	50.0%	20.0%	16.5%	*	-	*	30.0%	0.0%	10.1%	-
English Language Arts													
2015-16	16.2%	12.5%	12.5%	0.0%	18.9%	11.3%	*	-	*	20.0%	0.0%	11.8%	*
2014-15	15.7%	7.5%	7.5%	0.0%	10.0%	7.0%	*	-	*	10.0%	0.0%	6.4%	-
Mathematics													
2015-16	19.3%	14.8%	14.8%	20.0%	13.7%	15.4%	*	-	*	11.1%	0.0%	13.7%	*
2014-15	19.4%	14.7%	14.7%	60.0%	14.8%	13.1%	*	-	*	30.0%	0.0%	5.8%	-
Science													
2015-16	5.1%	0.0%	0.0%	*	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	*
2014-15	5.2%	0.0%	0.0%	*	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Social Studies													
2015-16	20.8%	10.2%	10.2%	0.0%	8.0%	11.2%	*	-	*	11.1%	0.0%	6.1%	*
2014-15	19.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	70.5%	70.5%	*	50.0%	76.5%	-	-	-	*	*	63.2%	-
2014-15	42.0%	35.0%	35.0%	*	25.0%	38.0%	-	-	-	*	*	15.0%	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

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Campus Name: QUITMAN H S
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Total Students: 318
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
College-Ready Graduates													
Mathematics													
2015-16	44.6%	34.1%	34.1%	*	12.5%	38.2%	-	-	-	*	*	31.6%	-
2014-15	38.0%	31.0%	31.0%	*	25.0%	32.0%	-	-	-	*	*	15.0%	-
Both Subjects													
2015-16	38.7%	34.1%	34.1%	*	12.5%	38.2%	-	-	-	*	*	31.6%	-
2014-15	35.0%	31.0%	31.0%	*	25.0%	32.0%	-	-	-	*	*	15.0%	-
Either Subject													
2015-16	56.4%	70.5%	70.5%	*	50.0%	76.5%	-	-	-	*	*	63.2%	-
2014-15	45.0%	35.0%	35.0%	*	25.0%	38.0%	-	-	-	*	*	15.0%	-
College and Career Ready Graduates													
2015-16	75.9%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
2014-15	74.5%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	41.7%	41.7%	*	36.4%	43.9%	-	-	-	*	0.0%	35.3%	-
2014-15	10.6%	6.6%	6.6%	*	0.0%	9.4%	-	-	-	*	0.0%	0.0%	-
Mathematics													
2015-16	18.1%	18.1%	18.1%	*	9.1%	19.3%	-	-	-	*	0.0%	17.6%	-
2014-15	7.1%	5.3%	5.3%	*	0.0%	7.5%	-	-	-	*	0.0%	0.0%	-
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	34.7%	34.7%	*	18.2%	38.6%	-	-	-	*	0.0%	29.4%	-
2014-15	48.1%	39.5%	39.5%	*	25.0%	41.5%	-	-	-	*	0.0%	9.1%	-
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	2.8%	2.8%	*	0.0%	3.5%	-	-	-	*	0.0%	0.0%	-
2014-15	10.6%	18.4%	18.4%	*	0.0%	20.8%	-	-	-	*	0.0%	0.0%	-
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	20.8%	20.8%	*	18.2%	21.1%	-	-	-	*	0.0%	23.5%	-
2014-15	43.4%	17.1%	17.1%	*	25.0%	15.1%	-	-	-	*	0.0%	9.1%	-
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
2014-15	46.6%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	17.8%	17.8%	*	21.9%	16.5%	*	-	*	*	n/a	15.4%	n/a
2015	24.9%	14.8%	14.8%	0.0%	23.1%	12.1%	-	-	-	*	n/a	14.5%	n/a
English Language Arts													
2016	15.5%	17.8%	17.8%	*	21.9%	16.5%	*	-	*	*	n/a	15.4%	n/a
2015	15.1%	13.4%	13.4%	0.0%	19.2%	12.1%	-	-	-	*	n/a	14.5%	n/a

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AP/IB Results (Participation)													
Mathematics													
2016	6.8%	0.0%	0.0%	*	0.0%	0.0%	*	-	*	*	n/a	0.0%	n/a
2015	6.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Science													
2016	10.4%	0.0%	0.0%	*	0.0%	0.0%	*	-	*	*	n/a	0.0%	n/a
2015	10.2%	0.7%	0.7%	0.0%	0.0%	0.9%	-	-	-	*	n/a	0.0%	n/a
Social Studies													
2016	14.8%	0.6%	0.6%	*	0.0%	0.9%	*	-	*	*	n/a	0.0%	n/a
2015	14.4%	1.4%	1.4%	0.0%	3.8%	0.9%	-	-	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	14.3%	14.3%	-	0.0%	21.1%	-	-	-	*	n/a	0.0%	n/a
2015	49.1%	42.9%	42.9%	-	16.7%	46.2%	-	-	-	*	n/a	22.2%	n/a
English Language Arts													
2016	43.3%	14.3%	14.3%	-	0.0%	21.1%	-	-	-	*	n/a	0.0%	n/a
2015	43.7%	36.8%	36.8%	-	20.0%	38.5%	-	-	-	*	n/a	22.2%	n/a
Social Studies													
2016	41.6%	*	*	-	-	*	-	-	-	-	n/a	-	n/a
2015	40.1%	*	*	-	*	*	-	-	-	-	n/a	-	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	52.8%	52.8%	*	54.5%	52.6%	-	-	-	*	n/a	44.1%	n/a
Class of 2015	68.3%	73.7%	73.7%	*	75.0%	71.7%	-	-	-	*	n/a	64.0%	n/a
At/Above Criterion													
Class of 2016	22.5%	10.5%	10.5%	*	0.0%	13.3%	-	-	-	*	n/a	0.0%	n/a
Class of 2015	24.3%	21.4%	21.4%	*	25.0%	18.4%	-	-	-	*	n/a	18.8%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1319	1319	*	1223	1353	-	-	-	*	n/a	1276	n/a
Class of 2015	1394	1426	1426	*	1498	1403	-	-	-	*	n/a	1388	n/a
English Language Arts and Writing													
Class of 2016	903	879	879	*	810	907	-	-	-	*	n/a	853	n/a
Class of 2015	912	944	944	*	1010	923	-	-	-	*	n/a	922	n/a
Mathematics													
Class of 2016	472	441	441	*	413	447	-	-	-	*	n/a	423	n/a
Class of 2015	482	483	483	*	488	480	-	-	-	*	n/a	466	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	19.4	19.4	*	18.0	19.9	-	-	-	*	n/a	19.3	n/a
Class of 2015	20.6	19.3	19.3	*	17.9	19.7	-	-	-	*	n/a	17.6	n/a

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Average ACT Score													
English Language Arts													
Class of 2016	19.8	19.6	19.6	*	17.4	20.3	-	-	-	*	n/a	19.7	n/a
Class of 2015	20.1	19.4	19.4	*	17.9	19.8	-	-	-	*	n/a	17.1	n/a
Mathematics													
Class of 2016	20.5	19.0	19.0	*	17.6	19.2	-	-	-	*	n/a	18.2	n/a
Class of 2015	20.9	18.5	18.5	*	16.6	19.0	-	-	-	*	n/a	17.4	n/a
Science													
Class of 2016	20.5	18.8	18.8	*	19.2	18.9	-	-	-	*	n/a	18.9	n/a
Class of 2015	20.7	19.4	19.4	*	17.9	19.7	-	-	-	*	n/a	17.7	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	47.4%	47.4%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	45.8%	45.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	62.5%	62.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	84.8%	84.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: QUITMAN ISD
 Campus Name: QUITMAN H S
 Campus Number: 250904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 318
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	318	100.0%	1,112	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	4.1%	4.2%
Kindergarten	0	0.0%	6.0%	7.0%
Grade 1	0	0.0%	7.7%	7.4%
Grade 2	0	0.0%	7.1%	7.6%
Grade 3	0	0.0%	6.0%	7.7%
Grade 4	0	0.0%	6.9%	7.7%
Grade 5	0	0.0%	9.1%	7.5%
Grade 6	0	0.0%	9.0%	7.4%
Grade 7	0	0.0%	8.3%	7.4%
Grade 8	0	0.0%	7.1%	7.3%
Grade 9	93	29.2%	8.4%	8.1%
Grade 10	77	24.2%	6.9%	7.4%
Grade 11	68	21.4%	6.1%	6.8%
Grade 12	80	25.2%	7.2%	6.2%
Ethnic Distribution:				
African American	4	1.3%	2.3%	12.6%
Hispanic	53	16.7%	16.5%	52.4%
White	243	76.4%	76.3%	28.1%
American Indian	5	1.6%	0.7%	0.4%
Asian	3	0.9%	0.4%	4.2%
Pacific Islander	2	0.6%	0.3%	0.1%
Two or More Races	8	2.5%	3.5%	2.2%
Economically Disadvantaged	153	48.1%	55.3%	59.0%
Non-Educationally Disadvantaged	165	51.9%	44.7%	41.0%
English Language Learners (ELL)	4	1.3%	4.8%	18.9%
Students w/ Disciplinary Placements (2015-2016)	8	2.3%	1.2%	1.4%
At-Risk	166	52.2%	45.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	27			
By Type of Primary Disability				
Students with Intellectual Disabilities	17	63.0%	53.6%	44.5%
Students with Physical Disabilities	0	0.0%	20.5%	21.9%
Students with Autism	*	*	4.5%	12.5%
Students with Behavioral Disabilities	**	**	21.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.3%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 318
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	48	14.0%	14.8%	16.2%
By Ethnicity:				
African American	2	0.6%		
Hispanic	6	1.7%		
White	38	11.1%		
American Indian	1	0.3%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.3%		
Graduates (Class of 2016):				
Total Graduates	72	100.0%	72	324,311
By Ethnicity (incl. Special Ed.):				
African American	2	2.8%	2	41,084
Hispanic	11	15.3%	11	157,633
White	57	79.2%	57	104,551
American Indian	0	0.0%	0	1,280
Asian	0	0.0%	0	13,481
Pacific Islander	0	0.0%	0	449
Two or More Races	2	2.8%	2	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	12	16.7%	12	42,804
Recommended H.S. Program/DAP	54	75.0%	54	254,625
Foundation High School Plan (No Endorsement)	4	5.6%	4	11,477
Foundation High School Plan (Endorsement)	0	0.0%	0	1,501
Foundation High School Plan (DLA)	2	2.8%	2	13,904
Special Education Graduates	6	8.3%	6	23,325

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

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 School Type: High School

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	16.5	18.8
Grade 1	-	17.0	18.8
Grade 2	-	19.1	18.9
Grade 3	-	16.2	19.0
Grade 4	-	18.8	19.0
Grade 5	-	24.8	20.9
Grade 6	-	17.3	20.4
Secondary:			
English/Language Arts	11.8	12.5	16.8
Foreign Languages	12.8	13.1	18.7
Mathematics	12.6	12.8	18.0
Science	14.4	14.4	19.0
Social Studies	11.5	13.3	19.4

District Name: QUITMAN ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 318
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	39.4	100.0%	100.0%	100.0%
Professional Staff:	36.4	92.4%	64.8%	64.0%
Teachers	32.6	82.8%	53.9%	50.0%
Professional Support	2.0	5.1%	5.5%	10.0%
Campus Administration (School Leadership)	1.8	4.5%	3.6%	2.9%
Educational Aides:	3.0	7.6%	9.7%	9.6%
Total Minority Staff:	1.0	2.5%	4.4%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	3.1%	2.3%	10.2%
Hispanic	0.0	0.0%	1.1%	26.6%
White	31.6	96.9%	96.6%	59.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	16.1	49.3%	27.3%	23.7%
Females	16.5	50.7%	72.7%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	3.1%	1.1%	1.2%
Bachelors	27.6	84.7%	83.0%	74.5%
Masters	4.0	12.3%	15.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.0%	1.1%	7.8%
1-5 Years Experience	5.9	18.2%	27.3%	28.0%
6-10 Years Experience	7.7	23.8%	21.6%	20.9%
11-20 Years Experience	8.2	25.1%	23.2%	27.8%
Over 20 Years Experience	9.8	30.0%	26.9%	15.5%
Number of Students per Teacher	9.8	n/a	12.6	15.1

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 318
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	26.0	21.3	19.5
Average Years Experience of Principals with District	19.0	16.3	12.2
Average Years Experience of Assistant Principals	6.0	21.7	15.7
Average Years Experience of Assistant Principals with District	1.0	17.9	10.1
Average Years Experience of Teachers:	13.9	12.8	10.9
Average Years Experience of Teachers with District:	5.4	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$34,999	\$34,999	\$46,199
1-5 Years Experience	\$37,996	\$36,271	\$48,779
6-10 Years Experience	\$40,891	\$40,220	\$51,184
11-20 Years Experience	\$50,982	\$48,453	\$54,396
Over 20 Years Experience	\$53,982	\$53,140	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$46,640	\$44,466	\$52,525
Professional Support	\$57,174	\$51,870	\$61,728
Campus Administration (School Leadership)	\$84,062	\$72,709	\$76,471
Instructional Staff Percent:	n/a	63.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

District Name: QUITMAN ISD
 Campus Name: QUITMAN H S
 Campus Number: 250904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 318
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	3	0.9%	4.6%	18.8%
Career & Technical Education	317	99.7%	31.9%	25.0%
Gifted & Talented Education	13	4.1%	4.0%	7.8%
Special Education	27	8.5%	10.1%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.8%	1.7%	6.0%
Career & Technical Education	8.9	27.2%	10.3%	4.5%
Compensatory Education	0.8	2.4%	8.8%	2.8%
Gifted & Talented Education	0.0	0.0%	0.4%	1.9%
Regular Education	18.6	57.1%	69.7%	72.8%
Special Education	2.1	6.4%	6.8%	8.6%
Other	2.0	6.1%	2.3%	3.4%

Link to:
[PEIMS Financial Standard Reports/
 2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

Quitman High School
2017-2018
Parent and Family
Engagement Plan

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118 of the Elementary and Secondary Education Act (ESEA) (parent and family engagement plan).

GENERAL EXPECTATIONS

The Quitman High School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

The School Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. *[Section 1118, ESEA.]* There is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. The **Quitman High School** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:
 - *Invite parents to participate via online survey*
 - *Include parents as contributing members to Campus Improvement Plan*
2. The **Quitman High School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - *Include parents as contributing members of CEC committee*
 - *Include parents and community members on the annual CTE public meeting*
3. The **Quitman High School** will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
 - *District level Title I, Part A public information meeting notice placed on school website, school Facebook pages, and in newspaper*

4. The **Quitman High School** will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- *Publish the Student Handbook online at school website*
- *Provide paper copy of Student Handbook to parents without access to internet*
- *Publish QHS Course Catalog annually online at school website*
- *Provide paper copy of QHS Course Catalog to parents upon request*
- *Provide individual score reports of students' STAAR EOC results*
- *Provide copy of TAPR and School Report Card to each parent, either on paper or via online access*

5. The **Quitman High School** will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- *Provide progress reports and report cards to parents every three weeks and include the school phone number and teacher email addresses to encourage parent contact*
- *Parent information meetings in fall and spring for graduation, student financial aid, graduation plans and choice sheets*

6. The **Quitman High School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

- *Mailing out individual score reports via US Postal Service*

7. The **Quitman High School** will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

- *Providing a letter mailed home to each child whenever a class is taught by a teacher who is not highly qualified*

8. The **Quitman High School** will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

- *Provide parent workshops and meetings for student financial aid, student graduation plans, four-year plans, dual credit classes, choice sheets and course planning*
 - *Encouraging positive phone calls and contacts for each student at least once per semester*
 - *Providing updated information on activities and accomplishments on the QHS Facebook page and QISD website*
 - *Providing Honor Roll lists to newspaper every six weeks*
 - *Publishing teacher email addresses on school website*
 - *Providing internet access to student grades via Parent Portal*
 - *Providing training to staff during summer and throughout school year*
9. The **Quitman High School** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
- *Providing parent meetings*
 - *Email and phone messages*
 - *Mass mailouts via US Postal Service*
 - *Encouraging parent contact every six weeks and maintaining teacher logs for verification*
10. The **Quitman High School** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- *Annual Staff Development*
 - *Attendance at Region 7 workshops and Webinars*
 - *Provide training and information on parent relations during inservice every six weeks*
 - *Weekly administrator meetings*
 - *Monthly Special Education meetings*
11. The **Quitman High School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- *Providing access to websites*
 - *Providing mailouts via US Postal Service*
 - *Meet the Teacher Night and Open House*
 - *Parent meetings throughout year*
 - *Encouraging membership in various booster clubs and other parent organizations*
12. The **Quitman High School** will take the following actions to ensure that information

related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *US Mail letters in both English and Spanish*
- *Emails*
- *Automated phone messages*
- *Social media such as QHS and QISD Facebook pages*
- *Individual extracurricular social media groups such as QHS Yearbook, QHS Bulldog Basketball, QHS Proud Blue Band*
- *Providing bilingual personnel on site for translation*
- *QISD website*

ADOPTION

This Quitman High School Parent and Family Engagement Plan has been developed jointly with, and agreed on with, parents and family members of children participating in Title I, Part A programs, as evidenced by the Campus Excellence Committee (CEC) agenda and the CEC sign in sheets.

This plan was adopted by the Quitman High School on 11/29/2017, and will be in effect for the 2017-2018 school year. The school will distribute this plan to all parents of participating Title I, Part A children via the campus website and Facebook page on or before December 1, 2017.

Dana Hamrick
Signature of Authorized Official

11/29/2017
Date