



POSTING OF PERFORMANCE 2020-2021

1. [TEC §39.361](#) requires districts to state whether one or more of its campuses have been awarded a distinction designation or is currently rated *F* and to provide an explanation of the significance of the information.

The current accreditation status for Carthage ISD is:

Not Rated: Declared State of Disaster

2. [TEC §39.362](#) requires districts to post on the district website the current accreditation status and accountability ratings, Texas Academic Performance Reports (TAPR), and School Report Cards (SRC) as well as an explanation of the information by the 10th day of each school year.

The current accreditation status for Carthage ISD is:

****Not Rated: Declared State of Disaster***

*The current status of ***Comprehensive Support Needed*** as determined by Federal ESSA Guidelines for ***Baker-Koonce Intermediate*** will remain the same. Baker-Koonce Intermediate will continue to partner with TEA and Region 7 ESC to engage in improvement planning and continuous monitoring.

The [TEXAS ACADEMIC PERFORMANCE REPORT](#) for CISD can be accessed by clicking [HERE](#).

The [CISD FEDERAL REPORT CARD](#) for 2020-2021 can be accessed by clicking [HERE](#).

Explanation of the 2020-2021 Federal Report Card

12/14/2021

Dear Parent:

Carthage ISD is sharing this information about the district and your child's campus with you as part of its obligations under the federal Every Student Succeeds Act of 2015 (ESSA).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: [Carthage ISD Federal Report Card](#) or are also available on the Texas Education Agency's website at: https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Report_Card/.

Information on these report cards includes:

Part (i): General Description of the Texas State Accountability System

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-2021 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year:

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(I): Academic Growth

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (Other Academic indicator results for schools that are not high schools).

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data.

Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Part (vi): Goal Meeting Status

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (Progress toward meeting long-term goals and measurements of interim progress).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.

Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

Part (viii)(II): This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas.

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact Allen Koch, Curriculum Director, at 903-693-3806 ext 1024.

Sincerely,

Jim Dunlap

3. [TEC §39.363](#) requires TEA to post the following by October 1 of each year:
- ❖ The performance rating assigned to each district and campus
 - ❖ Each distinction designation awarded
 - ❖ The financial accountability rating assigned to each district

The current accreditation status for Carthage ISD is:

Not Rated: Declared State of Disaster

The current financial accountability rating for Carthage ISD is:

Superior (Score of 98)