

2016-17



# CTE Program Evaluation

Jenny Arledge

Director of College & Career Readiness

June 2017

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## Letter from Director

June 12, 2017

SSHS CTE Stakeholders:

In recent years, Career and Technical Education (CTE) has received more and more focus in education. In 2013, House Bill 5, passed by the Texas Legislature, made substantial changes to the state's curriculum and graduation requirements. The new graduation plans were structured to help students focus on their futures beginning in the 8<sup>th</sup> grade by choosing an Endorsement (career path) before entering their 9<sup>th</sup> grade year. With the new focus on Endorsements and career pathways, brought a focus on CTE programs throughout the state.

On May 16, 2017, Chairwoman Virginia Foxx of the House Education and Workforce Committee delivered a keynote at AEI to discuss the opportunities of Career and Technical Education. She stated that she would like to see CTE shift from a plan B option for students to a plan A. She also stated that CTE can help fill jobs in in-demand fields, potentially increase graduation rates, and give students more schooling options. The 85<sup>th</sup> regular session ended at the end of May with numerous bills being passed that focus directly or indirectly on helping to improve CTE programs in Texas. The federal and state governments are seeing the importance of Career and Technical Education to our students and focusing on making improvements.

With the added state and federal focus on CTE and rising college costs, we must also focus on providing our students with the best marketable skills and knowledge they can receive to better prepare them for entering today's workforce. By expanding our CTE course offerings to meet the demands of our community and students, working with the community through our CTE Advisory Committee to continually improve our programs, increasing the number of Practicum programs in each career cluster area to include paid and unpaid internship/shadowing experiences, offering more student industry recognized certifications, and moving our curriculum towards true project-based learning, our CTE programs at SSHS are continually improving and expanding to meet the high demands of the government, our community, and most importantly—our students.

Sincerely,

Jenny Arledge  
Director of College & Career Readiness  
Sulphur Springs High School

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## SSHS CTE Vision Statement

Career & Technical Education (CTE) students will graduate ready for college, career, and life in a global society.

## SSHS CTE Mission Statement

The mission of Sulphur Springs High School Career & Technical Education is to empower students in attaining the technical and soft skills necessary to facilitate student leadership and gain a competitive edge for college and career readiness in today's global society.



## SSHS CTE Goals:

1. Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.
2. Increase the number of students earning industry recognized certifications to increase their marketability in the workforce.
3. Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.
4. Increase connections between core academic courses and CTE courses through project-based learning experiences.

### **Public Notification of Nondiscrimination in Career and Technical Education Programs**

Sulphur Springs ISD offers Career and Technical Education (CTE) programs in the following career clusters: Agriculture, Food & Natural Resources Business Management & Administration Education & Training Finance Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Marketing Transportation, Distribution & Logistics Admission to these programs is based on class space and availability, interest and aptitude, age appropriateness, and teacher recommendations. It is the policy of Sulphur Springs ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices, CTE 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. Sulphur Springs ISD will take steps to assure the 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, Betty Lawson, at 631 Connally Street, Sulphur Springs, TX, 75482, 903-885-2153 and/or the Section 504 Coordinator, Susan Johnston, at 219 Ponder Street, Sulphur Springs, TX, 75482, 903-885-6230.

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# Accountability Summary 2016

# TEXAS EDUCATION AGENCY

## 2016 Accountability Summary

SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD

### Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<p>- NONE</p>

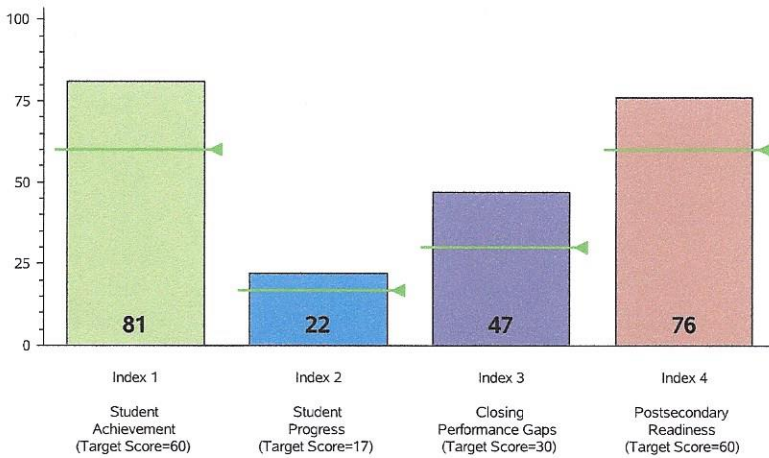
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

### Distinction Designation



Academic Achievement in ELA/Reading
DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
DISTINCTION EARNED
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

### Performance Index Report



### Campus Demographics

Campus Type	High School
Campus Size	1,184 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	48.7
Percent English Language Learners	4.3
Mobility Rate	12.8

### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,388	1,715	81
2 - Student Progress	262	1,200	22
3 - Closing Performance Gaps	1,118	2,400	47
4 - Postsecondary Readiness			
STAAR Score	12.4		
Graduation Rate Score	23.7		
Graduation Plan Score	18.9		
Postsecondary Component Score	21.1		76

### System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	20 out of 26 = 77%
Participation Rates	14 out of 14 = 100%
Graduation Rates	6 out of 6 = 100%
<b>Total</b>	<b>40 out of 46 = 87%</b>

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

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**2016 Campus Comparison Group**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**  
 Campus Type: High School  
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% ELL	Mobility Rate
<b>SULPHUR SPRINGS H S (112901002)</b>	<b>SULPHUR SPRINGS ISD</b>	<b>09-12</b>	<b>1,184</b>	<b>48.7</b>	<b>4.3</b>	<b>12.8</b>
1 ALVARADO H S (126901001)	ALVARADO ISD	09-12	1,046	53.0	5.4	12.5
2 ROCKPORT-FULTON H S (004901001)	ARANSAS COUNTY ISD	09-12	999	43.5	2.2	15.6
3 BASTROP H S (011901001)	BASTROP ISD	09-12	1,347	47.7	5.9	15.9
4 BROWNSBORO H S (107902001)	BROWNSBORO ISD	09-12	807	47.7	0.7	16.7
5 BURKBURNETT H S (243901001)	BURKBURNETT ISD	09-12	897	43.1	0.2	16.5
6 BURNET H S (027903001)	BURNET CISD	09-12	909	44.4	2.9	12.9
7 CALHOUN H S (029901001)	CALHOUN COUNTY ISD	09-12	1,188	49.0	4.6	13.9
8 RANCHVIEW H S (057903007)	CARROLLTON-FARMERS BRANCH ISD	09-12	864	48.6	7.4	17.0
9 CARTHAGE H S (183902001)	CARTHAGE ISD	09-12	759	44.3	2.2	12.8
10 COLUMBIA H S (020907001)	COLUMBIA-BRAZORIA ISD	09-12	867	44.1	1.2	16.2
11 DAYTON H S (146902002)	DAYTON ISD	09-12	1,479	47.1	5.6	15.9
12 DENISON H S (091903001)	DENISON ISD	09-12	1,279	51.1	1.2	18.2
13 FLORESVILLE H S (247901001)	FLORESVILLE ISD	09-12	1,210	41.2	1.6	16.2
14 WESTERN HILLS H S (220905015)	FORT WORTH ISD	09-12	1,172	49.2	4.3	20.7
15 GATESVILLE H S (050902001)	GATESVILLE ISD	09-12	831	44.3	1.1	13.6
16 EAST VIEW H S (246904004)	GEORGETOWN ISD	09-12	1,507	48.0	7.0	10.3
17 GREENVILLE H S (116905002)	GREENVILLE ISD	09-12	1,245	54.6	6.7	9.0
18 HENDERSON H S (201902001)	HENDERSON ISD	09-12	945	55.3	4.9	11.4
19 HUDSON H S (003902001)	HUDSON ISD	09-12	798	45.7	1.8	9.0
20 KAUFMAN H S (129903001)	KAUFMAN ISD	09-12	1,062	55.8	5.0	15.2
21 TIVY H S (133903001)	KERRVILLE ISD	09-12	1,429	43.9	3.1	13.0
22 KILGORE H S (092902002)	KILGORE ISD	09-12	1,065	49.5	6.9	13.4
23 H M KING H S (137901001)	KINGSVILLE ISD	09-12	975	50.3	1.7	14.4
24 LAMPASAS H S (141901001)	LAMPASAS ISD	09-12	1,027	42.3	0.9	14.5
25 LIVINGSTON H S (187907002)	LIVINGSTON ISD	09-12	1,049	51.2	2.3	18.2
26 LOCKHART H S (028902001)	LOCKHART ISD	09-12	1,083	57.2	6.5	13.1
27 MABANK H S (129905001)	MABANK ISD	09-12	1,016	48.5	0.3	17.9
28 MARBLE FALLS H S (027904001)	MARBLE FALLS ISD	09-12	1,199	56.5	4.3	12.6
29 MEDINA VALLEY H S (163908001)	MEDINA VALLEY ISD	09-12	1,227	45.3	2.7	13.3
30 PAMPA H S (090904001)	PAMPA ISD	09-12	895	46.8	8.5	16.6
31 PINE TREE H S (092904001)	PINE TREE ISD	09-12	1,255	48.8	4.0	14.0
32 PLEASANTON H S (007905001)	PLEASANTON ISD	09-12	976	44.3	0.9	15.3
33 PRINCETON H S (043911001)	PRINCETON ISD	09-12	1,058	43.0	5.3	13.5
34 SEALY H S (008902001)	SEALY ISD	09-12	859	46.1	4.5	11.0
35 SILSBEE H S (100904001)	SILSBEE ISD	09-12	816	46.8	0.1	13.8
36 SPLENDORA H S (170907001)	SPLENDORA ISD	09-12	1,106	56.8	3.2	14.9
37 SPRINGTOWN H S (184902001)	SPRINGTOWN ISD	09-12	937	45.0	1.5	15.3
38 TAYLOR H S (246911001)	TAYLOR ISD	09-12	996	51.7	4.3	17.2
39 TULOSO-MIDWAY H S (178912001)	TULOSO-MIDWAY ISD	09-12	1,174	43.8	2.0	10.6
40 VAN H S (234906001)	VAN ISD	09-12	752	45.7	2.3	13.9
<b>Comparison Group Average</b>			<b>1,053</b>	<b>48.0</b>	<b>3.4</b>	<b>14.4</b>



TEXAS EDUCATION AGENCY  
 2016 Index 1: Student Achievement Calculation Report  
 SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD

# at Level II Satisfactory Standard	Reading	Mathematics	Writing	Science	Social Studies	Total	% Level II	
							Satisfactory Standard	Index Points
532	269	-	301	286	1,388	81	81	
Total Tests	757	320	-	335	303	1,715	81	81
Index 1 Score (Target = 60)								81

70%      84%      90%      94%



TEXAS EDUCATION AGENCY  
 2016 Index 1: Student Achievement Data Table  
 SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD

	Two or More Races										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed	Econ Disadv	ELL	
<b>All Subjects</b>											
Percent of Tests	81%	70%	82%	83%	55%	86%	-	75%	35%	74%	65%
% at Level II Satisfactory Standard	81%	70%	82%	83%	55%	86%	-	75%	35%	74%	65%
Number of Tests	1,388	156	335	849	6	6	-	36	66	700	70
# at Level II Satisfactory Standard	1,715	223	407	1,019	11	7	-	48	191	947	107
Total Tests											
<b>Reading</b>											
Percent of Tests	70%	55%	70%	75%	50%	67%	-	64%	18%	59%	46%
% at Level II Satisfactory Standard	70%	55%	70%	75%	50%	67%	-	64%	18%	59%	46%
Number of Tests	532	54	124	331	3	2	-	18	17	251	25
# at Level II Satisfactory Standard	757	99	178	443	6	3	-	28	94	424	54
Total Tests											
<b>Mathematics</b>											
Percent of Tests	84%	65%	88%	86%	50%	100%	-	88%	53%	81%	75%
% at Level II Satisfactory Standard	84%	65%	88%	86%	50%	100%	-	88%	53%	81%	75%
Number of Tests	269	24	68	167	1	2	-	7	21	161	15
# at Level II Satisfactory Standard	320	37	77	194	2	2	-	8	40	200	20
Total Tests											
<b>Writing</b>											
Percent of Tests	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests	-	-	-	-	-	-	-	-	-	-	-
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests											
<b>Science</b>											
Percent of Tests	90%	95%	93%	88%	50%	-	-	88%	39%	87%	94%
% at Level II Satisfactory Standard	90%	95%	93%	88%	50%	-	-	88%	39%	87%	94%
Number of Tests	301	36	76	181	1	-	-	7	12	151	16
# at Level II Satisfactory Standard	335	38	82	205	2	-	-	8	31	174	17
Total Tests											
<b>Social Studies</b>											
Percent of Tests	94%	86%	96%	96%	100%	100%	-	100%	62%	92%	88%
% at Level II Satisfactory Standard	94%	86%	96%	96%	100%	100%	-	100%	62%	92%	88%
Number of Tests	286	42	67	170	1	2	-	4	16	137	14
# at Level II Satisfactory Standard	303	49	70	177	1	2	-	4	26	149	16
Total Tests											

- Indicates there are no students in the group.

**TEXAS EDUCATION AGENCY  
2016 Index 2: Student Progress Calculation Report  
SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**

Overall Progress (All Subjects) STAAR Weighted Progress Rate	All Students											Total Points	Maximum Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (Current & Monitored)				
Number of Tests	541	61	136	319				44	43				
# Met or Exceeded Progress	254	27	61	155				7	16				
% Met or Exceeded Progress	39	2	7	28				0	0				
% Met or Exceeded Progress	47	44	45	49				16	37				
% Exceeded Progress	7	3	5	9				0	0				
Total	54	47	50	58				16	37			262	1200
<b>Index 2 Score (Target = 17)</b>													<b>22</b>

Blank cells above represent student group indicators that do not meet the minimum size criteria.



TEXAS EDUCATION AGENCY  
 2016 Index 2: Student Progress Data Table  
 SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD

2016 STAAR Performance	ELL										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	(Current & Monitored)	ELL (Current)
<b>All Subjects</b>											
Number of Tests	541	61	136	319	5	3	-	17	44	43	39
# Met or Exceeded Progress	254	27	61	155	1	1	-	9	7	16	n/a
% Exceeded Progress	47%	44%	45%	49%	20%	33%	-	53%	16%	37%	n/a
# Met or Exceeded Progress	39	2	7	28	0	0	-	2	0	0	n/a
% Exceeded Progress	7%	3%	5%	9%	0%	0%	-	12%	0%	0%	n/a
<b>Reading</b>											
Number of Tests	277	35	74	155	3	1	-	9	21	26	25
# Met or Exceeded Progress	134	17	35	74	1	0	-	7	4	12	n/a
% Exceeded Progress	5	0	0	5	0	0	-	0	0	0	n/a
# Met or Exceeded Progress	48%	49%	47%	48%	33%	0%	-	78%	19%	46%	n/a
% Exceeded Progress	2%	0%	0%	3%	0%	0%	-	0%	0%	0%	n/a
<b>Mathematics</b>											
Number of Tests	264	26	62	164	2	2	-	8	23	17	14
# Met or Exceeded Progress	120	10	26	81	0	1	-	2	3	4	n/a
% Exceeded Progress	34	2	7	23	0	0	-	2	0	0	n/a
# Met or Exceeded Progress	45%	38%	42%	49%	0%	50%	-	25%	13%	24%	n/a
% Exceeded Progress	13%	8%	11%	14%	0%	0%	-	25%	0%	0%	n/a

- Indicates there are no students in the group.

**TEXAS EDUCATION AGENCY**  
**2016 Index 3: Closing Performance Gaps Calculation Report**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**

Overall Performance		Econ	African	Hispanic	Total	Maximum
STAAR Weighted Performance Rate	Disadv	American	Hispanic	Points	Points	
Reading	61	57	72	190	600	
Mathematics	96	79	108	283	600	
Writing	0	0	0	0	0	
Science	100	103	110	313	600	
Social Studies	115	94	123	332	600	
<b>Total</b>				<b>1118</b>	<b>2400</b>	
<b>Index 3 Score (Target = 30)</b>					<b>47</b>	

**TEXAS EDUCATION AGENCY  
2016 Index 3: Closing Performance Gaps Calculation Report  
SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**

**Reading Performance**

STAAR Weighted Performance Rate	Econ	African	Hispanic	Total	Maximum
	Disadv	American	Hispanic	Points	Points
Number of Tests	418	99	172		
# Level II Satisfactory Standard	246	54	119		
# Advanced Standard	9	2	5		
% Level II Satisfactory Standard	59	55	69		
% Advanced Standard	2	2	3		
<b>Reading Weighted Performance Rate</b>	<b>61</b>	<b>57</b>	<b>72</b>	<b>190</b>	<b>600</b>

**Mathematics Performance**

STAAR Weighted Performance Rate	Econ	African	Hispanic	Total	Maximum
	Disadv	American	Hispanic	Points	Points
Number of Tests	198	37	75		
# Level II Satisfactory Standard	161	24	68		
# Advanced Standard	30	5	13		
% Level II Satisfactory Standard	81	65	91		
% Advanced Standard	15	14	17		
<b>Mathematics Weighted Performance Rate</b>	<b>96</b>	<b>79</b>	<b>108</b>	<b>283</b>	<b>600</b>

**Writing Performance**

STAAR Weighted Performance Rate	Econ	African	Hispanic	Total	Maximum
	Disadv	American	Hispanic	Points	Points
Number of Tests					
# Level II Satisfactory Standard					
# Advanced Standard					
% Level II Satisfactory Standard					
% Advanced Standard					
<b>Writing Weighted Performance Rate</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Blank cells above represent student group indicators that do not meet the minimum size criteria.

**TEXAS EDUCATION AGENCY**  
**2016 Index 3: Closing Performance Gaps Calculation Report**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**

**CONFIDENTIAL** 

**Science Performance**

<b>STAAR Weighted Performance Rate</b>	<b>Econ</b>			<b>Total Points</b>	<b>Maximum Points</b>
	<b>Disadv</b>	<b>American</b>	<b>Hispanic</b>		
Number of Tests	173	38	81		
# Level II Satisfactory Standard	150	36	75		
# Advanced Standard	22	3	14		
% Level II Satisfactory Standard	87	95	93		
% Advanced Standard	13	8	17		
<b>Science Weighted Performance Rate</b>	<b>100</b>	<b>103</b>	<b>110</b>	<b>313</b>	<b>600</b>

**Social Studies Performance**

<b>STAAR Weighted Performance Rate</b>	<b>Econ</b>			<b>Total Points</b>	<b>Maximum Points</b>
	<b>Disadv</b>	<b>African American</b>	<b>Hispanic</b>		
Number of Tests	146	49	67		
# Level II Satisfactory Standard	134	42	64		
# Advanced Standard	33	4	18		
% Level II Satisfactory Standard	92	86	96		
% Advanced Standard	23	8	27		
<b>Social Studies Weighted Performance Rate</b>	<b>115</b>	<b>94</b>	<b>123</b>	<b>332</b>	<b>600</b>

Blank cells above represent student group indicators that do not meet the minimum size criteria.

**TEXAS EDUCATION AGENCY**  
**2016 Index 3: Closing Performance Gaps Data Table**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**

**CONFIDENTIAL**



**2015 STAAR Performance - Used for Determining Lowest Performing Racial/Ethnic Group(s)**

	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races	
	American	Hispanic	White	Indian	Asian	Islander	More	Races	Econ	Disadv				
<b>All Subjects</b>														
Percent of Tests														
% Phase-in Satisfactory Standard														
Number of Tests														
Total Tests														
<b>Reading</b>														
Number of Tests														
Total Tests														
<b>Mathematics</b>														
Number of Tests														
Total Tests														

**2016 STAAR Performance**

	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races	
	American	Hispanic	White	Indian	Asian	Islander	More	Races	Econ	Disadv				
<b>Reading</b>														
Percent of Tests														
% Level II Satisfactory Standard														
% Advanced Standard														
Number of Tests														
# Level II Satisfactory Standard														
# Advanced Standard														
Total Tests														
<b>Mathematics</b>														
Percent of Tests														
% Level II Satisfactory Standard														
% Advanced Standard														
Number of Tests														
# Level II Satisfactory Standard														
# Advanced Standard														
Total Tests														

- Indicates there are no students in the group.





**TEXAS EDUCATION AGENCY**  
**2016 Index 3: Closing Performance Gaps Data Table**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**

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		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>2016 STAAR Performance</b>									
<b>Writing</b>									
Percent of Tests		-	-	-	-	-	-	-	-
% Level II Satisfactory Standard		-	-	-	-	-	-	-	-
% Advanced Standard		-	-	-	-	-	-	-	-
Number of Tests		-	-	-	-	-	-	-	-
# Level II Satisfactory Standard		-	-	-	-	-	-	-	-
# Advanced Standard		-	-	-	-	-	-	-	-
Total Tests		-	-	-	-	-	-	-	-
<b>Science</b>									
Percent of Tests		95%	93%	88%	50%	-	-	88%	87%
% Level II Satisfactory Standard		8%	17%	22%	0%	-	-	25%	13%
% Advanced Standard		-	-	-	-	-	-	-	-
Number of Tests		36	75	181	1	-	-	7	150
# Level II Satisfactory Standard		3	14	46	0	-	-	2	22
# Advanced Standard		38	81	205	2	-	-	8	173
Total Tests		-	-	-	-	-	-	-	-
<b>Social Studies</b>									
Percent of Tests		86%	96%	96%	100%	100%	-	100%	92%
% Level II Satisfactory Standard		8%	27%	43%	100%	50%	-	25%	23%
% Advanced Standard		-	-	-	-	-	-	-	-
Number of Tests		42	64	170	1	2	-	4	134
# Level II Satisfactory Standard		4	18	76	1	1	-	1	33
# Advanced Standard		49	67	177	1	2	-	4	146
Total Tests		-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

**TEXAS EDUCATION AGENCY**  
**2016 Index 4: Postsecondary Readiness Calculation Report**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**

**CONFIDENTIAL**



Overall Performance	Score	Weight	Total Points
STAAR Postsecondary Readiness	49.5	25%	12.4
Graduation Rate Component	94.9	25%	23.7
Graduation Plan Component	75.5	25%	18.9
Postsecondary Component	84.3	25%	21.1
<b>Index 4 Score (Target = 60)</b>			<b>76</b>

Indicator	All Students										Two or More Races	Special Ed	ELL	Total Points	Max Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Ed	ELL	Points	Points					
<b>STAAR Postsecondary Readiness Standard</b>	54%	36%	48%	60%										198.0	400
STAAR Postsecondary Readiness Standard Score															49.5
<b>Graduation Rate Component</b>	94.3%	95.2%	93.7%	94.2%										474.3	500
5-year Graduation Rate Score															94.9
<b>Graduation Plan Component</b>	76.6%	72.4%	75.0%	77.8%										301.8	400
Longitudinal RHSP/DAP/FHSP-EDLA Rate															75.5
Graduation Plan Score															75.5
<b>Postsecondary Component</b>	85.5%	86.7%	77.0%	87.9%										337.1	400
College and Career Readiness															84.3
Postsecondary Component Score															84.3

For more information on Index 4 calculations (annual dropout rate conversions or AEA bonus point calculations) see the 2016 Accountability Manual.  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY  
 2016 Index 4: Postsecondary Readiness Data Table  
 SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
<b>2016 STAAR Postsecondary Readiness</b>										
% Meeting Postsecondary Readiness Standard	54%	36%	48%	60%	50%	60%	-	52%	n/a	n/a
# Meeting Postsecondary Readiness Standard	477	38	91	330	3	3	-	12	n/a	n/a
Total Students Tested	882	105	191	552	6	5	-	23	n/a	n/a
<b>4-Year Graduation Rate (Gr 9-12): Class of 2015</b>										
% Graduated	92.1%	90.6%	90.3%	93.3%	100.0%	100.0%	100.0%	0.0%	66.7%	62.5%
# Graduated	256	29	56	167	2	1	1	0	22	5
Total in Class	278	32	62	179	2	1	1	1	33	8
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2014</b>										
% Graduated	94.3%	95.2%	93.7%	94.2%	-	100.0%	-	-	96.9%	91.7%
# Graduated	231	40	59	129	-	3	-	-	31	11
Total in Class	245	42	63	137	-	3	-	-	32	12
<b>Annual Dropout Rate (Gr 9-12): SY 2014-15</b>										
% Dropped Out	1.1%	2.0%	1.8%	0.7%	0.0%	0.0%	0.0%	0.0%	0.8%	4.4%
# Dropped Out	13	3	5	5	0	0	0	0	1	2
# of Students	1,232	152	283	757	8	12	3	17	130	45
<b>Longitudinal RHSP/DAP Graduates: Class of 2015</b>										
% RHSP/DAP Graduates	76.6%	72.4%	75.0%	77.8%	100.0%	100.0%	0.0%	-	n/a	n/a
# RHSP/DAP Graduates	196	21	42	130	2	1	0	-	n/a	n/a
# of Graduates	256	29	56	167	2	1	1	-	n/a	n/a
<b>Longitudinal RHSP/DAP/FHSP-E/FHSP-DLA Graduates: Class of 2015</b>										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	76.6%	72.4%	75.0%	77.8%	100.0%	100.0%	0.0%	-	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	196	21	42	130	2	1	0	-	n/a	n/a
# of Graduates	256	29	56	167	2	1	1	-	n/a	n/a

- Indicates there are no students in the group.  
 n/a Indicates the student group is not applicable to Index 4.

TEXAS EDUCATION AGENCY  
 2016 Index 4: Postsecondary Readiness Data Table  
 SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD

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	All Students										ELL	
	American Indian	Asian	Pacific Islander	Special Ed	Two or More Races	White	Hispanic	African American				
<b>Annual RHSP/DAP Graduates: SY 2014-15</b>												
% RHSP/DAP Graduates	100.0%	100.0%	0.0%	n/a	-	74.7%	70.5%	66.7%	72.9%	70.5%	74.7%	n/a
# RHSP/DAP Graduates	2	1	0	n/a	-	130	43	20	196	43	130	n/a
# of Graduates	2	1	1	n/a	-	174	61	30	269	61	174	n/a
<b>Annual RHSP/DAP/FHSP-E/FHSP-DLA Graduates: SY 2014-15</b>												
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	100.0%	100.0%	0.0%	n/a	-	74.7%	70.5%	66.7%	72.9%	70.5%	74.7%	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	2	1	0	n/a	-	130	43	20	196	43	130	n/a
# of Graduates	2	1	1	n/a	-	174	61	30	269	61	174	n/a
<b>College and Career Readiness: SY 2014-15</b>												
% College and Career Ready Graduates	100.0%	100.0%	100.0%	n/a	-	87.9%	77.0%	86.7%	85.5%	77.0%	87.9%	n/a
# College and Career Ready Graduates	2	1	1	n/a	-	153	47	26	230	47	153	n/a
# of Graduates	2	1	1	n/a	-	174	61	30	269	61	174	n/a

- Indicates there are no students in the group.  
 n/a indicates the student group is not applicable to Index 4.

**TEXAS EDUCATION AGENCY**  
**2016 Distinction Designation Summary - ELA/Reading**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**  
 Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	95.4%	Q1
Greater Than Expected Student Growth in ELA/Reading	2%	Q1
Grade 3 Reading Performance (Level III)		
Grade 4 Reading Performance (Level III)		
Grade 4 Writing Performance (Level III)		
Grade 5 Reading Performance (Level III)		
Grade 6 Reading Performance (Level III)		
Grade 7 Reading Performance (Level III)		
Grade 7 Writing Performance (Level III)		
Grade 8 Reading Performance (Level III)		
EOC English I Performance (Level III)	5%	Q2
EOC English II Performance (Level III)	7%	Q1
AP/IB Examination Participation: ELA	10%	Q2
AP/IB Examination Performance: ELA	84%	Q1
SAT/ACT Participation	59%	Q2
SAT Performance: ELA	1011	Q1
ACT Performance: ELA	21.4	Q1
Advanced/Dual-Credit Course Completion Rate: ELA/Reading	28.2%	Q2
<b>Total Indicators for ELA/Reading</b>		<b>6 of 10</b>

Distinction Campus Outcome: 6 of 10 eligible indicators in Q1 (Top Quartile)

6 of 10 = 60%

Distinction Target: High School = 33% or higher

**DISTINCTION EARNED**

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

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

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

**TEXAS EDUCATION AGENCY**  
**2016 Distinction Designation Summary - Mathematics**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**  
**Campus Type: High School**

<b>Indicator</b>	<b>Indicator Score</b>	<b>Quartile</b>
Attendance Rate	95.4%	Q1
Greater Than Expected Student Growth in Mathematics	13%	Q1
Grade 3 Mathematics Performance (Level III)		
Grade 4 Mathematics Performance (Level III)		
Grade 5 Mathematics Performance (Level III)		
Grade 6 Mathematics Performance (Level III)		
Grade 7 Mathematics Performance (Level III)		
Grade 8 Mathematics Performance (Level III)		
Algebra I by Grade 8 - Participation		
EOC Algebra I Performance (Level III)	17%	Q1
AP/IB Examination Participation: Mathematics	7%	Q1
AP/IB Examination Performance: Mathematics	60%	Q1
SAT/ACT Participation	59%	Q2
SAT Performance: Mathematics	522	Q1
ACT Performance: Mathematics	20.7	Q2
Advanced/Dual-Credit Course Completion Rate: Mathematics	49.2%	Q1
<b>Total Indicators for Mathematics</b>		<b>7 of 9</b>

Distinction Campus Outcome: 7 of 9 eligible indicators in Q1 (Top Quartile)

7 of 9 = 78%

Distinction Target: High School = 33% or higher

**DISTINCTION EARNED**

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

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

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

**TEXAS EDUCATION AGENCY**  
**2016 Distinction Designation Summary - Science**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**  
Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	95.4%	Q1
Grade 5 Science Performance (Level III)		
Grade 8 Science Performance (Level III)		
EOC Biology Performance (Level III)	19%	Q1
AP/IB Examination Participation: Science	0%	Q4
AP/IB Examination Performance: Science		
ACT Performance: Science	21.2	Q2
Advanced/Dual-Credit Course Completion Rate: Science	27.1%	Q1
<b>Total Indicators for Science</b>		<b>3 of 5</b>

Distinction Campus Outcome: 3 of 5 eligible indicators in Q1 (Top Quartile)

3 of 5 = 60%

Distinction Target: High School = 33% or higher

**DISTINCTION EARNED**

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

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

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

**TEXAS EDUCATION AGENCY**  
**2016 Distinction Designation Summary - Social Studies**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**  
 Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	95.4%	Q1
Grade 8 Social Studies Performance (Level III)		
EOC U.S. History Performance (Level III)	34%	Q1
AP/IB Examination Participation: Social Studies	2%	Q3
AP/IB Examination Performance: Social Studies	67%	Q1
Advanced/Dual-Credit Course Completion Rate: Social Studies	37.2%	Q1
<b>Total Indicators for Social Studies</b>		<b>4 of 5</b>

Distinction Campus Outcome: 4 of 5 eligible indicators in Q1 (Top Quartile)

4 of 5 = 80%

Distinction Target: High School = 33% or higher

**DISTINCTION EARNED**

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

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

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.



**TEXAS EDUCATION AGENCY**  
**2016 Distinction Designation Summary - Top 25% in Student Progress**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**  
**Campus Type: High School**

<b>Campus Name</b>	<b>District Name</b>	<b>Index 2 Score</b>
1 WESTERN HILLS H S (220905015)	FORT WORTH ISD	33
2 LAMPASAS H S (141901001)	LAMPASAS ISD	31
3 CALHOUN H S (029901001)	CALHOUN COUNTY ISD	30
4 MEDINA VALLEY H S (163908001)	MEDINA VALLEY ISD	30
5 HUDSON H S (003902001)	HUDSON ISD	29
6 DENISON H S (091903001)	DENISON ISD	28
7 CARTHAGE H S (183902001)	CARTHAGE ISD	27
8 MABANK H S (129905001)	MABANK ISD	27
9 GATESVILLE H S (050902001)	GATESVILLE ISD	26
10 PRINCETON H S (043911001)	PRINCETON ISD	26
11 RANCHVIEW H S (057903007)	CARROLLTON-FARMERS BRANCH ISD	26
12 SPLENDORA H S (170907001)	SPLENDORA ISD	26
13 TIVY H S (133903001)	KERRVILLE ISD	26
14 COLUMBIA H S (020907001)	COLUMBIA-BRAZORIA ISD	25
15 ALVARADO H S (126901001)	ALVARADO ISD	24
16 VAN H S (234906001)	VAN ISD	24
17 DAYTON H S (146902002)	DAYTON ISD	23
18 GREENVILLE H S (116905002)	GREENVILLE ISD	23
19 TULOSO-MIDWAY H S (178912001)	TULOSO-MIDWAY ISD	23
20 H M KING H S (137901001)	KINGSVILLE ISD	22
21 KILGORE H S (092902002)	KILGORE ISD	22
22 LOCKHART H S (028902001)	LOCKHART ISD	22
23 SEALY H S (008902001)	SEALY ISD	22
<b>SULPHUR SPRINGS H S (112901002)</b>	<b>SULPHUR SPRINGS ISD</b>	<b>22</b>
24 BROWNSBORO H S (107902001)	BROWNSBORO ISD	21
25 EAST VIEW H S (246904004)	GEORGETOWN ISD	21
26 HENDERSON H S (201902001)	HENDERSON ISD	21
27 MARBLE FALLS H S (027904001)	MARBLE FALLS ISD	21
28 PINE TREE H S (092904001)	PINE TREE ISD	21
29 SPRINGTOWN H S (184902001)	SPRINGTOWN ISD	21
30 BASTROP H S (011901001)	BASTROP ISD	20
31 FLORESVILLE H S (247901001)	FLORESVILLE ISD	20
32 TAYLOR H S (246911001)	TAYLOR ISD	20
33 BURKBURNETT H S (243901001)	BURKBURNETT ISD	19
34 KAUFMAN H S (129903001)	KAUFMAN ISD	19
35 PAMPA H S (090904001)	PAMPA ISD	19
36 PLEASANTON H S (007905001)	PLEASANTON ISD	19
37 ROCKPORT-FULTON H S (004901001)	ARANSAS COUNTY ISD	19
38 SILSBEE H S (100904001)	SILSBEE ISD	17
39 LIVINGSTON H S (187907002)	LIVINGSTON ISD	16
40 BURNET H S (027903001)	BURNET CISD	13

Top 25% in Student Progress Target = Index 2 Score of 26

**NO DISTINCTION EARNED**

Blank values for an Index 2 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 2 scores are identical the campuses are listed alphabetically by campus name.

**TEXAS EDUCATION AGENCY**  
**2016 Distinction Designation Summary - Top 25% in Closing Performance Gaps**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**  
 Campus Type: High School

Campus Name	District Name	Index 3 Score
1 HUDSON H S (003902001)	HUDSON ISD	50
2 TIVY H S (133903001)	KERRVILLE ISD	50
3 LAMPASAS H S (141901001)	LAMPASAS ISD	49
4 MEDINA VALLEY H S (163908001)	MEDINA VALLEY ISD	48
<b>SULPHUR SPRINGS H S (112901002)</b>	<b>SULPHUR SPRINGS ISD</b>	<b>47</b>
5 DENISON H S (091903001)	DENISON ISD	46
6 TULOSO-MIDWAY H S (178912001)	TULOSO-MIDWAY ISD	46
7 BROWNSBORO H S (107902001)	BROWNSBORO ISD	45
8 SPRINGTOWN H S (184902001)	SPRINGTOWN ISD	45
9 PRINCETON H S (043911001)	PRINCETON ISD	44
10 CALHOUN H S (029901001)	CALHOUN COUNTY ISD	43
11 GATESVILLE H S (050902001)	GATESVILLE ISD	43
12 KILGORE H S (092902002)	KILGORE ISD	43
13 SPLENDORA H S (170907001)	SPLENDORA ISD	43
14 FLORESVILLE H S (247901001)	FLORESVILLE ISD	42
15 MABANK H S (129905001)	MABANK ISD	42
16 RANCHVIEW H S (057903007)	CARROLLTON-FARMERS BRANCH ISD	42
17 ROCKPORT-FULTON H S (004901001)	ARANSAS COUNTY ISD	42
18 VAN H S (234906001)	VAN ISD	42
19 WESTERN HILLS H S (220905015)	FORT WORTH ISD	42
20 CARTHAGE H S (183902001)	CARTHAGE ISD	41
21 DAYTON H S (146902002)	DAYTON ISD	41
22 GREENVILLE H S (116905002)	GREENVILLE ISD	41
23 KAUFMAN H S (129903001)	KAUFMAN ISD	41
24 MARBLE FALLS H S (027904001)	MARBLE FALLS ISD	41
25 PINE TREE H S (092904001)	PINE TREE ISD	41
26 SILSBEE H S (100904001)	SILSBEE ISD	40
27 BASTROP H S (011901001)	BASTROP ISD	39
28 BURKBURNETT H S (243901001)	BURKBURNETT ISD	39
29 EAST VIEW H S (246904004)	GEORGETOWN ISD	39
30 HENDERSON H S (201902001)	HENDERSON ISD	39
31 PAMPA H S (090904001)	PAMPA ISD	39
32 PLEASANTON H S (007905001)	PLEASANTON ISD	39
33 SEALY H S (008902001)	SEALY ISD	39
34 ALVARADO H S (126901001)	ALVARADO ISD	38
35 COLUMBIA H S (020907001)	COLUMBIA-BRAZORIA ISD	38
36 TAYLOR H S (246911001)	TAYLOR ISD	36
37 LIVINGSTON H S (187907002)	LIVINGSTON ISD	34
38 BURNET H S (027903001)	BURNET CISD	32
39 LOCKHART H S (028902001)	LOCKHART ISD	29
40 H M KING H S (137901001)	KINGSVILLE ISD	28

Top 25% in Closing Performance Gaps Target = Index 3 Score of 43

**DISTINCTION EARNED**

Blank values for an Index 3 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 3 scores are identical the campuses are listed alphabetically by campus name.

**TEXAS EDUCATION AGENCY**  
**2016 Distinction Designation Summary - Postsecondary Readiness**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**  
 Campus Type: High School

Indicator	Indicator Score	Quartile
Index 4 - Percent at STAAR Postsecondary Readiness Standard	54%	Q2
Four-Year Longitudinal Graduation Rate	92%	Q4
Four-Year Longitudinal Graduation Plan Rate*	77%	Q4
College-Ready Graduates	38%	Q2
Advanced/Dual-Credit Course Completion Rate: Any Subject	52.2%	Q2
AP/IB Examination Performance: Any Subject	77%	Q1
SAT/ACT Participation	59%	Q2
SAT/ACT Performance	31%	Q1
CTE-Coherent Sequence Graduates	67%	Q2
<b>Total Indicators for Postsecondary Readiness</b>		<b>2 of 9</b>

Evaluation of campus outcomes: 2 of 9 eligible indicators in Q1 (Top Quartile)

2 of 9 = 22%

Distinction Target: High School = 33% or higher

**NO DISTINCTION EARNED**

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

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

\*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLA rate. The higher of the two rates is used for distinction designations. Refer to the Index 4 Data Table for details.



**TEXAS EDUCATION AGENCY**  
**2016 Distinction Designation Summary**  
**SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD**  
Campus Type: High School

Indicator	Indicator Score	Indicator Score	Score	Quartile 1 Minimum	Quartile
	Numerator	Denominator		Score	
Attendance Rate	189,063.0	198,118.0	<b>95.4</b>	95.3	<b>Q1</b>
Greater Than Expected Student Growth in ELA/Reading	5	277	<b>2</b>	1	<b>Q1</b>
Greater Than Expected Student Growth in Mathematics	34	264	<b>13</b>	13	<b>Q1</b>
Grade 3 Reading Performance (Level III)					
Grade 3 Mathematics Performance (Level III)					
Grade 4 Reading Performance (Level III)					
Grade 4 Mathematics Performance (Level III)					
Grade 4 Writing Performance (Level III)					
Grade 5 Reading Performance (Level III)					
Grade 5 Mathematics Performance (Level III)					
Grade 5 Science Performance (Level III)					
Grade 6 Reading Performance (Level III)					
Grade 6 Mathematics Performance (Level III)					
Grade 7 Reading Performance (Level III)					
Grade 7 Mathematics Performance (Level III)					
Grade 7 Writing Performance (Level III)					
Grade 8 Reading Performance (Level III)					
Grade 8 Mathematics Performance (Level III)					
Grade 8 Science Performance (Level III)					
Grade 8 Social Studies Performance (Level III)					
Algebra I by Grade 8 - Participation					
EOC Algebra I Performance (Level III)	54	318	<b>17</b>	12.5	<b>Q1</b>
EOC English I Performance (Level III)	23	424	5	6.0	Q2
EOC English II Performance (Level III)	22	333	7	6.5	<b>Q1</b>
EOC Biology Performance (Level III)	65	334	<b>19</b>	18.5	<b>Q1</b>
EOC U.S. History Performance (Level III)	101	300	<b>34</b>	27.0	<b>Q1</b>
AP/IB Examination Participation: ELA	55	540	10.2	13.8	Q2
AP/IB Examination Participation: Mathematics	35	540	<b>6.5</b>	5.3	<b>Q1</b>
AP/IB Examination Participation: Science	0	540	0.0	8.2	Q4
AP/IB Examination Participation: Social Studies	12	540	2.2	13.6	Q3
AP/IB Examination Performance: ELA	46	55	<b>83.6</b>	51.1	<b>Q1</b>
AP/IB Examination Performance: Mathematics	21	35	<b>60.0</b>	55.0	<b>Q1</b>
AP/IB Examination Performance: Science	0	0			
AP/IB Examination Performance: Social Studies	8	12	<b>66.7</b>	33.3	<b>Q1</b>
AP/IB Examination Performance: Any Subject	53	69	<b>76.8</b>	51.4	<b>Q1</b>
SAT/ACT Participation	159	269	59	64	Q2
SAT/ACT Performance	50	159	<b>31</b>	29	<b>Q1</b>
SAT Performance: ELA	n/a	51	<b>1,011</b>	961	<b>Q1</b>
SAT Performance: Mathematics	n/a	51	<b>522</b>	510	<b>Q1</b>
ACT Performance: ELA	n/a	148	<b>21.4</b>	21.3	<b>Q1</b>
ACT Performance: Mathematics	n/a	148	20.7	21.3	Q2
ACT Performance: Science	n/a	148	21.2	21.4	Q2
Index 4 - Percent at STAAR Postsecondary Readiness Standard	477	882	54	55	Q2
Four-Year Longitudinal Graduation Rate	256	278	92.1	97.8	Q4
Four-Year Longitudinal Graduation Plan Rate*	196	256	76.6	89.8	Q4
College-Ready Graduates	63	166	38.0	40.5	Q2
Advanced/Dual-Credit Course Completion Rate: ELA/Reading	141	500	28.2	30.0	Q2
Advanced/Dual-Credit Course Completion Rate: Mathematics	213	433	<b>49.2</b>	45.7	<b>Q1</b>
Advanced/Dual-Credit Course Completion Rate: Science	93	343	<b>27.1</b>	12.6	<b>Q1</b>
Advanced/Dual-Credit Course Completion Rate: Social Studies	186	500	<b>37.2</b>	32.0	<b>Q1</b>
Advanced/Dual-Credit Course Completion Rate: Any Subject	274	525	52.2	55.8	Q2
CTE-Coherent Sequence Graduates	179	269	66.5	72.2	Q2

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

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

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

\*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLArate. The higher of the two rates is used for distinction designations. Refer to the Index 4 Data Table for details.

# Advisory Committee

## CTE Advisory Committee Members

The CTE Advisory Committee consisted of 68 members for the 2016-17 school year. Teachers, industry representatives, PJC representatives, counselors, administration, parents, and students were represented on the committee.

Forty-one of the members represented industry and community representatives. The members from each career cluster area were as follows:

- Agriculture – Plant and Animal Science
    1. Dr. Gregory Eckerle, Texas A&M - Commerce
    2. John Holland, Agriculture Teacher
    3. Melissa Evart, Agriculture Teacher
    4. Troy Sellers, Luminant
    5. Mario Villarino, TAMU –Agrilife
    6. Anne-Marie Winborn, Student
  - Agriculture/Manufacturing – Welding
    7. John Luper, Agriculture Teacher
    8. Jace Orren, Independent Welder
    9. John Plemons, Paris Junior College Welding Instructor
    10. Tim Potts/Matt Ragan, Flowserve
  - Architecture and Construction
    11. Wayne Cooper, Independent Contractor
    12. Christina Davis, Teacher
    13. Leslie Harred, Lead Counselor
    14. Don McCann, Clayton Homes
    15. Adam Panter, Inceptive Group
    16. Randy Reed, Workforce Solutions
    17. Harold Smithson, Teacher
  - Arts, A/V Technology and Communications
    18. Jerry Dulaney, Paris Junior College
    19. Doug Haston, KSST
    20. Don Julian, KSST
    21. Brandon Nelson, Arts/AV Teacher
    22. Jordon Owens, Star Country
    23. Heath Robinson, Teacher
  - Business, Marketing, and Finance
    24. Wendy Armstrong, Head 2 Toe
    25. Emily Glass, Alliance Bank
    26. Paula Hass, Business Teacher
    27. Dylan Joiner, SSHS Student
    28. Donna Smith, Big Smith's BBQ
    29. Lynn Smith, Business Teacher
    30. Tracy Stewart, Business Teacher
  - Education and Training
    31. Jackie Brice, Former Teacher
    32. Paula Brown, Former Teacher
    33. Sandra Shingleur, Workforce Solutions
    34. Debbie Stribling, Family and Consumer Science Teacher
-

- 35. Leslie Williams, Watroak Preschool
- Health Science
  - 36. Brad Abell, Health Science Teacher
  - 37. Jennifer Carter, Health Science Teacher
  - 38. Melinda Dixon, Parent
  - 39. Jennifer Hill, Respiratory Therapy
  - 40. Kristie Shultz, Paris Junior College Instructor
  - 41. John Spradling, Paris Junior College
  - 42. Lacie Stracener, Teacher
- Hospitality and Tourism
  - 43. Chad Balfour, Chili's
  - 44. Ashley Franklin, Student
  - 45. Lori Franklin, Parent
  - 46. Lyndsay Palmer, Lyndsay's Plates
  - 47. Nancy Reese, Family and Consumer Science Teacher
- Information Technology
  - 48. Joel Bailey, Information Technology Teacher
  - 49. Dwyatt Bell, Net Bio
  - 50. Ginger Bell, Net Bio
  - 51. Richard England, Richard England Design
  - 52. Stephens Johnson, Net Data
  - 53. Thomas Lemons, Net Data
  - 54. Missy McClure, Net Bio
  - 55. Gina Wilder, Information Technology Teacher
  - 56. Barrett Williams, Fidelity Express
- Law and Public Safety
  - 57. Jim Bayuk, SSHS Police Chief
  - 58. Carol Gunderson, Hopkins County CSCD
  - 59. Eddie Northcutt, District Judge
  - 60. Demetra Robinson, Law Teacher
- STEM
  - 61. Jenny Arledge, Director of College & Career Readiness
  - 62. Roger Feagley, Economic Development Corp.
  - 63. Dr. Andrea Graham, Texas A&M Commerce - Engineering
  - 64. Karen Phillips, SSISD Science Curriculum Specialist
  - 65. Nick Wiggins, Teacher
- Transportation, Distribution and Logistics
  - 66. Chris Ford, Sulphur Springs Dodge
  - 67. Bob Halter, Transportation Teacher
  - 68. Jerod Martin/Kim Bailey, Holt Agribusiness

### Meeting Summaries

The fall meeting was held on Friday, October 7, 2016 in the Sulphur Springs High School Library from 2:30 – 4:00 pm. Forty-five members were present at the meeting. The meeting was called to order by Jenny Arledge. CTSO student representatives spoke to the committee on their respective organizations. During the meeting, goals were created in each career cluster area developed by the teachers and industry/community representatives. Notes for the meeting were taken by teachers in each career cluster area and a report was

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prepared by Jenny Arledge using the notes submitted from this meeting. The report for the fall meeting is included in the following pages of this report.

The spring meeting was held on May 11, 2017 in the Sulphur Springs High School Library from 2:45 – 4:15 pm. Forty-seven members were in attendance. CTSO student representatives spoke to the committee on the past year's accomplishments. The purposes of the meeting were explained by Jenny Arledge as follows:

1. Evaluate 2016-17 career cluster program goals established in the fall meeting
  - a. Make recommendations for 2017-18 goals
2. Review student industry certifications earned this year in each program area.
  - a. Make recommendations for new student certifications to be pursued in the 2017-18 school year
3. Review equipment/facility needs to bring cluster areas up to industry standards for 2017-18.
4. Complete CTE Advisory Member Program Evaluation Survey.

The meeting report for the spring meeting is included in the following pages of this report.

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# AGENDA

## Career & Technical Education Advisory Committee

October 7, 2016

2:30 – 4:00 pm

Meeting called by Jenny Arledge, Director of College & Career Readiness

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2:30 pm – 2:45 pm	<b>Welcome and Introduction</b>	Jenny Arledge
	<ul style="list-style-type: none"><li>• CTSO Reports</li><li>• Career &amp; Technical Education Mission and Goals for 2016-17</li><li>• Purposes of the Committee</li><li>• 2016-17 Initiatives<ul style="list-style-type: none"><li>○ Increase the number of Perkins recognized certifications offered and the number of student earning certifications.</li><li>○ Project-Based Learning (PBL) Training May 2017</li><li>○ Teacher Externships – Summer 2017</li><li>○ Continue working on developing student ePortfolios at all levels.</li></ul></li></ul>	CTSO Officers Jenny Arledge
	(Refreshments provided by SSHS Hospitality Services students.)	
2:45 pm – 4:00 pm	<b>Career Cluster Round Table Discussions</b>	Career Cluster
	Topics to be addressed: <ol style="list-style-type: none"><li>1. Set 2016-17 Career Cluster Program Goals<ol style="list-style-type: none"><li>a. Endorsement sequence changes/ possible new course offerings based on new course/TEKS for 2017-18</li><li>b. Student certifications</li></ol></li><li>2. Industry Needs</li></ol>	Teachers & Community Representatives

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**Career & Technical Education (CTE) Advisory Committee 2016-17**  
**Fall Meeting Sign-In Sheet – October 7, 2016**

Member Last Name	Member First Name	Role	Career Cluster Area	Signature
Abell	Brad	Teacher	Health Science	<i>B. Abell</i>
Arlledge	Jenny	Director of College & Career Readiness	STEM	<i>Jenny Arledge</i>
Armstrong	Wendi	Community/Industry	Business, Marketing, & Finance	
Bailey	Joel	Teacher	Information Technology	<i>J. B.</i>
Bayuk	Jim	Community/Industry	Law & Public Safety	
Brice	Jackie	Community/Industry	Education & Training	<i>Jackie Brice</i>
Brown	Paula	Community/Industry	Education & Training	<i>Paula Brown</i>
Carter	Jennifer	Teacher	Health Science	<i>Jennifer Carter</i>
Chili's	(Debra, John or Chad)	Community/Industry	Hospitality – Culinary Arts	
Cooper	Wayne	Community/Industry	Architecture & Construction	
Davis	Christina	Teacher	Architecture & Construction	<i>C. Davis</i>
Dixon	Melinda	Parent	Health Science	<i>Melinda Dixon</i>
Dulaney	Jerry	Post-Secondary Education	Arts, AV Technology & Communications	<i>Jerry Dulaney</i>
✓ Eckerle	Dr. Gregory	Post-Secondary Education	Agriculture – Plant & Animal Science	<i>Greg Eckerle</i>
England	Richard	Community/Industry	Information Technology	
Evart	Melissa	Teacher	Agriculture – Plant & Animal Science	<i>Melissa Evart</i>
<del>Feagley</del>	<del>Roger</del> <i>Glenda</i>	Community/Industry	STEM	
Ford	Chris	Community/Industry	Transportation – Auto	
Franklin	Lori	Parent Representative	Hospitality – Culinary Arts	
Franklin	Ashley	Student Representative	Hospitality – Culinary Arts	
Glass	Emily	Community/Industry	Business, Marketing, & Finance	
Graham	Dr. Andrea	Community/Industry	STEM	<i>Dr. Andrea Graham</i>
Gunderson	Carol	Community/Industry	Law & Public Safety	<i>Carol Gunderson</i>
Halter	Bob	Teacher	Transportation – Auto	<i>Bob Halter</i>
Harred	Leslie	Counselor	Architecture & Construction	<i>Leslie Harred</i>
Hass	Paula	Teacher	Business, Marketing, & Finance	<i>Paula Hass</i>
Haston	Doug	Community/Industry	Arts, AV Technology & Communications	
Hill	Jennifer	Community/Industry	Health Science	
Holland	John	Teacher	Agriculture – Plant & Animal Science	<i>John Holland</i>
Johnson	Stephens	Community/Industry	Information Technology	
Joiner	Dylan	Student	Business, Marketing, & Finance	<i>Dylan Joiner</i>
Julian	Don	Community/Industry	Arts, AV Technology & Communications	<i>Don Julian</i>
Luper	JT	Teacher	Agriculture – Welding	<i>J.T. Luper</i>
Martin	Jerod	Community/Industry	Transportation – Auto	

McCann	Don	Community/Industry	Architecture & Construction	<i>Don McCann</i>
McDonald	Bobby	Community/Industry	Arts, AV Technology & Communications	<i>B McDonald</i>
Nelson	Brandon	Teacher	Arts, AV Technology & Communications	<i>Brandon Nelson</i>
Northcutt	Eddie	Community/Industry	Law & Public Safety	<i>Eddie Northcutt</i>
Orren	Jace	Community/Industry	Agriculture – Welding	<i>Jace Orren</i>
Owens	Jordan	Community/Industry	Arts, AV Technology & Communications	<i>Jordan Owens</i>
Palmer	Lyndsay	Community/Industry	Hospitality – Culinary Arts	<i>Lyndsay Palmer</i>
Phillips	Karen	Science Curriculum Director	STEM	<i>Karen Phillips</i>
Plemons	John	Post-Secondary Education	Agriculture – Welding	<i>John Plemons</i>
Potts	Tim	Community/Industry	Agriculture – Welding	<i>Tim Potts</i>
Reed	Randy	Community/Industry	Architecture & Construction	<i>Randy Reed</i>
Reese	Nancy	Teacher	Hospitality – Culinary Arts	<i>Nancy Reese</i>
Robinson	Heath	Teacher	Arts, AV Technology & Communications	<i>Heath Robinson</i>
Robinson	Demetra	Teacher	Law & Public Safety	<i>Demetra Robinson</i>
Sellers	Troy	Community/Industry	Agriculture – Plant & Animal Science	<i>Troy Sellers</i>
Shingleur	Sandra	Community/Industry	Education & Training	<i>Sandra Shingleur</i>
Shultz	Kristie	Community/Industry	Health Science	<i>Kristie Shultz</i>
Smith	Donna	Community/Industry	Business, Marketing, & Finance	<i>Donna Smith</i>
Smith	Lynn	Teacher	Business, Marketing, & Finance	<i>Lynn Smith</i>
Smithson	Harold	Teacher	Transportation – Auto	<i>Harold Smithson</i>
Spradling	John	Post-Secondary Education	Health Science	<i>John Spradling</i>
Stewart	Tracy	Teacher	Business, Marketing, & Finance	<i>Tracy Stewart</i>
Stracener	Lacie	Teacher	Health Science	<i>Lacie Stracener</i>
Stribling	Debbie	Teacher	Education & Training	<i>Debbie Stribling</i>
Villarino	Mario	Community/Industry	Agriculture – Plant & Animal Science	<i>Mario Villarino</i>
Wiggins	Nick	Teacher	STEM	<i>Nick Wiggins</i>
Wilder	Gina	Teacher	Information Technology	<i>Gina Wilder</i>
Williams	Leslie	Community/Industry	Education & Training	<i>Leslie Williams</i>
Williams	Barrett	Community/Industry	Information Technology	<i>Barrett Williams</i>
Winborn	Anne-Marie	Student	Agriculture – Plant & Animal Science	<i>Anne-Marie Winborn</i>

Bassham Glenda Community/Industry STEM

Glenda Bassham  
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# CTE Advisory Committee Fall Meeting Report 2016

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SSHS CAREER & TECHNICAL EDUCATION

CTE Advisory Committee Report Fall 2016

SULPHUR SPRINGS I.S.D. | 1200 CONNALLY STREET, SULPHUR SPRINGS, TX 75482

# Career and Technical Education Advisory Committee

## 2016 Fall Meeting Report

The Career and Technical Education Advisory Committee met on Friday, October 7, 2016 at 2:30 pm in the Sulphur Springs High School Library. The meeting was called to order by Jenny Arledge. There were 45 members in attendance. Those members in attendance representing their respective career fields were:

### **Agriculture – Plant & Animal Science**

Industry Representatives: Troy Sellers and Mario Villarino  
Post-Secondary Education: Dr. Gregory Eckerle  
Student Representative: Anne-Marie Winborn  
Teachers: Melissa Evert and John Holland

### **Agriculture – Welding**

Industry Representatives: Jace Orren  
Post-Secondary Education: John Plemons  
Teachers: JT Luper

### **Architecture & Construction**

Industry Representatives: Don McCann and Randy Reed  
Lead Counselor: Leslie Harred  
Teachers: Christina Davis and Harold Smithson

### **Arts, AV Technology and Communications**

Industry Representatives: Don Julian and Bobby McDonald  
Post-Secondary Education: Jerry Dulaney  
Teachers: Brandon Nelson and Heath Robinson

### **Business, Marketing, and Finance**

Industry Representative: Donna Smith  
Student Representative: Dylan Joiner  
Teachers: Paula Hass and Lynn Smith

### **Education and Training**

Industry Representatives: Jackie Brice and Paula Brown  
Teacher: Debbie Stribling

### **Health Science**

Industry Representative: Kristie Shultz and Melinda Dixon  
Teachers: Brad Abell, Jennifer Carter, and Lacie Stracener

### **Hospitality and Tourism**

Industry Representative: Lindsay Palmer  
Teachers: Christina Davis

### **Information Technology**

Industry Representatives: Barrett Williams  
Teacher: Joel Bailey and Gina Wilder

### **Law & Public Safety**

Industry Representatives: Jim Bayuk and Carol Gunderson  
Teachers: Demetra Robinson

### **Transportation: Small Engine, Auto, and Collision Repair**

Industry Representatives: Unable to attend.  
Teachers: Bob Halter

### **STEM**

Industry Representatives: Glenda Bassham  
Post-Secondary Education: Dr. Andrea Graham  
Teacher: Nick Wiggins  
Administration: Karen Phillips and Jenny Arledge

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## Welcome and Introduction

Jenny Arledge, Director of College and Career Readiness

The meeting was called to order by Jenny Arledge at 2:30 pm. The following information was provided in the Welcome and Introduction segment of the meeting.

Our Career and Technical Student Organizations (CTSOs)

FCCLA (Family, Career and Community Leaders of America) – report made by Debbie Stribling, Sponsor.

FFA – report made by Jake and Josh Couch, FFA Officers.

BPA (Business Professionals of America) – report made by Dylan Joiner, Officer.

HOSA – report made by Jennifer Carter sponsor.

### What is a CTE Advisory Committee?

A representative group of individuals whose experience and abilities represent a cross section of a particular occupational area. The primary purpose of the CTE Advisory Committee is to work together in establishing, operating, and evaluating programs which service the needs of our students as well as businesses and industries in the Hopkins County area. CTE programs should be tailored to meet the workforce development needs of the community and the needs and interests of our individual students. Advisory Committees strengthen collaboration between those responsible for CTE programs and the communities they serve.

### SSHS Career and Technical Education 2016-17 Mission

#### **Mission Statement**

The mission of Sulphur Springs High School Career and Technical Education is to empower students in attaining the technical and soft skills necessary to facilitate student leadership and gain a competitive edge for college and career readiness in today's global society.

### Career and Technical Education Goals

1. Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.
  - a. Continue to strengthen our Advisory Committee and utilize their expertise for continued growth and development of our CTE programs.
2. Increase the number of students earning industry recognized certifications to increase their marketability in the workforce.
  - a. Students under the Foundation High School Plan can earn Performance Acknowledgements by earning industry recognized certifications.
  - b. Our school's accountability rating under Index 4 will be effected by the number of student certifications our students earn. The certifications must be recognized on the Perkins Program Effectiveness Report.



- i. In 2014-15, eight (8) certifications were offered with four (4) being recognized on the Perkins Report
  - ii. In 2015-16, thirteen (13) certifications were offered with eight (8) being recognized on the Perkins Report.
- 3. Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.
  - a. The Standards/TEKS were revised and will be implemented in the 2017-18 school year. Seventy-five (75) new courses were added in CTE. Our Endorsements must be evaluated to determine what changes, if any, should be made for the 2017-18 school year.
- 4. Increase connections between core academic courses and CTE courses through project-based learning experiences.
  - a. Our CTE teachers and several core academic teachers will be trained in Project-Based Learning (PBL) in May 2017.
  - b. The Economic Development Corporation is sponsoring a Teacher Externship Program beginning in the summer of 2017. Eight teachers (4 CTE and 4 Core Academic teachers) will be able to participate and receive a stipend for their efforts. The end product for the Externship program will be for the paired CTE and Core teachers to develop Project-Based Learning lessons to be implemented in the 2017-18 school year.

#### Top CTE Endorsements (8<sup>th</sup> Grade Choices)

1. Public Service: Health Science Focus
2. Public Service: Law and Public Safety Focus
3. Business & Industry: Welding Focus
4. Public Service: Education & Training Focus
5. Business & Industry: Animal Science Focus
6. Business & Industry: Digital Interactive Media Focus
7. Business & Industry: Architecture Focus
8. Arts & Humanities: Art Focus
9. Arts & Humanities: Theatre Arts Focus
10. Business & Industry: Auto Repair Focus
11. Business & Industry: Culinary Arts Focus
12. Business & Industry: Construction Focus

#### Career Cluster Round Table Discussion Purposes:

1. Set 2016-17 Career Cluster Program Goals
  - a. Endorsement sequence changes/possible new course offerings
  - b. Student certifications to offer in each sequence
2. Address industry needs
  - a. Need to update instructional material and/or equipment

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## Reports from each Career Cluster Area:

### Agriculture, Food and Natural Resources



#### Review of 2015-16 Goals for Plant Science and Animal Science Programs:

##### Goal #1 – Increase student certifications.

- Add **Private Pesticide Applicator Certification** (on Perkins list) with Mario at the Extension Office. Have open to students from December 12 until after Christmas. Goal 30 students to be certified by the spring semester.
- Keep **Hunter's Education Certification** through Wildlife course– goal 40 students by spring semester.
- Add **Boater's Education Certification** through Wildlife course– goal 40 students by spring semester.
- Add **Texas Beef Quality Assurance Certification** (on Perkins list) through Livestock Production course – goal 15 students by spring semester.
- Add **Veterinary Assistant Certification** (on Perkins list) beginning with 2016-17 Vet Med class and continuing with a Practicum in Ag to allow students the time to gain the clinical hours needed to receive the certification – work in connection with the Extension Office.

##### Goal Evaluation Rating: In Progress

- Several students took the introductory training for the Private Pesticide Applicator Certification, but after further investigation decided not to pursue this year.
- Twenty-six students received their Hunter's Education certification. The goal was 40.
- No students, at this time, have certified in Boater's Education—the test has not yet been taken.
- Fourteen students received their Texas Beef Quality Assurance Certification. Goal was 15.
- We have started working on steps to ensure students begin receiving Vet Med hours toward the Veterinary Assistant Certification. The goal will be for eight students to earn in 2016-17.

**Goal #2** – Build work ethic standards by decreasing the number of tardies, decreasing cell phone usage in the classrooms, and increasing productivity to meet deadlines. Goal will be for 70% of students to demonstrate mastery to be measured by tardy records, classroom observations, gradebook records noting assignments/projects turned in by deadlines (not late).

##### Goal Evaluation Rating: In Progress

- We will continue to work on this for the 2016-17 school year.

**Goal #3** – Change endorsements to better meet the interests of students and have ability to earn certifications:

- Change Animal Science Endorsement as follows:
- 9<sup>th</sup> – Principles of Ag
- 10<sup>th</sup> – Livestock Production OR Small Animal Management (1/2) **AND** Equine Science (1/2)
- 11<sup>th</sup> – Vet Med
- 12<sup>th</sup> – Advanced Animal Science as 4<sup>th</sup> Science Credit **AND/OR** Practicum in AG to complete Veterinary Assistant Certification

- Change Plant Science endorsement 12<sup>th</sup> grade year as follows:
- 12<sup>th</sup> – Plant Science as 4<sup>th</sup> Science credit **AND/OR** Practicum in AG

**Goal Evaluation Rating:** Goal Met

- Changes were made to be implemented in the 2016-17 school year.

**Goal #4** – Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

**Goal Evaluation Rating:** In Progress

- Principles of Ag students will complete by the end of this school year.

**Current Certifications Offered:**

- Hunter’s Education Certificate through Wildlife Management course
- Texas Beef Quality Assurance Certifications were added this year.
- Boater’s Education Certifications will be added this year.
- Goal: Add Floral Design Certification and Veterinary Assistant Certifications in 2016-17.

**Equipment Needs:**

- More tools and kits for Vet Med.
- More bows for Hunter’s Ed through Wildlife Management courses.

## 2016 Fall Meeting Notes - Plant & Animal Science:

1. Discussion concerning 2015-16 goals:
  - Keep Certification goals
  - 60% get a job or go to college with a certification
  - Keep accountability goals because it is definitely needed in the college and business scene
  - Not sure that the ePortfolios will be useful after High School. A face to face interview practice/soft skills would be much more helpful to the students to get a job.
2. Discussion concerning Endorsement Sequence:
  - Troy Sellers questioned about having an Ag Leadership Class offered.
  - Suggested including more "internships"
  - Practicum NEEDs to be offered for students, especially
3. Discussion concerning Student Certifications:
  - BQA – 18 students in Livestock Production this year.
  - Artificial Insemination Certification would be great to add to the list
4. Discussion concerning Industry Needs:
  - Gregory Eckerle suggested having the Mathematical Applications in Ag class offered in the future. Also commented that there are not that many career opportunities in Equine Science but Food processing and Food Technology and safety would be more applicable.
  - Also suggested getting phantom box and getting tissue from packing plants to practice palpation and examination.

- Ag Business would be rally applicable as well to understand business and money management practices.
- Communication skills are also needed, including being present on social media.
- Addition of an Agricultural Complex that will help gives students more hands on and job skills.

## Goals for 2016-17 - Plant & Animal Science:

### 1. Increase student certifications.

- Continue **Hunter's Education Certification** through Wildlife course– goal 40 students by spring semester. Students pay for their own certification.
  - Continue **Boater's Education Certification** through Wildlife course– goal 40 students by spring semester. Students pay for their own certification.
  - Continue **Texas Beef Quality Assurance Certification** (on Perkins list) through Livestock Production course – goal 15 students by spring semester.
  - Add **Veterinary Assistant Certification** (on Perkins list) Vet Med class will earn 200 hours and will be encouraged to continue with a Practicum in Ag to gain the required number of hours needed to receive the certification – work in connection with the Extension Office. – Goal will be one student to earn their certification this year.
  - Add **Floral Design Level 1 Certification** for Floral Design/Horticulture students – goal 8 students by the spring semester.
2. **Build work ethic and communication standards** by: decreasing the number of tardies, decreasing cell phone usage in the classrooms, increasing productivity to meet deadlines, increasing opportunities for students to communicate both verbally and electronically in teams and to class. Goal will be for 70% of students to demonstrate mastery to be measured by tardy records, classroom observations, gradebook records noting assignments/projects turned in by deadlines (not late), project presentations where communication is required.
3. **Equipment for hands-on labs:** Research equipment needed to create more hands-on labs in all courses. Suggestions: Phantom box, livestock pen, vet med application experiences, etc.

## Review of 2015-16 Goals for Welding Programs:

**Goal #1:** Increase the number of students attaining industry recognized certifications.

- a. Add OSHA 10 Hour Certification in the spring for Welding students. Goal 30 students to be certified by spring semester.

**Goal Evaluation Rating:** In Progress

- Will contact Ronnie Miller at Flowserve to determine logistics.

**Goal #2:** Increase students' knowledge and understanding of MIG welding/fabrication. Ensure that students understand the knowledge behind fabrication. This includes everything from reading a tape measure to reading and understanding blueprints/project plans. Goal 100% of students to attain 70% mastery through creating projects for show/auction. Projects will be graded using a grading rubric to determine mastery of specific knowledge and understanding in regards to the creation of the project.

**Goal Evaluation Rating:** In Progress

- Increase/improve grading rubric criteria.
- With the addition of drawing software and understanding of blueprints.

**Goal #3:** Research computer aided design programs, such as AutoCAD and SOLIDWORKS, as well as Microsoft Project Pro to see what programs would be beneficial for students to use in planning and completing projects to enhance their computer skills and refine their project records. Goal is to develop a cost analysis by the spring semester and if feasible purchase and plan implementation for the 2016-17 school year.

**Goal Evaluation Rating:** Goal Met

- AutoCAD was researched, and we discovered that we can currently access the program at no cost through AutoDesk. A request has been made to install the software on the teacher computer and in Library Lab A.

**Industry Certifications:**

- We plan to pursue OSHA certification in the 2016-17 school year.

## 2016 Fall Meeting Notes - Welding:

**Meeting Notes:**

1. Discussion concerning 2015-16 goals:

- All at the table agreed that the goals set were relevant goals they will need continual improvement and effort.

2. Discussion concerning Endorsement Sequence:

- Sequence is coherent and in line. May look into the Agricultural Equipment course.

3. Discussion concerning Student Certifications:

- OSHA 10 hour is a universal certification and is good to have.
- Welding certification to research and may be more obtainable would be the AWS D 1.1. Which provides the student to use any welding process in any position to obtain a certification.

4. Discussion concerning Industry Needs:

- Students need not only improved welding skills but also have to have the critical thinking skills that accompany fabrication and construction. A mentality of safely working is needing to be adopted.

## Goals for 2016-17 - Welding:

**#1 – Increase student understanding of welding terminology and equipment use.**

- Students need to be more aware of the process they are learning and the reasons it is used.
- Potentially introduce TIG welding process with the assistance of Mr. Plemmons.

- Increase students' knowledge and understanding of MIG welding/fabrication. Ensure that students understand the knowledge behind fabrication. This includes everything from reading a tape measure to reading and understanding blueprints/project plans.
- Goal 100% of students to attain 70% mastery through creating projects for show/auction. Projects will be graded using a grading rubric to determine mastery of specific knowledge and understanding in regards to the creation of the project.

#2– Increase the number of students attaining industry recognized certifications.

- Continue OSHA 10 Hour Certification for Welding students. Goal 80 students to be certified by spring semester.
- Investigate adding AWS (American Welding Society) SENSE Certification and AWS D1.1 in the spring semester. The goal will be for the instructor to obtain information for both certifications, to determine the benefits and costs associated with each, and make a decision of when to implement.

#3 - Implement computer aided design AutoCAD program for students to use in planning and completing projects to enhance their computer skills and refine their project records.

- Goal will be to introduce the program to all students completing projects and for at least 10% of the students to use successfully in planning their projects.

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## Architecture and Construction



### Review of 2015-16 Goals:

**Goal #1** – Create a new endorsements for Architecture & Construction. One with a focus on Architecture and one with a focus on Construction (see Endorsements below). Begin this spring by adding the Principles of Architecture and Construction course to incoming 9<sup>th</sup> and 10<sup>th</sup> grade students.

December 2015 – make presentations to the 8<sup>th</sup> grade students.

December 2016-17 – offer Architectural Design and Construction Technology

Fall 2016-17 – work with PJC to offer the 3<sup>rd</sup> and 4<sup>th</sup> levels of courses through PJC campus

### Goal Evaluation Rating: In Progress

- Presentations were made to 8<sup>th</sup> grade students in their High School Success classes.
- We offered both Architecture and Construction focused Endorsements. Eighteen 8<sup>th</sup> graders selected Architecture as their primary endorsement. One selected it as their secondary endorsement. Eight students selected Construction as their primary endorsement and one student selected Construction as their secondary endorsement. Total 28 students.
- We offered the first class in both Endorsement sequences, Principles of Architecture & Construction for the 2016-17 school year. Sixty students requested this class.
- We will have to add the next level courses (10<sup>th</sup> grade level) in the 2017-18 school year and make the decision of whether to offer both focus areas or combine into one endorsement that includes both fields of study.

- Need to continue to work with PJC to determine the possibilities of 3<sup>rd</sup> and 4<sup>th</sup> level concurrent course offerings towards particular certifications (ex. Plumbing, Electrical, AC/HVAC).
- We have researched and plan to pursue offering a program called “Geometry in Construction” which requires a Geometry teacher and a Construction teacher to co-teach both courses in conjunction with one another. We will send two teachers in the fall of 2017-18 to a three day training and the goal will be to implement in the same school year. We will continue to research the program during the 2016-17 school year to make a final determination.

**Goal #2** – Research the purchase of equipment, software, and insurance (if needed). Estimated cost \$10,000. This will need to be placed into the 2016-17 budget proposal and possibly into the 2017-18 budget proposal to attain all equipment needed to get started. Research what type of computer aided design software would need to be purchased. We would also need to research a printer that would be able to print plans. Clayton Homes and area builders are willing to sponsor and help get these programs in place beginning in the 2016-17 school year.

**Goal Evaluation Rating:** In Progress

- We developed a list of essential equipment needs to begin the Principles of Architecture and Construction course. Half of the equipment was purchased to have to begin the school year. The rest of the equipment will be purchased in the 2016-17 school year.
- AutoCAD software is being installed in the library – Lab A and on to each teacher’s laptop. We will add student laptops with the program installed for each classroom during the 2016-17 school.
- A special printer is not needed at this time. Plans can be printed on standard size paper.

**Goal #3** – Plan the area for the classes to meet. There would need to be a 50’ X 75’ outside area that is graveled (requiring approximately two loads of gravel costing roughly \$1,500) for building projects and a classroom with the ability to store tools.

**Goal Evaluation Rating:** In Progress

- We will use the area behind the current Ag Shop as a location for the Principles of Architecture and Construction class to build projects. This area is already graveled. We have requested that the area be covered this summer and electricity added to the outside wall to power electrical equipment. The Auto Shop classroom will be utilized for classroom work.
- We need to continue to research and develop a plan for the location of the Construction classes. The goal will be a large enough area to support a classroom and covered building for the construction of tiny houses.

**Industry Certifications:**

- We will need to work with Paris Junior College to determine the certification programs students can pursue and concurrent classes that can be offered during the 11<sup>th</sup> and 12<sup>th</sup> grade years.

**Equipment Needs:**

- Mr. Smithson has developed a list of equipment needs. We purchased part of the equipment this year and will purchase the remaining equipment in the 2016-17 school year.

- It was suggested to check with Lowe's for possible donations. We will also check with Clayton Homes for possible supplies.
- Check into grant opportunities for new CTE programs.

## 2016 Fall Meeting Notes:

### 1. Discussion concerning 2015-16 goals:

Good work meeting 2015-16 goals and getting this program off the ground.

### 2. Discussion concerning Endorsement Sequence:

Continue two different Endorsement focus areas: Architecture and Construction. Course sequences may look as follows:

#### **Business & Industry Endorsement – Architecture Focus**

- 9<sup>th</sup> – Principles of Architecture (1)
- 10<sup>th</sup> – Interior Design (1) or Construction Technology (2)
- 11<sup>th</sup> – Architectural Design (1)
- 12<sup>th</sup> – Practicum in Architectural Design (2)

#### **Business & Industry Endorsement – Construction Focus**

- 9<sup>th</sup> – Principles of Construction (1)
- 10<sup>th</sup> – Construction Technology (2)
- 11<sup>th</sup> – Construction Technology II (2) or Architectural Design (2)
- 12<sup>th</sup> – Practicum in Construction Technology (2)

This should meet the interests and needs of students who have chosen architecture or construction or interior design and give each student a well-rounded foundation in these overlapping industries.

### 3. Discussion concerning Student Certifications:

- We will work with Paris Junior College to determine if any courses can be articulated and what certifications/Associate Degree programs may be available for students.

### 4. Discussion concerning Industry Needs:

- Students need to develop good work ethics: ethical use of time on the job, willingness to work, coming to work on time every day, and being dressed appropriately for jobs.

## Goals for 2016-17:

#1 – Retain the 2016-2017 students for next school year as they continue the sequence of classes. With a strong first year and an explanation of the classes to follow, students will see the value in the endorsement and the continuation of courses. Goal will be to retain 100% of students in one of the two programs.

#2 - Implement changes to Endorsement for the 2017-18 school year by making changes to the published Endorsement guide, 8<sup>th</sup> grade Success classroom presentations, course selections in Career Cruising, changing the endorsement sequencing in Career Cruising. Goal will be met by fall semester.

#3 - Continue to research future equipment/facility needs for the additional course offerings and propose budget amounts for the 2017-18 school year that will meet those needs. Goal will be met by May 2017.



#4 – Send Geometry and Construction Technology instructors to the “Geometry in Construction” training during the summer 2017 – implement the course options during the 2017-18 school year.

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## Arts, AV Technology and Communications



### Review of 2015-16 Goals:

**Goal #1** – Put an added emphasis in developing skills in Industry Standard software, especially Photoshop. This will be done through lesson plans that teach skills in the Adobe products and require students to complete projects using the Adobe products.

**Goal #2** – Work towards getting at least 10% of students certified in Adobe software in 2015-16. Increase the percentage each year thereafter.

**Goal #3** – Ensure that all students are well-rounded in all aspects of graphic design, including photography, writing, design, and video/audio editing. Goal is to have students acquire a minimum of 80% mastery in these areas through classroom projects.

**Goal #4** - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

### Industry Needs:

- Cutting edge equipment – cameras and software.
- Communication skills—especially face-to-face interviewing skills.
- Ability to accept and be flexible with different mediums of getting and sharing information.

## 2016 Fall Meeting Notes:

### Meeting Notes:

1. Discussion concerning 2015-16 goals: Per discussion, there is still a great need for students to understand how to write well. Also, to understand the ethical aspects of journalism that is often only learned through on-field experience.
2. Discussion concerning Endorsement Sequence: Addition of Digital AV Tech course would be beneficial as any exposure and training that teaches skills used in an actual professional field would be of value.
3. Discussion concerning Student Certifications:  
Industry saying less technical skills, more soft skills.

4. Discussion concerning Industry Needs: Realization in training in emerging technology such as cell phone photography and video editing which provides easier/quicker access to publishing online.

### Goals for 2016-17:

#1 – More student training in ethics and critical thinking. Goal will be measured with a self-made teacher examinations and/or projects grading rubrics.

#2 - Work more closely with Principles students in order to ensure that the continue coursework in the Arts/AV strand which they have already acquired the most basic and valuable skills needed to be successful. Measured by the number of students who sign-up for either A/V production or Graphic Design/Journalism from Principles classes. Goal will be 100% retention.

#3 - Work towards getting at least 25% of students certified in Adobe software in 2016-17 – specifically Adobe Photoshop and Adobe Premier. Increase the percentage each year thereafter.

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## Business, Marketing, and Finance

### Review of 2015-16 Goals:



**Goal #1** – Incorporate role playing into the curriculum. Build confidence and presenting yourself “polished” with a handshake, good eye contact, and intelligent conversation. Goal is to incorporate in class presentation projects in all Business, Marketing, and Finance courses with students attaining 85% mastery to be measured through grading rubrics that will include these criteria in the spring semester.

**Goal #2** – Goal setting – prioritizing and to do lists. Goal will be to incorporate within student class projects in all Business, Marketing and Finance courses with students attaining 85% mastery to be measured through grading rubrics that will include these criteria in the spring semester.

**Goal #3** – Personality profile to know strengths/weaknesses, character attributes, and how to self-analyze to make adjustments. Goal will be for 100% of Principles students to complete personality profile evaluations through Career Cruising or other ability profile programs by the end of the spring semester.

**Goal #4** – Good written communication. Goal will be to increase the number of writing assignments in all Business, Marketing, and Finance classes with 90% of students having less than five grammatical/spelling errors.

**Goal #5** – Increase the number of guest speakers in all Business, Marketing, and Finance courses. Goal will be at least one guest speaker per semester.

**Goal #6** - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

**Goal #7** - Increase the number of student certifications earned. Continue offering Microsoft Office Specialist certifications through BIM classes, but the goal will be to explore expanding these certifications through other business, finance, and marketing courses. Explore adding A\*S\*K (Assessment of Skills and Knowledge for Business) for Finance in Accounting, for Business Concepts in Principles of Business, Marketing, and Finance, and Marketing Concepts in Entrepreneurship courses.

**Industry Needs:**

- Soft skills.
- Basic skills in Microsoft application software – not necessarily certifications.
- Versatility.

## 2016 Fall Meeting Notes:

1. Discussion concerning 2015-16 goals:

Learning to balance a checkbook properly, Interview skills, appropriate work attire for applicable business

- a. Offering students workshop for job fair and how to complete resume and application for jobs
- b. Personal Skills, being able to cooperate towards a common goal even if you don't particularly like them, communication skills, working with people who have different interests/values/background
- c. Taking advantage of savings accounts, maintaining a checkbook and finances
- d. Maintaining a balanced/successful work, school, and life schedule while maintaining commitments
- e. Texas Food Handler Certification
- f. MOS OneNote Certification
- g. Teach and endorse leaders in the classroom
- h. QuickBooks Certification
- i. Touch Systems Data Entry?
- j. 10 key keyboard for acct.
- k. Professional Communications
  - a. Speaking in clear sentences
  - b. Speaking clearly

## Goals for 2016-17:

**#1** - To work with industry leaders to gain insight for basic needs in the workplace and as an employee, and as an aspiring employee

- Career Fair/Career Day – Fall 2016
- Guest speakers within the Business, Marketing, and Finance classes in both the fall and spring semesters. Goal attainment to be measured by the number of speakers utilized within the 2016-17 school year.

#2 - To teach necessary soft skills such as professional interviewing, and personal presentation such as speech, knowledge of subject and appearance

- Incorporate speech, keyboarding, and presentation as a fundamental skill in each Business, Marketing, and Finance course. Goal attainment will be measured through student mastery in classroom assignments, project grading rubrics, and teacher observations.

#3 - Teach basic money handling, awareness of physical money (counting and maintaining money), balancing a checkbook, and growing awareness of spending habits and budgeting.

- Dollars & Sense – hands-on lessons to be incorporated in the fall and spring semester.
- H&R Block participation – implemented in the fall semester.

#4 – Increase the number of students earning industry certifications in Business, Marketing and Finance fields.

- Implement QuickBooks in Accounting I and Accounting II courses. Attempt Quickbooks certifications during the spring semester for Accounting II students.
- Research interest in MOS OneNote certification for BIM courses to better prepare students for One to One integration. Make a decision on whether to implement OneNote Certifications by spring 2017.
- Increase the number of BIM students MOS certifications by at least 10% (from the 2015-16 school year). Goal should be met by spring 2017.

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## Education and Training



### Review of 2015-16 Goals:

**Goal #1** – Continue providing students with opportunities to become successful after high school by increasing the number of internship sites in the Practicum course. Investigate paid and unpaid internships with other organizations such as area Preschools and private schools in Sulphur Springs.

**Goal #2** – Allow students more opportunities to shadow in the Instructional Practices course. This year we changed the format of the course to allow students to shadow and become more involved in the classroom with a mentor teacher. Goal will be to measure success of this change at the end of the semester and determine to what greater extent the students will shadow and perform tasks similar to student teaching opportunities.

**Goal #3** – Students will begin creating ePortfolios by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

**Goal #4** – Investigate the AAFCS (American Association of Family & Consumer Sciences) Pre-Professional Certification in Education Fundamentals as a possible certification for Practicum in Education and Training Students. Possibly implement in the spring semester of 2016-17.

**Industry Needs:**

- Soft skills
- Technology

**2016 Fall Meeting Notes:**

1. Discussion concerning 2015-16 goals: Goals met.
2. Discussion concerning Endorsement Sequence: Continue with the same courses for the Education & Training Endorsement strand.
3. Discussion concerning Student Certifications: Implement AAFCS Education Fundamentals.
4. Discussion concerning Industry Needs: Industry needs well-rounded individuals with integrity.

**2016-17 Goals:**

#1 - Increase number of students receiving certifications by offering the AAFCS Education Fundamentals Certification for Instructional Practices and/or Practicum in Education students for the 2016-17 school year. Goal will be to certify at least 5 students.

#2 – Students will complete e-portfolios in each Education & Training class and will upload at least one project in the spring semester and one project in the fall semester as artifacts for Education & Training courses.

#3 - Allow opportunities for students to become familiar with post-secondary education through having guest speakers from post-secondary education, College/Career Fair, and class research projects. Goal attainment will be measured by then number of opportunities students are provided during the fall and spring semesters.

#4 - Students will be given an opportunity to hear from someone with more than 10 years education experience through inviting guest speakers and observing teachers on the High School campus through the Instructional Practices course and off-campus through the Practicum in Education course.

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## Health Science



### Review of 2015-16 Goals:

**Goal #1** – Add 5 preceptors for the 2016-17 school year. Check on offices and clinics. Preceptors in place currently at Memorial Clinic, Minor ER, and Dr. Conner. Preceptors should be secured by the end of the spring semester for the 2016-17 school year.

**Goal #2** – Increase HOSA participation in HOSA competitions. There are currently 109 HOSA members. The goal will be to have at least 25% of the members compete this year in the fall and spring competitions. The percentage will increase each year as this is a rebuilding year for the HOSA organization.

**Goal #3** – Add 4 clinical sites to be in place for the 2016-17 school year. Possible sites are Lakes Regional MHMR, Jubilee, Tele-Med, and Dialysis. Sites should be secured by the end of the spring semester.

**Goal #4** – Increase student certifications. Continue with CPR/AED Certifications for Health Science students. Work with PJC or NTCC to add Phlebotomy Certifications to begin in the Practicum I course and continue in Practicum II. Goal will be to assist 25 students to begin working on Phlebotomy Certifications beginning with the 2016-17 Practicum I students and finishing with Practicum II in 2017-18.

**Goal #5** - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

#### **Industry Needs:**

1. Increase students' knowledge and use of equipment. Increase equipment for the classroom by working with the hospital and clinics to gain equipment that is being discarded.
2. Help students be more career ready by increasing the number of student certifications earned in high school. Create contracts with Junior Colleges to work on helping students gain more certifications for health related occupations (i.e. Pharm Tech or Phlebotomy).

#### **2016 Fall Meeting Notes:**

- Our goal is to have 25% of our members participate in the HOSA competitions.
- Implement CNA Program or begin to determine what needs to happen to get that going.
- We want 50% of the class to pass the CMA exam
- Talk to SSMS about starting HOSA in Middle School
- Practicum Goals-
  - Add Dr. Arnecke as an observation site
  - Physician Resident Internship program
  - Added The Wesley House to the nursing home program
  - We are adding Dr. Hill – Hill Chiropractor as an observation site
  - We've added West Oaks Funeral Home as an observation site
  - Visit a cadaver lab
  - Visit/View autopsy
  - Tour and shadowing at UTHSC Tyler
  - Added first surgery suites as observation site
  - Tour a hospice center
  - Tour Hospitality House in Mt. Pleasant for a mental health rotation

- Student Certs----- to look into, keep or discontinue
  - Pharmacology Cert
  - Phlebotomy
  - Keep CMA
  - Work towards CAN

### 2016-17 Goals:

1. Increase HOSA participation:
  - a. Increase HOSA members participating in HOSA competitions by 25% by the spring semester.
  - b. Talk to SSMS about possibly starting a Middle School chapter of HOSA. Goal will be to meet with Mrs. Williams to discuss the possibilities and find more information about the opportunities available for Middle School chapters by spring semester.
2. Increase the number of students earning industry certifications:
  - a. CMA Goal: 50% of Practicum II students to pass the CMA certification.
  - b. Encourage more students to pursue the CNA certification through our CNA Endorsement in conjunction with Paris Junior College. The CTE Director will meet with PJC in the fall semester to determine how to better market this program.
  - c. Research other certifications to offer for 2017-18 school year. Possibilities include: Pharmacology and Phlebotomy. Teachers and CTE Director will research and make a determination of what certifications would be best to add to the program during the spring semester.
3. Continue to improve our Practicum program by:
  - a. adding new training sites for 2017-18 school year
  - b. providing students with more certification opportunities during their Practicum II experience
  - c. providing students with different experiences within the Practicum programs

## Hospitality and Tourism



### Review of 2015-16 Goals:

**Goal #1** – Students will learn P.O.S. program through a training that will be scheduled in the spring with the assistance of Heather Salverino (Plain and Fancy) and Chili’s. The teachers will follow up by having students use a sample POS in the classroom to demonstrate mastery. Mastery will be measured by an evaluation tool created by the teachers.

**Goal #2** – Students will learn to use spreadsheets to track orders, supplies and food items in a training that will be scheduled in the spring with the assistance of Heather Salverino. The teachers will follow up

by having the students use the spreadsheets in spring catering events. Mastery will be measured by an evaluation tool created by the teacher.

**Goal #3** – Teachers and selected students will visit Plain & Fancy and Chili’s to learn techniques for saving time and money. These field trips will be planned and conducted in the spring semester.

**Goal #4** – Students will practice good hygiene and good communication skills by being properly dressed and groomed and by speaking clearly with eye contact in the classroom. Mastery will be demonstrated through catering events and classroom presentations. The teacher will measure mastery through teacher observations and feedback provided by catering customers.

**Goal #5** – Add two new Endorsements for 2016-17 and change the Culinary Arts Endorsement in 2017-18. The two additions and changes are as follows:

- Business & Industry Endorsement – Hospitality Services Focus
  - 9<sup>th</sup> – Principles of Hospitality & Tourism
  - 10<sup>th</sup> – Hospitality Services (2 credits)
  - 11<sup>th</sup> – Practicum in Hospitality Services I (2 credits)
  - 12<sup>th</sup> – Practicum in Hospitality Services II (2 credits)
- Public Service Endorsement – Human Services Focus
  - 9<sup>th</sup> - Principles of Human Services
  - 10<sup>th</sup> – Business Information Management OR Professional Communications (1/2)  
AND Interpersonal Studies (1/2)
  - 11<sup>th</sup> – Lifetime Nutrition & Wellness/Dollars & Sense
  - 12<sup>th</sup> – Child Development
- Business & Industry Endorsement – Culinary Arts Focus (change in 2017-18)
  - 9<sup>th</sup> - Introduction to Culinary Arts
  - 10<sup>th</sup> – Culinary Arts (2 credits)
  - 11<sup>th</sup> – Advanced Culinary Arts (2 credits)
  - 12<sup>th</sup> – Practicum in Culinary Arts (2 to 3 credits)

**Goal #6** – Continue to increase student certifications:

- Add CPR and OSHA Certifications for Restaurant Management students in the spring semester.
- Add AAFCS – Pre-Professional Certification in Culinary Arts (PERKINS) for Practicum students in the spring semester.
- Continue to increase the number of students who certify in the Food Handlers Certification. Goal for spring will be 30 students.

**Goal #7** - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.



## 2016 Fall Meeting Notes:

### 1. Discussion concerning 2015-16 goals:

Excellent progress on 2015-16 goal with many goals having been met. Students will continue to work on goal #2 concerning spreadsheets and inventory tracking.

### 2. Discussion concerning Endorsement Sequence:

Course sequence will change for 2017-2018 school year to: 9th - Intro to Culinary Arts (1), 10th - Culinary Arts (2), 11th- Advanced Culinary (2), 12th - Practicum in Culinary Arts (2)

### 3. Discussion concerning Student Certifications:

Student Certification will continue to be AAFCS Culinary Arts Pre-Pac. In addition we will encourage students to achieve the Prostart Certification recognized by the National Restaurant Association and Texas Restaurant Association.

### 4. Discussion concerning Industry Needs:

I believe our students need opportunities to visit restaurants and see first-hand the planning processes. I am hoping to partner with Chefs in the area that will host our students and focus on higher skill levels needed for Prostart competition. We also need a menu that students can execute with higher skill levels for competition with Prostart.

According to Lyndsay Caldwell, chef at Lyndsay's Plates and Provisions

-1. Recommended students practice live service by handling multiple, verbal orders. The "real world" of food service requires memory and multi-tasking. She stressed that live service practice was very important in culinary school and for good reason. She spends time training her staff in this area. Lyndsay suggested that students could practice live service without the use of food simply by pretending to fill orders and manage time.

2. Allergies and food sensitivities (such as gluten free) must be handled with 100% accuracy in food service. She recommended students learn the difference between insensitivities, allergies, intolerances and Celiac. This allows for understanding and empathy for the guest. Students need to practice preparing certain foods in a separate area and with separate utensils to avoid cross contamination.

3. Students need to learn the different levels of 1-5 Star service. Use Ritz Carlton's model. Know what 1 Star service looks like and be able to perform it and move through the levels adding service until 5 Star is reached.

## 2016-17 Goals:

#1 - Implementation of the new Prostart curriculum sponsored by the NRA and TRA aligned with the new endorsement sequence. Goal will be met throughout the 2016-17 school year.

#2 - Course sequence will change for 2017-2018 school year to: 9th - Intro to Culinary Arts (1), 10th - Culinary Arts (2), 11th- Advanced Culinary (2), 12th - Practicum in Culinary Arts (2). The Endorsement Planning Guide and Career Cruising courses will be updated by the end of the fall semester.

#3 - Student Certification will continue to be AAFCS Culinary Arts Pre-Pac. In addition we will encourage students to achieve the Prostart Certification recognized by the National Restaurant Association and Texas Restaurant Association.

#4- Students will visit area restaurants and see first-hand the planning process and live service. Goal will be to visit at least two restaurants and will be attained by the end of the spring semester.

#5- Students will practice live service in the classroom kitchen with mastery of handling multiple orders at once including an order with dietary restrictions such as peanut free or gluten free. Students will recognize and perform different levels of service from 1 to 5 star. Goal attainment/mastery will be measured by student assignments, teacher observations, and/or projects completed within the class.

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## Information Technology



### Review of 2015-16 Goals:

**Goal #1** – Programming Goal: Hold code reviews to teach coders to optimize code and make it professional looking. Mastery will be measured through classroom assignments using teacher grading rubrics.

**Goal #2** – Teach and work with students on working as part of a team and adapting to changing needs by being flexible, thinking critically, and learning to take criticism well. Goal will be to use class projects that will allow students to practice these concepts including building teamwork into the project, thinking critically, and allowing students to critique their own work as well as have other classmates, teachers, and outside community members to critique as well. Mastery will be measured through teacher grading and classroom observations.

**Goal #3** – Teach elements of Systems Engineering (see notes in Industry Needs section). Goal will be for all IT courses to incorporate these elements in a minimum of one project to be implemented in the spring semester. Student mastery will be measured by grading through project report and/or student presentations.

**Goal #4** - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

### Industry Needs:

- Webpage skills – HTML5, CSS, and JavaScript. Maybe make a 6-week unit in 3<sup>rd</sup> year or end of 2<sup>nd</sup> year after AP.
- Good problem solving skills.
- Systems Engineering Cycle – 1) Define the problem, 2) identify architecture, 3) define system, 4) program design, 5) implementation, 6) testing, 7) delivery, and 8) maintenance.
- Maintenance – need plan of attack when trouble-shooting.
- Staying up-to-date with current software and trends.

## Fall Meeting Notes:

- Students need exposure to various IDE's. Sticking with NetBeans as the primary IDE is great, but we recommend some introductory exposure to others.
- SQL skills are critical. The more kids know about interacting with a database the better. A good goal would be something like:
  - Able to create a database table.
  - Insert data.
  - Update multiple rows at once.
  - Simple queries using SELECT
  - Able to select data from multiple tables
- A fundamental knowledge in HTML would be good as well. Knowing how to modify look and feel using CSS is equally important.
- SQL is perfect. It is the industry standard and we are incorporating it more and more.
- Things we look for when hiring interns:
  - Good attitude
  - Problem solving skills
  - Verbal communication skills
  - Genuine interest in programming
  - General knowledge of Java, SQL, HTML, CSS and able to have conversation about those topics.
  - Examples of prior work
- Weaknesses of current and prior interns:
  - More practice interviewing
  - SQL knowledge
- Strengths of current and prior interns:
  - Very resourceful
  - Problem solving skills
  - Great attitudes
  - Fast learners!
- Potential new software to use in class:
  - MySQL (sounds like you are going to use this)
  - JIRA – issue tracking during development
  - W3Schools.com – for SQL, HTML, CSS and just about everything else.
  - codecademy.com – another good website for learning programming.

## 2016-17 Goals:

Goal 1. Increase use and knowledge of industry standard software, Photoshop CC, in Digital Media classes. Students will be working towards earning a certification in Adobe Photoshop CC, with a 20 percent passing rate (roughly 20 students).

Goal 2. Partner with local businesses to create project based learning assignments for real world application in Digital Media, such as update or create new logo designs and or new advertising.

Goal 3. Programming students will be moving from JCreator IDE to NetBeans. Programming students will also be learning SQL and HTML. Both changes in curriculum/instruction will benefit students to make them more marketable in the workforce. Goal will be met through restructuring curriculum/lessons in the fall and spring semesters. Student mastery will be measured through teacher designed assignments, tests, and classroom observations.

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## Law and Public Safety



### Review of 2015-16 Goals:

**Goal #1** – Pursue long-range internship opportunities for students that encompass all public safety aspects. Change the Law Endorsement to include Practicum course for the 2016-17 school year:

- Public Service Endorsement – Law and Public Safety Focus
  - 9<sup>th</sup> – Principles of Law
  - 10<sup>th</sup> – Law Enforcement I
  - 11<sup>th</sup> – Court Systems
  - 12<sup>th</sup> – **Practicum in Law** (2 credits) AND/OR Forensic Science as 4<sup>th</sup> Science credit

**Goal #2** – Pursue scholarship opportunities for law students for 2016-17 school year and beyond.

**Goal #3** – Conduct industry tours/field trips in the spring semester.

**Goal #4** – Bring Public Safety, Corrections & Security, and Law leaders into the classroom. Goal will be to invite four guest speakers per semester.

**Goal #5** – Add Endorsement for Firefighter in conjunction with Hopkins County Fire Department. A Firefighter Instructor will teach the Firefighter I and II courses through HB 2205. The instructor will come to our campus in December to promote the new program and will also speak to the 8<sup>th</sup> graders to promote the new endorsement. The new Endorsement will be as follows:

- Public Service Endorsement – Firefighter Focus
  - 9<sup>th</sup> – Principles of Law
  - 10<sup>th</sup> – Firefighter I (2 credits)
  - 11<sup>th</sup> – Firefighter II (3 credits)
  - 12<sup>th</sup> – Practicum in Law (2-3 credits)

**Goal #6** - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

### Industry Needs:

- Court Reporters
- DPS Officers
- Probation/Parole Officers

### 2016 Fall Meeting Notes:

Discussion concerning Industry Needs:

Organization skills as well as the ability to communicate effectively written and verbally is important. Also, the ability to speak proficiently and care about the persons you are dealing with. Obtaining degree and maintaining clean criminal history.

### 2016-17 Goals:

#1 - Explore scholarship opportunities within the community as well as within the State. Report will be provided during the spring Advisory meeting.

#2 - Continue to explore and generate internship opportunities for Practicum class 2017/18 School Year to allow students to obtain hands-on experience. Goal will be to have at least two internships ready for the 2017-18 Practicum course. Report will be provided during the spring Advisory meeting.

#3 - Incorporate more speakers in the classroom as well as provide more field-trip opportunities. Goal will be to increase the number of guest speakers in the classroom and provide at least one field trip opportunity for the 2016-17 year.

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## Transportation



### Review of 2015-16 Goals:

**Goal #1** – Increase students’ skills in pre-employment activities: interviewing skills, completing applications, and dressing appropriately for interviews. Advanced Auto Tech and Advanced Collision Repair students will have classroom lessons and practice in the form of role playing the interview process by the end of the spring semester. Principles students will complete a resume. Student mastery of these objectives will be measured by using grading rubrics and classroom observations.

**Goal #2** – Increase students’ knowledge of safety guidelines/measures. Students must pass safety test in the fall with 100% accuracy. Teachers must reinforce safety rules and guidelines throughout the semester. All students must wear protective gear while in the shop area and apply safety rules/guidelines while working on projects.

**Goal #3** – Increase students’ verbal and written communication skills. Principles students are required to complete weekly current events to practice written communication skills. Students present their findings to the class to improve their verbal communication skills. Goal would be to increase both

written and verbal communication skills practice in the spring semester by incorporating writing into completion of projects by requiring students to write learning reflections after completing a project and presenting the project to the class, other teachers, or community members to practice verbal communication skills.

**Goal #4** – Increase student computer/technology skills. Students are currently using All Data online library to research topics and using All Data equipment to diagnose and troubleshoot. Goal is to use the computer lab in the spring to have students begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

**Goal #5** - Add student certifications in 2015-16 spring semester. Advanced Auto Tech and Advanced Collision Repair students will be working to attain an All Data Certification.

**Goal #6** - Increase the number of intern sites for Practicum students. Currently we have two internship positions that can be filled at Holt Ag. The goal is to include at least two other sites (possibly Chevrolet dealership and Chrysler/Dodge dealership) for the 2016-17 school year.

#### **Industry Needs:**

- Job applications. Both companies represented on the Advisory Committee have online applications. Students need to understand that they must fill out every blank on the application. They should not put “NA” on anything. They should not falsify anything as far as criminal records. Both companies want applicants to complete the Salary section. Spelling skills are important. Students should have resumes ready. No DWIs on driving records.
- Interviewing skills. Dress and appearance is very important for both interviewing and everyday work. Both companies ask situational questions in the interview. Neither company has a problem with tattoos as long as they are covered. No body piercings are allowed and can be addressed as a safety issue. Students need good written, verbal, and listening communication skills as well as good technical skills. Students should possess drive and “want to” energy.
- Safety. High school 10 hour OSHA training is acceptable at both companies. Both companies require employees to wear safety glasses. Both companies use safety consultation and/or safety inspectors. New employees would benefit from having had lifting and rigging strap training and knowledge of chains VS web straps. Students need to be taught about lockout tags for broken machines and clock wheels.
- Updated Training. Both companies send their mechanics about 5-6 times a year to update seminars on work time. Mechanics must keep current on certifications by taking online computer training on their own time. A good diesel tech can make \$100,000 a year. Mechanics can earn \$14-15 per hour starting salary. Holt requires employees to get a 3 day training for a Mine Safety Certificate as they sell mining equipment.
- Post-Secondary Schooling. Both companies said that post-secondary schooling is not a requirement and in some cases not effective.

- Typing and keyboarding skills are highly stressed and needed. Both companies said workers lack these skills.
- Common sense.

### Fall Meeting Notes:

- We can work toward promoting our programs by community involvement and increased student interest.
- Promote our programs by increased student involvement in community service.

### 2016-17 Goals:

1. Create a better working relationship with the community. Starting with business leaders interested in being a part of our programs—such as membership on our Advisory Committee and taking an active role during the school year.
2. Work towards certifications in All Data for all Auto Tech 1 students. Goal attainment will be completed by the spring semester.
3. Work toward expanding the program to quality students truly interested in the program as a career choice, not just numbers or head count. Goal to be attained by marketing the Auto Tech program through the 8<sup>th</sup> Grade Success classes, retaining quality students through the Principles of Transportation and Small Engines courses to continue on with Auto Tech I and Advanced Auto Tech.
4. Look at the TEKS for the new Transportation courses and decide what courses should be adjusted in the Auto Repair Endorsement strand. Principles will be changing to Principles of Transportation Systems or Principles of Distribution & Logistics. There will also be a new course offered, Automotive Basics, that could be implemented in place of Small Engine Technology I for the 10<sup>th</sup> grade year. Decision will be made by the end of the fall semester.

## STEM

There were no 2015-16 Goals for STEM. At that time the only STEM Endorsements could be earned by obtaining a fifth Science or fifth Math Credit.



### 2016 Fall Meeting Notes:

1. The group discussed the need to create a Career & Technical Education STEM Endorsement.
2. Student interest and industry need both create a need for a STEM Endorsement that will be focused on those students who are seeking to become Engineers.
3. The only CTE course under the STEM Cluster currently being offered is Robotics.
4. Discussion was made for what coherent sequence would be best for a CTE STEM Endorsement.

Possibilities include:

9<sup>th</sup> Grade – Principles of Applied Engineering (1)

10<sup>th</sup> Grade – Robotics I (1)

11<sup>th</sup> Grade – Engineering Science (counts as Science credit) OR Engineering Design & Presentation (2)

12<sup>th</sup> Grade – Practicum in STEM – offer students the opportunity to take concurrent courses through PJC.

9<sup>th</sup> Grade – Principles of Applied Engineering (1)

10<sup>th</sup> Grade – Robotics (1)

11<sup>th</sup> Grade – Robotics II (1)

12<sup>th</sup> Grade – Engineering Science (1) (Science credit) OR Engineering Design & Presentation (2)

### 2016-17 Goals:

1. Meet with PJC to determine what possible concurrent courses would be available for the 12<sup>th</sup> Grade year through a Practicum in STEM course. Goal to be completed in the fall semester.
2. Determine what teaching certifications would be required for the new 2017-18 year (currently this information is not available from TEA) to see if any existing staff could be utilized for new CTE STEM course offerings. Goal to be completed as soon as TEA releases teacher certification requirements for 2017-18.
3. Work with Karen Phillips, SSISD Science Curriculum Specialist, to continue to develop a plan for a correct Endorsement sequence by analyzing the new 2017-18 TEKS for CTE STEM courses. Goal to be completed by the spring semester.

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## Adjournment

Jenny Arledge adjourned the meeting at 4:30 pm.

## Next Meeting

Our next CTE Advisory Committee meeting will be held in the spring with the specific meeting time and date to be announced by the beginning of the spring semester. The next meeting focus will be to discuss progress in attaining the aforementioned goals and to complete an evaluation for the Sulphur Springs High School CTE programs.

Thanks to our Career and Technical Education Advisory Committee, we will continually strive to explore and discover new ways of strengthening and growing our Career and Technical Education programs and to better connect our students with their future careers.



# Agenda

## CTE Advisory Committee Spring Meeting

5/11/2017

2:45 – 4:00 pm

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<b>Welcome</b> 2:45-2:50	Jenny Arledge Director of College & Career Readiness
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<b>CTSO Student Presentations</b> 2:50 – 3:00	BPA FCCLA FFA HOSA
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<b>SSHS CTE Updates</b> 3:00 – 3:10	Jenny Arledge
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<b>Round Table Discussions</b> 3:10 – 3:55	<b>Objectives:</b> <ol style="list-style-type: none"><li>1. Evaluate 2016-17 career cluster program goals established in the fall meeting.<ol style="list-style-type: none"><li>a. Make recommendations for 2017-18.</li></ol></li><li>2. Review student industry certifications earned this year in each area.<ol style="list-style-type: none"><li>a. Make recommendations for 2017-18.</li></ol></li><li>3. Review equipment/facility needs to bring cluster areas up to industry standards for 2017-18.</li><li>4. Complete CTE Advisory Member Program Evaluation Survey</li></ol>
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<https://goo.gl/XCe54r>

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<b>Wrap-up</b> Questions? 3:55 – 4:00	Jenny Arledge
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**Career & Technical Education (CTE) Advisory Committee 2016-17**  
**Spring Meeting Sign-In Sheet – May 11, 2017**

Member Last Name	Member First Name	Role	Career Cluster Area	Signature
Abell	Brad	Teacher	Health Science	
Arledge	Jenny	Director of College & Career Readiness	STEM	
Armstrong	Wendi	Community/Industry	Business, Marketing, & Finance	
Bailey	Joel	Teacher	Information Technology	
Bailey	Kim	Community/Industry	Transportation – Auto	
Balfour	Chad	Community/Industry	Hospitality – Culinary Arts	
Bayuk	Jim	Community/Industry	Law & Public Safety	
Brice	Jackie	Community/Industry	Education & Training	
Brown	Paula	Community/Industry	Education & Training	
Carter	Jennifer	Teacher	Health Science	
Cooper	Wayne	Community/Industry	Architecture & Construction	
Davis	Christina	Teacher	Architecture & Construction	
Dixon	Melinda	Parent	Health Science	Unable to attend
Dulaney	Jerry	Post-Secondary Education	Arts, AV Technology & Communications	
Eckerle	Dr. Gregory	Post-Secondary Education	Agriculture – Plant & Animal Science	
England	Richard	Community/Industry	Information Technology	
Ewart	Melissa	Teacher	Agriculture – Plant & Animal Science	Unable to attend.
Feagley	Roger	Community/Industry	STEM	
Ford	Chris	Community/Industry	Transportation – Auto	Unable to attend.
Franklin	Lori	Parent Representative	Hospitality – Culinary Arts	
Franklin	Ashley	Student Representative	Hospitality – Culinary Arts	
Glass	Emily	Community/Industry	Business, Marketing, & Finance	
Graham	Dr. Andrea	Community/Industry	STEM	Unable to attend
Gunderson	Carol	Community/Industry	Law & Public Safety	
Halter	Bob	Teacher	Transportation – Auto	
Harred	Leslie	Counselor	Architecture & Construction	
Hass	Paula	Teacher	Business, Marketing, & Finance	
Haston	Doug	Community/Industry	Arts, AV Technology & Communications	
Hill	Jennifer	Community/Industry	Health Science	Unable to attend.
Holland	John	Teacher	Agriculture – Plant & Animal Science	
Johnson	Stephens	Community/Industry	Information Technology	
Joiner	Dylan	Student	Business, Marketing, & Finance	Unable to attend.

Julian	Don	Community/Industry	Arts, AV Technology & Communications	<i>Don Julian</i>
Lemons	Thomas	Community/Industry	Information Technology	Unable to attend.
Luper	JT	Teacher	Agriculture – Welding	<i>J.T. Luper</i>
McCann	Don	Community/Industry	Architecture & Construction	<i>Don McCann</i>
Nelson	Brandon	Teacher	Arts, AV Technology & Communications	<i>Brandon Nelson</i>
Northcutt	Eddie	Community/Industry	Law & Public Safety	<i>No Show</i>
Orren	Jace	Community/Industry	Agriculture – Welding	<i>Jace Orren</i>
Owens	Jordan	Community/Industry	Arts, AV Technology & Communications	<i>Jordan Owens</i>
Palmer	Lyndsay	Community/Industry	Hospitality – Culinary Arts	<i>Lyndsay Palmer</i>
Panter	Adam	Community/Industry	Architecture & Construction	<i>Adam Panter</i>
Phillips	Karen	Science Curriculum Director	STEM	<i>Karen Phillips</i>
Plemons	John	Post-Secondary Education	Agriculture – Welding	<i>John Plemons</i>
Ragan	Matt	Community/Industry	Agriculture – Welding	<i>Matt Ragan</i>
Reed	Randy	Community/Industry	Architecture & Construction	<i>Randy Reed</i>
Reese	Nancy	Teacher	Hospitality – Culinary Arts	<i>Nancy Reese</i>
Robinson	Heath	Teacher	Arts, AV Technology & Communications	Unable to attend.
Robinson	Demetra	Teacher	Law & Public Safety	<i>Demetra Robinson</i>
Sellers	Troy	Community/Industry	Agriculture – Plant & Animal Science	<i>Troy Sellers</i>
Shingleur	Sandra	Community/Industry	Education & Training	<i>Sandra Shingleur</i>
Shultz	Kristie	Community/Industry	Health Science	<i>Kristie Shultz</i>
Smith	Donna	Community/Industry	Business, Marketing, & Finance	<i>Donna Smith</i>
Smith	Lynn	Teacher	Business, Marketing, & Finance	<i>Lynn Smith</i>
Smithson	Harold	Teacher	Transportation – Auto	<i>Harold Smithson</i>
Spradling	John	Post-Secondary Education	Health Science	<i>John Spradling</i>
Stewart	Tracy	Teacher	Business, Marketing, & Finance	<i>Tracy Stewart</i>
Stracener	Lacie	Teacher	Health Science	<i>Lacie Stracener</i>
Stribling	Debbie	Teacher	Education & Training	<i>Debbie Stribling</i>
Villarino	Mario	Community/Industry	Agriculture – Plant & Animal Science	Unable to attend.
Wiggins	Nick	Teacher	STEM	Unable to attend
Wilder	Gina	Teacher	Information Technology	<i>Gina Wilder</i>
Williams	Leslie	Community/Industry	Education & Training	<i>Leslie Williams</i>
Williams	Barrett	Community/Industry	Information Technology	<i>Barrett Williams</i>
Winborn	Anne-Marie	Student	Agriculture – Plant & Animal Science	<i>Anne-Marie Winborn</i>

CUMMINGS BRIAN COMMUNITY/INDUSTRY AGRICULTURE  
 BELL, GINGER + DWYATT " " NET/IO Brian C. Bell, Dwight Bell  
 McClure, Missy " " " Missy McClure



MAY 11, 2017

**CTE ADVISORY COMMITTEE  
SPRING MEETING REPORT 2017**  
SSHS CAREER & TECHNICAL EDUCATION

# Career and Technical Education Advisory Committee

## 2017 Spring Meeting Report

The Career and Technical Education Advisory Committee met on Thursday, May 11, 2017 at 2:45 pm in the Sulphur Springs High School Library. The meeting was called to order by Jenny Arledge. There were 47 members in attendance. Those members in attendance representing their respective career fields were:

### **Agriculture – Plant & Animal Science**

Industry Representatives: Unable to Attend  
Student Representative: Anne-Marie Winborn  
Teacher: John Holland

### **Agriculture – Welding**

Industry Representatives: Jace Orren, Matt Ragan  
Post-Secondary Education: John Plemons and Brian Cummins  
Teacher: JT Luper

### **Architecture & Construction**

Industry Representatives: Wayne Cooper, Don McCann, Adam Panter, and Randy Reed  
Teachers: Christina Davis and Harold Smithson

### **Arts, AV Technology and Communications**

Industry Representatives: Don Julian  
Post-Secondary Education: Jerry Dulaney  
Teacher: Brandon Nelson

### **Business, Marketing, and Finance**

Industry Representative: Emily Glass  
Teachers: Paula Hass, Lynn Smith, and Tracy Stewart

### **Education and Training**

Community Representatives: Jackie Brice and Paula Brown  
Industry Representative: Sandra Shingleur and Leslie Williams  
Teacher: Debbie Stribling

### **Health Science**

Industry Representative: Kristie Shultz  
Teachers: Brad Abell, Jennifer Carter, and Lacie Stracener

### **Hospitality and Tourism**

Industry Representative: Chad Balfour and Lyndsay Palmer  
Parent Representative: Lori Franklin  
Student Representative: Ashley Franklin  
Teacher: Nancy Reese

### **Information Technology**

Industry Representatives: Richard England, Stephens Johnson, Barrett Williams, Ginger Bell, and Dwyatt Bell  
Teacher: Joel Bailey and Gina Wilder

### **Law & Public Safety**

Industry Representative: Carol Gunderson  
Teacher: Demetra Robinson

### **Transportation: Small Engine, Auto, and Collision Repair**

Industry Representatives: Unable to attend.  
Teacher: Bob Halter

### **STEM**

Industry Representative: Roger Feagley  
Administration: Karen Phillips and Jenny Arledge

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## Welcome and Introduction

Jenny Arledge, Director of College and Career Readiness

The CTE Advisory Committee meeting was held on Thursday, May 11, 2017. The meeting was called to order by Jenny Arledge at 2:45 pm. The following information was provided in the Welcome and Introduction segment of the meeting.

### Welcome

Thank each of you for committing your time and efforts to this committee. We have students, parents, teachers, community members, administration, and counselors represented on the committee to come together to help improve and grow our Career and Technical Education (CTE) programs at Sulphur Springs High School.

We will begin by reviewing our CTE Vision and Mission statement. Our CTE student organizations have officers present today to give us an update on their successes and achievements this year. We will then review our CTE overarching goals and provide updates on what we have done this year to assist in meeting those goals. Finally, we will break out into our career cluster areas to evaluate the specific goals that were set this year in the fall meeting for each specific career cluster area.

Refreshments for the meeting were provided by the Culinary Arts students.

### Culinary Arts Award Received

The Texas Cattlemen’s Classic representatives were present to present the Sulphur Springs High School Culinary Arts students with a \$1,500 check for their contributions to the 2017 Texas Cattlemen’s Classic event held on the Square. Culinary arts students provided baked potatoes and salad for the entire event and helped serve in serving tents for the event.

### SSHS Career and Technical Education Vision and Mission

Vision Statement: Career and Technical Education students will graduate ready for college, career, and life in a global society.

Mission Statement: The mission of Sulphur Springs High School Career and Technical Education is to empower students in attaining the technical and soft skills necessary to facilitate student leadership and gain a competitive edge for college and career readiness in today’s global society.

SSISD created a “Dare to Dream” initiative several years ago that incorporates the WILDCAT acronym that includes the soft skills listed in the image on the right. Several CTE teachers, our lead counselor, the Assistant Superintendent and I visited Saputo this year. We discovered that Saputo has actually integrated our WILDCAT acronym of soft skills in their employee evaluation system. We have decided that we will do the same in our CTE classes next year.

SSISD has made it a mission to teach soft skills using the WILCATS soft skills through our social studies courses from elementary through high school. All teachers are to include the same soft skills and





emphasize them in their lessons. Now it is time that we measure that growth in soft skills by evaluating and holding our CTE students accountable for the development of these soft skills. We will create a similar “student evaluation”, using Saputo’s employee evaluation as a model, to evaluate all CTE students in the fall and spring semesters. We will also use the WILDCATS soft skills on a poster in each room where teachers will recognize students who have exemplified a particular soft skill in the classroom each six weeks.

#### Our Career and Technical Student Organizations (CTSOs)

BPA (Business Professionals of America) – report provided by Vice President, Ann Marie Winborn

FFA – report provided by Spencer Brewer and Blaine Flemens

FCCLA (Family, Career and Community Leaders of America) – report provided by Malarie White

HOSA (Health Occupations Students of America) – report provided by Brandon Diosdado

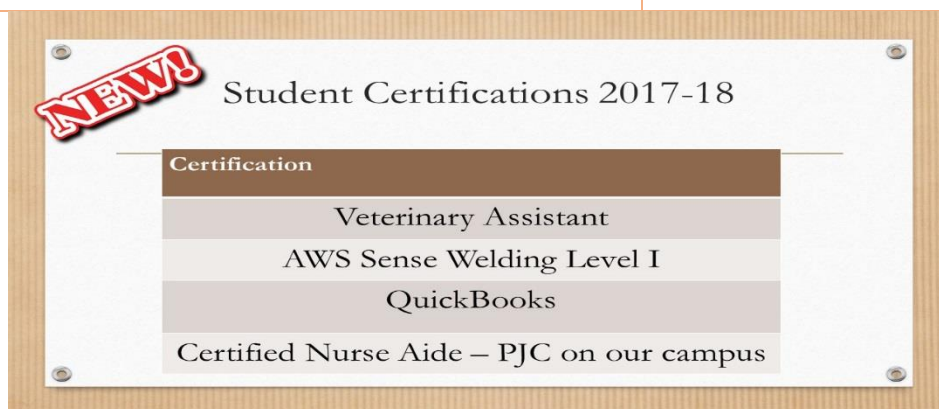
#### Career and Technical Education Goals

1. Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.
  - Continue to strengthen our Advisory Committee and utilize their expertise for continued growth and development of our CTE programs.
  - This year we will begin a summer Teacher Externship Program in connection with the Economic Development Corporation for CTE and core academic teachers. We have four teams of teachers that are comprised of one CTE teacher paired with a core academic teacher. Two teams will be shadowing at Clayton Homes and two will be shadowing at Saputo for four days during the summer. They will then utilize a fifth day to create a Project-Based Learning (PBL) lesson/unit based on their shadowing experience and the core and CTE areas of instruction. Teachers will receive \$800 from the Economic Development Corporation for their shadowing experience and teachers will receive one Exchange Day or Professional Development (PD) day of credit for their planning day. We are excited about this new opportunity to not only partner with these corporations and EDC, but to connect our core and CTE teachers together to build cross-curricular programs that will benefit our students.
2. Increase the number of students earning industry recognized certifications to increase their marketability in the workforce.
  - We are measured by our ability to assist students in earning industry recognized certifications both on our federal funding, Perkins, annual report and now through our school’s accountability rating system.
  - In 2014-15, we offered only eight different student certifications. Last year, we offered 13 student certifications. This year, we have increased to 17 student certifications, with that number growing to 21 for the 2017-18 school year.
  - The charts on the following pages illustrate the types and numbers of student certifications earned each year. Some of the numbers fluctuate due to student enrollment.

Certification	# 2016-17	# 2015-16	# 2014-15
Microsoft Office Specialist (MOS) Word 2013	44	30	23
Microsoft Office Specialist (MOS) Excel 2013	27	32	27
Microsoft Office Specialist (MOS) Access 2013	20	15	19
Microsoft Office Specialist (MOS) PowerPoint 2013	42	17	46
Texas Food Handler Certification	16	27	29
Hunter's Education Certification	20	26	10
Health Care Provider – CPR Certification	80	106	94

Certification	# 2016-17	# 2015-16
Adobe Certified Associate Adobe Photoshop	49	27
Certified Medical Assistant (CMA)	5	3
AAFCO Pre-PAC – Culinary Arts	3 (4 more will take)	4
Texas Beef Quality Assurance	15	12
Boater's Education Certification	In progress	14
ALLDATA Automotive Information Specialist	8	5

Certification	# 2016-17
AAFCO – Education Fundamentals	2 (3 more will take)
Adobe Premier	In Progress
OSHA (Welding program)	93
Floral Design Level 1	3 (4 more will take)



3. Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.
  - **New Programs: Architecture and Construction.** Through this CTE Advisory Committee, we were able to begin these two new programs for SSHS students. We started this school year with the Principles of Architecture and Construction course. Next year this course will split into two separate courses: Principles of Architecture and Principles of Construction. Eighteen students are enrolled in the Principles of Architecture course and 23 are enrolled in the Principles of Construction course. For the 2017-18 school year, we are adding the second course in the Architecture sequence, Interior Design. There are 33 students enrolled in the course. We will also add the second course in the sequence for Construction, Construction Technology I. There are 20 students enrolled in this course for next year. We are also going to build a house as the first project for our Construction Tech I students on SSISD property a block from Travis Elementary. We are very excited about this opportunity and want to give special thanks to those members of our CTE Advisory Committee that serve in this career cluster area.
  - **New Endorsement: CTE STEM – Robotics.** Based on the need to offer a STEM related Endorsement with SSISD focusing on growing STEM interest in the elementary and middle school, we have created the CTE STEM – Robotics Endorsement to add to our STEM-Math and STEM-Science core Endorsements. Students will take Principles of Information Technology in 9<sup>th</sup>, Computer Programming I in 10<sup>th</sup>, Robotics I in 11<sup>th</sup>, and Robotics II in their 12<sup>th</sup> grade year. Enrollment in Robotics I has increased from eight students in 2015-16 to 14 this year, and there are 22 enrolled for 2017-18. The only course that was added to this Endorsement strand was Robotics II. This course currently only has two students enrolled, but with the 22 enrolled in Robotics I, we hope that number will increase significantly the following year.
  - **New Endorsement: Video Game Design.** Based on students' interest, we added the Video Game Design Endorsement. Students will take our existing courses as follows: Principles of Arts, AV Technology & Communications in 9<sup>th</sup> grade, Graphic Design or Digital Media in 10<sup>th</sup> grade, Animation in 11<sup>th</sup>, and the new Video Game Design course their senior year.
4. Increase connections between core academic courses and CTE courses through project-based learning experiences.
  - Our CTE teachers and several core academic teachers will be trained in Project-Based Learning (PBL) May 30 through June 1, which will be conducted by Region 6 Educational Service Center on our campus. PBL is a totally different way of approaching teaching and learning – placing the learning more in the hands of the students and making the teacher more of a facilitator of learning than the traditional teacher-led model of instruction. Our teacher evaluation system has also changed from the Professional Development and Appraisal System (PDAS) to the Texas Teacher Evaluation and Support System (T-TESS). In our new teacher evaluation system, administration must now look for student-centered instruction and activities, which moves the responsibility of learning more into the students' own hands. This method of instruction focuses on

building key soft skills such as critical thinking and problem-solving skills, communication skills, and teamwork skills—which are imperative skills for students to master in order to be successful in today’s workforce. By utilizing PBL as our instructional method, we will be moving in the direction that the state and students need in order to be successful in the classroom.

- Teacher Externships will create Project Based Learning (PBL) lessons/units during the summer Externship Program to be implemented in the 2017-18 school year.
- In 2017-18 all CTE courses will move to using the PBL method of instruction.

#### Career Cluster Round Table Discussion Purposes:

1. Evaluate 2016-17 Career Cluster Program Goals established in the fall meeting.
  - a. Make recommendations for 2017-18 goals
2. Review student industry certifications earned this year in each area.
3. Review equipment needs to bring areas up to industry standards for 2017-18.
4. Complete CTE Advisory Member Program Evaluation Survey

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#### Reports from each Career Cluster Area:

### Agriculture, Food and Natural Resources



#### Goals for 2016-17 - Plant & Animal Science:

1. **Increase student certifications.**
  - a. Continue **Hunter’s Education Certification** through Wildlife course– goal 40 students by spring semester. Students pay for their own certification.
  - b. Continue **Boater’s Education Certification** through Wildlife course– goal 40 students by spring semester. Students pay for their own certification.
  - c. Continue **Texas Beef Quality Assurance Certification** (on Perkins list) through Livestock Production course – goal 15 students by spring semester.
  - d. Add **Veterinary Assistant Certification** (on Perkins list) Vet Med class will earn 200 hours and will be encouraged to continue with a Practicum in Ag to gain the required number of hours needed to receive the certification – work in connection with the Extension Office. – Goal will be one student to earn their certification this year.
  - e. Add **Floral Design Level 1 Certification** for Floral Design/Horticulture students – goal 8 students by the spring semester.
2. **Build work ethic and communication standards** by: decreasing the number of tardies, decreasing cell phone usage in the classrooms, increasing productivity to meet deadlines, increasing opportunities for students to communicate both verbally and electronically in teams and to class. Goal will be for 70% of students to demonstrate mastery to be measured by tardy records, classroom observations, gradebook records noting assignments/projects turned in by deadlines (not late), project presentations where communication is required.

3. **Equipment for hands-on labs:** Research equipment needed to create more hands-on labs in all courses. Suggestions: Phantom box, livestock pen, vet med application experiences, etc.

#### Spring Meeting Goal Evaluation and Round Table Discussion:

**Goal 1a – Goal Not Met.** Only 20 students passed the Hunter’s Education Certification this year. We will continue to offer this certification through the Wildlife Management course for the 2017-18 school year. The goal will be set based on the number of students enrolled in the course, which is currently 21 students.

**Goal 1b – Goal Still in Progress.** Students will be taking the Boater’s Education Certification test the week of May 15. We will continue to offer this student certification through the Wildlife course. The goal for the 2017-18 school year will be based on enrollment.

**Goal 1c – Goal Met.** Fifteen students successfully passed the Texas Beef Quality Assurance Certification this year, which was our goal. We will continue offering this student certification. It is recognized on the Perkins CTE Evaluation Report as an industry recognized certification.

**Goal 1d – Goal Still in Progress.** One student will be taking this certification this month. We will continue working on this goal for the 2017-18 school year. We have five students enrolled in our Practicum of Agriculture course for next year. These students will be placed at local veterinarian clinics to receive the required number of hours needed to sit for the Veterinary Assistant Certification Test. Our hopes that all five students will take and pass the certification test by May of 2018.

**Goal 1e – Goal Met.** Three students have taken and passed the Floral Design Level 1 Certification. Four more are scheduled to take the exam on May 18 at the Region 8 Service Center. We will continue offering this certification for students in Floral Design. The goal will increase based on the number of students enrolled.

**Goal 2 – Still in Progress.** Progress was made on this goal with increasing the expectations in the classroom for being on time to class, no cell phone policies in the classroom, increasing productivity to meet deadlines, and increasing opportunities for students to communicate both verbally and electronically in teams and to class. However, this goal will need to continue to constantly improve student work ethic and other soft skills which are highly needed in order to be successful in today’s workforce.

**Goal 3 – Goal Met.** New welding booths and welders were ordered to be placed in the remodeled Ag Shop (painted, adding a classroom, and finishing out the west side of the shop). New animal and livestock equipment was ordered to supplement those classes, such as skulls, lab equipment, vet met equipment to support labs, etc.

## Goals for 2016-17 - Welding:

#1 – Increase student understanding of welding terminology and equipment use.

- Students need to be more aware of the process they are learning and the reasons it is used.
- Potentially introduce TIG welding process with the assistance of Mr. Plemmons.
- Increase students' knowledge and understanding of MIG welding/fabrication. Ensure that students understand the knowledge behind fabrication. This includes everything from reading a tape measure to reading and understanding blueprints/project plans.
- Goal 100% of students to attain 70% mastery through creating projects for show/auction. Projects will be graded using a grading rubric to determine mastery of specific knowledge and understanding in regards to the creation of the project.

#2– Increase the number of students attaining industry recognized certifications.

- Continue OSHA 10 Hour Certification for Welding students. Goal 80 students to be certified by spring semester.
- Investigate adding AWS (American Welding Society) SENSE Certification and AWS D1.1 in the spring semester. The goal will be for the instructor to obtain information for both certifications, to determine the benefits and costs associated with each, and make a decision of when to implement.

#3 - Implement computer aided design AutoCAD program for students to use in planning and completing projects to enhance their computer skills and refine their project records.

- Goal will be to introduce the program to all students completing projects and for at least 10% of the students to use successfully in planning their projects.

## Spring Meeting Goal Evaluation and Round Table Discussion:

**Goal 1 – Still in Progress.** Younger students are reading machine parameters. Welding Parameter Apps are free for cell phones. Students have been introduced to terminology through shop experiences. We will work on implementing more written assessments to verify competencies.

**Goal 2 – Met.** We will keep this goal as a continual goal looking at the different types of certifications. Even though the goal is met, we can continually add more in either the difficulty and/or quantity of the certifications.

**Goal 3 – Still in Progress.** It was mid-February before the instructor was able to decide on the best CAD program for students to use. It was installed on the laptops available in the classroom. Less than five students were introduced to Inventor with minimal competencies gained. The teacher will become more familiar with the program before proceeding. New goal: Increase productivity utilizing new equipment and organization that promotes efficient work flow. May research Lean Six manufacturing or something comparable.

**Review of Certifications:** OSHA was offered in the fall semester to all Ag Mechanic, Welding I, and Welding II students. We have become registered members of the American Welding Society (AWS) and

will begin certifying students using the AWS Sense Level 1 certification testing. The CWI 3F GMAW certifications need to be investigated. Mr. Plemmons says that it is a very obtainable certification and is willing to help orchestrate these welding certifications.

**New Equipment/Curriculum:** All new equipment was discussed. Matt Ragan will possibly help set up shop with the new equipment to get a professional opinion on optimizing space and promoting workflow.

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## Architecture and Construction



### Goals for 2016-17:

#1 – Retain the 2016-2017 students for next school year as they continue the sequence of classes. With a strong first year and an explanation of the classes to follow, students will see the value in the endorsement and the continuation of courses. Goal will be to retain 100% of students in one of the two programs.

#2 - Implement changes to Endorsement for the 2017-18 school year by making changes to the published Endorsement guide, 8<sup>th</sup> grade Success classroom presentations, course selections in Career Cruising, changing the endorsement sequencing in Career Cruising. Goal will be met by fall semester.

#3 - Continue to research future equipment/facility needs for the additional course offerings and propose budget amounts for the 2017-18 school year that will meet those needs. Goal will be met by May 2017.

#4 – Send Geometry and Construction Technology instructors to the “Geometry in Construction” training during the summer 2017 – implement the course options during the 2017-18 school year.

### Spring Meeting Goal Evaluation and Round Table Discussion:

**Goal 1 – Still in Progress.** We had a strong first year and spent time conveying the importance of students choosing either architecture or construction for the second year. We explained what courses would be offered the second year and encouraged students to stay with the program. I don’t believe we met the goal of 100% retention but seem very close. I’m calculating 58 started the program and 53 remain for their second year.

This goal shall remain as we continue to build the program and retain students in the program.

**Goal 2 – Goal Met.** Jenny Arledge worked to make the changes to the endorsement areas. I spoke to the 8th grade students and explained the two pathways and the courses offered for each pathway. Students understood they would declare architecture or construction for their freshmen year. This goal was met.

This goal does not need to continue for next year except for continuing to inform 8th grade students about our programs.

**Goal 3 – Still in Progress.** There continues to be a need for a larger covered or enclosed and secured area for building projects. We will be embarking on a site-built residential project and this will bring up additional needs. This goal is still in progress.

**Goal 4 – Not Met.** It is my understanding that we will not send teachers to “Geometry in Construction.” We will have teachers participating in the externship program this summer. These teachers represent geometry and construction. Teachers will plan project-based lessons incorporating the two content areas.

This goal was not met. This goal may be renewed as we look to try a geometry in construction class in the future.

**Review of Certifications:** With the addition of an interior design class for 2017-18, students will have the opportunity to earn a certification in Pre-Professional Interior Design.

**Other Discussion:** We also discussed the building project for 2017-18 and advisory committee members were interested in those details and offered to assist.

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## Arts, AV Technology and Communications



### Goals for 2016-17:

#1 – More student training in ethics and critical thinking. Goal will be measured with a self-made teacher examinations and/or projects grading rubrics.

#2 - Work more closely with Principles students in order to ensure that they continue coursework in the Arts/AV strand which they have already acquired the most basic and valuable skills needed to be successful. Measured by the number of students who sign-up for either A/V production or Graphic Design/Journalism from Principles classes. Goal will be 100% retention.

#3 - Work towards getting at least 25% of students certified in Adobe software in 2016-17 – specifically Adobe Photoshop and Adobe Premier. Increase the percentage each year thereafter.

### Spring Meeting Goal Evaluation and Round Table Discussion:

**Goal 1 – Met.** We did not do a formal assessment on this, but in Advanced Graphic Design, we had lengthy discussions regarding the ethical aspects of designing our book including the following: appropriateness of captions and senior quotes, the need to gain permission for photos taken from Facebook or other social media not owned by the student, the need to gain permission from student’s parents who are enrolled in only SPED classes that they are allowed in the yearbook. In the Audio Video



classes, the teacher used a curriculum that included units covering the following: job applications and resumes; skills for real-world survival; management of energy, money, and tasks; employability skills; teamwork and collaboration; and listening 101. In addition to these specific topics, many other units that were covered included discussions on ethics and critical thinking.

**Goal 2 – Goal Met.** The AV instructor did go to the Middle School campus to promote the programs by talking to the students about the A/V production program and by showing videos that were made by the A/V production classes. There were 29 students enrolled in Principles of Arts/AV this school year. Thirty-three students have enrolled in Audio/Video Production I and 11 students have enrolled in Graphic Design for Journalism (the second courses in both the Broadcast News and Journalism Endorsement sequences). All 29 plus additional students have been retained in the program. Next year the enrollment for Principles of Arts/AV is currently at 51 students. The goal will be to retain all 51 students in either the Broadcast program, Journalism program, or within our new Video Game Design Program (2<sup>nd</sup> course will be either Graphic Design or Digital Media).

**Goal 3 – Goal Met/Still in Progress.** There were 96 students enrolled in Graphic Design this school year. Thirty-two students passed the Adobe PhotoShop Certification, which results in a 33% passing rate. This goal was met. There were only three students enrolled in AV Production I. These students were unsuccessful this year in attaining the Adobe Premier Certification, but will work on at least a 25% pass rate for the 2017-18 school year.

**Additional Discussion:** The group decided to continue all of the goals for the 2017-2018 school year, but with two added:

- To work more closely with core teachers in order to determine what soft skills are being taught in order to supplement the teaching at a particular time. To hold students more accountable with regard to attendance and being on time as it concerns a student's grade and participation in bonus activities with the class (i.e. selling yearbook ads)

**Review of Certifications:** We discussed that the focus for next year would be Illustrator certification rather than Photoshop in Graphic Design classes. As such, any Photoshop certifications will likely come from Photo classes alone. Adobe Premier will still continue to be the goal for AV production students.

**Review of Equipment Needs/Curriculum:** New curriculum was ordered for all AV courses and will be utilized during the 2017-18 school year. A new anchor desk and chairs were ordered for the AV Production courses along with a new camcorder and video and sound equipment. We will look into Wacom or similar drawing tablets to give another option to design students for the 2017-18 school year purchases. Mr. Nelson will check into prices and research those possibilities this summer.

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## Business, Marketing, and Finance

### Goals for 2016-17:



#1 - To work with industry leaders to gain insight for basic needs in the workplace and as an employee, and as an aspiring employee

- Career Fair/Career Day – Fall 2016
- Guest speakers within the Business, Marketing, and Finance classes in both the fall and spring semesters. Goal attainment to be measured by the number of speakers utilized within the 2016-17 school year.

#2 - To teach necessary soft skills such as professional interviewing, and personal presentation such as speech, knowledge of subject and appearance

- Incorporate speech, keyboarding, and presentation as a fundamental skill in each Business, Marketing, and Finance course. Goal attainment will be measured through student mastery in classroom assignments, project grading rubrics, and teacher observations.

#3 - Teach basic money handling, awareness of physical money (counting and maintaining money), balancing a checkbook, and growing awareness of spending habits and budgeting.

- Dollars & Sense – hands-on lessons to be incorporated in the fall and spring semester.
- H&R Block participation – implemented in the fall semester.

#4 – Increase the number of students earning industry certifications in Business, Marketing and Finance fields.

- Implement QuickBooks in Accounting I and Accounting II courses. Attempt Quickbooks certifications during the spring semester for Accounting II students.
- Research interest in MOS OneNote certification for BIM courses to better prepare students for One to One integration. Make a decision on whether to implement OneNote Certifications by spring 2017.
- Increase the number of BIM students MOS certifications by at least 10% (from the 2015-16 school year). Goal should be met by spring 2017.

### Spring Meeting Goal Evaluation and Round Table Discussion:

**Goal 1 – Met.** Teachers had the following information as evidence that this goal was met:

L. Smith

- Guest speakers – Sam Johnson – CNB, Karen McMahan – ReMax Reality, Wayne Bawcum – Accountant, Lowes RDC – Human Resource Team,
- Saputo Tour
- Teacher and students participated in Career Day
- Students attended Career Day workshop
- Fall Advisory Meeting

P. Hass

- Lowes RDC speaker
- Saputo tour
- Students participated in Career Day
- Students attended Career Day workshop
- Fall Advisory Meeting

T. Stewart

- Lowes RDC speaker
- BIM2 Students participated in 8th grade county wide career day
- Participated in Career Day
- Students attended Career Day workshop
- Fall Advisory Meeting

**Goal 2 – Met.** Teachers reported the following evidence that this goal was met:

L. Smith

- Students conduct mock employment interviews, discuss interview do's and don'ts, practice shaking hands, proper dress for interview, personal grooming, and appearance
- Discuss soft skills and create Flip Grid showing good and bad examples of soft skills

P. Hass

- Students conduct mock employment interviews, discuss interview do's and don'ts, practice shaking hands, proper dress for interview, personal grooming, and appearance
- Soft skills poster
- Giving Project (of self – Legacy do you want to leave behind)

T. Stewart

- Students conduct mock employment interviews, discuss interview do's and don'ts, practice shaking hands, proper dress for interview, personal grooming, and appearance.
- Lessons learned in BIM – changes made or needed, using my BIM skills positive

**Goal 3 – Met.** Teachers presented the following evidence that this goal was successfully met:

L. Smith

- Budgeting
- Counting back change
- Awareness of spending habits

P. Hass

- H & R Block 1st Semester
- Budgeting
- Counting back change
- Balancing checkbook
- Awareness of spending habits

T. Stewart

- Stock Market Game

**Goal 4 – In Progress.** Currently the only student certifications offered in the Business, Marketing, and Finance career cluster area are the Microsoft Office certifications in Word, Access, Excel, and PowerPoint. We did increase the number of student certifications in each of these programs except Excel, which only was down by five. Forty-four students earned certifications in Word (14 above last year), 20 in Access (5 above last year), and 42 (25 above last year) in PowerPoint, and 27 in Excel (5 under last year). We will continue working on increasing the number of students who earn these certifications as well as adding Outlook. We will encourage students to earn the Master level of certification by passing Word Expert and Excel Expert, and PowerPoint or Access.

We will be adding Quickbooks student certifications in accounting courses next year. We will also investigate adding ASK (Assessment of Skills & Knowledge) Business Institute student certifications in Finance, Business Concepts, and or Marketing Concepts. These certifications are industry-based and endorsed by business leaders nationwide. They are listed on the Perkins Federal Grant reporting as industry recognized student certifications. We will continue working on adding relevant student certifications for the 2017-18 school year that will benefit students.

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## Education and Training



### 2016-17 Goals:

#1 - Increase number of students receiving certifications by offering the AAFCS Education Fundamentals Certification for Instructional Practices and/or Practicum in Education students for the 2016-17 school year. Goal will be to certify at least 5 students.

#2 – Students will complete e-portfolios in each Education & Training class and will upload at least one project in the spring semester and one project in the fall semester as artifacts for Education & Training courses.

#3 - Allow opportunities for students to become familiar with post-secondary education through having guest speakers from post-secondary education, College/Career Fair, and class research projects. Goal attainment will be measured by the number of opportunities students are provided during the fall and spring semesters.

#4 - Students will be given an opportunity to hear from someone with more than 10 years education experience through inviting guest speakers and observing teachers on the High School campus through the Instructional Practices course and off-campus through the Practicum in Education course.

## Spring Meeting Goal Evaluation and Round Table Discussion:

**Goal 1 - Met.** We did add the AAFCS Education Fundamentals student certification this year. Five students took the test and four passed. We will increase the number of expected certifications to 10 for the 2017-18 school year.

**Goal 2 – Met.** Students did complete their e-portfolios in the Education career cluster areas. We will continue working on this goal each year to ensure that students maintain their e-portfolio and have a completed portfolio upon graduation.

**Goal 3 – Met.** Students were given the opportunity to attend the college/career fair. Along with this, students did class research on various colleges and universities offering programs in education. Several students listened to a speaker from TAMU-C in regards to becoming an ESL or Bi-Lingual teacher.

**Goal 4 – Met.** Students were given the opportunity to observe teachers at SSSH, CCA, ECLC, and Water Oak schools. We also watched video presentations from current teachers who shared their classroom experiences.

**Review of Student Certifications:** We will continue offering the AAFCS Education Fundamentals student certifications for the 2017-18 school year with the goal of increasing the number of student certifications earned to 10.

**Review of Equipment Needs/Curriculum:** New curriculum was ordered for the education career cluster courses and will be utilized during the 2017-18 school year. We added a Real Care baby charging station for the simulated babies used in Child Development along with Real Care Baby Experiences student handbooks.

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## Health Science



### 2016-17 Goals:

1. Increase HOSA participation:
  - a. Increase HOSA members participating in HOSA competitions by 25% by the spring semester.
  - b. Talk to SSMS about possibly starting a Middle School chapter of HOSA. Goal will be to meet with Mrs. Williams to discuss the possibilities and find more information about the opportunities available for Middle School chapters by spring semester.
2. Increase the number of students earning industry certifications:
  - a. CMA Goal: 50% of Practicum II students to pass the CMA certification.
  - b. Encourage more students to pursue the CNA certification through our CNA Endorsement in conjunction with Paris Junior College. The CTE Director will meet with PJC in the fall semester to determine how to better market this program.

- c. Research other certifications to offer for 2017-18 school year. Possibilities include: Pharmacology and Phlebotomy. Teachers and CTE Director will research and make a determination of what certifications would be best to add to the program during the spring semester.
3. Continue to improve our Practicum program by:
- a. adding new training sites for 2017-18 school year
  - b. providing students with more certification opportunities during their Practicum II experience
  - c. providing students with different experiences within the Practicum programs

### Spring Meeting Goal Evaluation and Round Table Discussion:

**Goal 1 – Still in Progress.** We had 101 HOSA students this year, which was not an increase from last year. We did have 20 students who completed the on-line HOSA competitions. None of the students advanced, but all performed better overall. We did not find an opportunity to discuss a HOSA chapter at the Middle School campus.

**Goal 2 – Still in Progress.**

- a. Five out of 13 students passed the CMA student certification this year, which is 38.5%. We will continue to strive to achieve at least a 50% pass rate for the 2017-18 school year.
- b. We have been approved by PJC to offer the CNA certification course on our campus for the 2017-18 school year. We have approximately 18 students who will be enrolled in the course.
- c. We will continue to research other student certifications, including Pharmacology and Phlebotomy, to offer our Practicum students to make them more marketable upon graduation.

**Goal 3 – Met.** Dr. Arneke, Hopkins County Fire, Dr. Hill, Dr. Robin Patrick, Lakes Regional MHMR, and Tele-Med were added as site. Leah Irving FNP was added as a preceptor at Memorial Clinic. Dialysis denied requests for practicum site shadowing or tours. Jubilee Clinic went out of business.

We added the CMA certifications last year and will add CNA certifications next year. Phlebotomy is not in the plan at this time, but will still be investigated for the future. Our new practicum instructor is interested in pursuing EMT training for our students. We will also start to investigate Pharmacy Tech as a possible program to add.

**Additional Goals for 2017-18:**

- 1. Add new training sites: 1) find new vet clinics due to vet tech program utilizing Broadway Vet and HOPCO Vet, 2) re-visit dialysis center, 3) add Dr. Lennington, Dr. Coker, and her PA Potts.
- 2. Encourage Jr. Volunteers at the hospital.
- 3. Pursue adding Pharm Tech and EMT as possible student certifications.
- 4. Offer American Red Cross CPR as this is what is required in the field.

5. Conduct round table discussions with our HSTE programs.
6. Re-visit the physician internship program at our hospital (as it was planned, but got postponed).

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## Hospitality and Tourism



### 2016-17 Goals:

- #1 - Implementation of the new ProStart curriculum sponsored by the NRA and TRA aligned with the new endorsement sequence. Goal will be met throughout the 2016-17 school year.
- #2 - Course sequence will change for 2017-2018 school year to: 9th - Intro to Culinary Arts (1), 10th - Culinary Arts (2), 11th- Advanced Culinary (2), 12th - Practicum in Culinary Arts (2). The Endorsement Planning Guide and Career Cruising courses will be updated by the end of the fall semester.
- #3 - Student Certification will continue to be AAFCS Culinary Arts Pre-Pac. In addition we will encourage students to achieve the Prostart Certification recognized by the National Restaurant Association and Texas Restaurant Association.
- #4- Students will visit area restaurants and see first-hand the planning process and live service. Goal will be to visit at least two restaurants and will be attained by the end of the spring semester.
- #5- Students will practice live service in the classroom kitchen with mastery of handling multiple orders at once including an order with dietary restrictions such as peanut free or gluten free. Students will recognize and perform different levels of service from 1 to 5 star. Goal attainment/mastery will be measured by student assignments, teacher observations, and/or projects completed within the class.

### Spring Meeting Goal Evaluation and Round Table Discussion:

**Goal 1 – Met.** The ProStart curriculum was implemented and will continue to be utilized in the 2017-18 school year. We will also pursue students becoming certified in ProStart as part of our student certifications.

**Goal 2 – Met.** The course sequence for our Endorsement in Culinary Arts did change, however not as stated above. After reviewing the TEKS and our program, we decided that the best sequence of courses would be as follows: 9<sup>th</sup> Principles of Hospitality & Tourism; 10<sup>th</sup> Intro to Culinary Arts; 11<sup>th</sup> – Culinary Arts I; and 12<sup>th</sup> Practicum in Culinary Arts. We felt that the Principles course was still needed.

**Goal 3 – Still in Progress.** Six of seven students passed the AAFCS Culinary Arts certification this year. Students did not test in ProStart, but this will continue to be a goal for the 2017-18 school year. The ProStart curriculum was implemented this year, but more time is needed to get students prepared for the ProStart certification.

**Goal 4 – Met.** 1<sup>st</sup> semester students went to Chili’s and spent the day learning every aspect of the restaurant industry from point of sale to receiving to serving, and all expectations of a good employee. We also went to Lyndsay’s Plate’s and Provisions during the second semester. Students cooked for the Regional FFCLA competition and were critiqued and instructed in plating techniques by Chef Lyndsay and her staff.

**Goal 5 – Still in Progress.** – The last cake ball sale on campus had peanut offering so we kept that separate from the other items without nuts to recognize that there are students on campus with peanut allergies. Students participated in a Murder Mystery dinner. Students served about 125 people and had to take orders on various menu items. We did everything from concession stand to a formal dinner for our SSISD school board to give students opportunities to see different styles and types of service.

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## Information Technology



### 2016-17 Goals:

**Goal #1.** Increase use and knowledge of industry standard software, Photoshop CC, in Digital Media classes. Students will be working towards earning a certification in Adobe Photoshop CC, with a 20 percent passing rate (roughly 20 students).

**Goal #2.** Partner with local businesses to create project based learning assignments for real world application in Digital Media, such as update or create new logo designs and or new advertising.

**Goal #3.** Programming students will be moving from JCreator IDE to NetBeans. Programming students will also be learning SQL and HTML. Both changes in curriculum/instruction will benefit students to make them more marketable in the workforce. Goal will be met through restructuring curriculum/lessons in the fall and spring semesters. Student mastery will be measured through teacher designed assignments, tests, and classroom observations.

### Spring Meeting Goal Evaluation and Round Table Discussion:

**Goal 1 – Still in Progress.** So far 17 of approximately 100 students have received their certification in PhotoShop CC through the Digital Media classes. There will be another round of testing after an intensive review, with the hopes that the final passing rate will be in the upper 20% to low 30% range. We expect to surpass the initial goal of 20%. This goal should be continued next year with an expected pass rate of 25%.

**Goal 2 – Not Met.** Goal 1 had higher priority this year, so this goal was not met. This goal will be continued for next year.



**Goal 3 – Still in Progress.** First year students stayed with JCreator. about half of the second-year students moved to NetBeans. Weaker students stayed with JCreator. All thir-year and fourth-year students used NetBeans. Goal will be continued next year. The goal for learning SQL and HTML was met with Practicum students, but will be continued for next year.

**New Goal 4 (Web Design).** Web design students need to be able to create web pages from scratch using HTML and JavaScript.

**Review of Industry Certifications:** No new certifications will be offered through the Digital Media course sequences. Discussion was held about the difficulty level and cost of the JAVA certification, but no one was aware of any alternative certifications.

**New Equipment/Curriculum Needs:** Digital Media students would benefit from having access to digital sketchpads that they could use to create original, free-hand artwork. New curriculum was ordered for the Digital Media classes and will be utilized in the 2017-18 school year.

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## Law and Public Safety



### 2016-17 Goals:

#1 - Explore scholarship opportunities within the community as well as within the State. Report will be provided during the spring Advisory meeting.

#2 - Continue to explore and generate internship opportunities for Practicum class 2017/18 School Year to allow students to obtain hands-on experience. Goal will be to have at least two internships ready for the 2017-18 Practicum course. Report will be provided during the spring Advisory meeting.

#3 - Incorporate more speakers in the classroom as well as provide more field-trip opportunities. Goal will be to increase the number of guest speakers in the classroom and provide at least one field trip opportunity for the 2016-17 year.

### Spring Meeting Goal Evaluation and Round Table Discussion:

**Goal 1 – Still in Progress.** Carol Gunderson has volunteered to assist in seeking out scholarship opportunities for students.

**Goal 2 – Still in Progress.** Recommendations: Clay Johnson's office as possible internship resource. We also have confirmed: County Clerk, Sheriff, PD, will check with Probation, JP's Offices, Municipal Court, District Clerk's office.

**Goal 3 – Still in Progress.** Approximately 8 speakers spoke with students this year Fieldtrips. Suggestions for next year: JP offices to hear cases and witness Voir Dire. Tour Hopkins County Jail Locate other locations for possible law related educational tours.

**New Goals for 2017-18:**

Goal 4 - Mentors in classroom. Implementation 2017/18 school year in Practicum Courses  
Mentors thus far: Judge Newsom (Hopkins County Judge), Carol Gunderson (Adult Probation).

Goal 5 - Establish more contact within the community. Thus far honored EMT's – May EMT month (gift basket for EMTs). Explore other public safety honorariums and observe.

Goal 6 – Students develop ePortfolios. This is an ongoing goal.

**Discussion on Equipment Needs:** DWI Simulation glasses and Judge's bench for classroom.

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## Transportation



### 2016-17 Goals:

1. Create a better working relationship with the community. Starting with business leaders interested in being a part of our programs—such as membership on our Advisory Committee and taking an active role during the school year.
2. Work towards certifications in All Data for all Auto Tech 1 students. Goal attainment will be completed by the spring semester.
3. Work toward expanding the program to quality students truly interested in the program as a career choice, not just numbers or head count. Goal to be attained by marketing the Auto Tech program through the 8<sup>th</sup> Grade Success classes, retaining quality students through the Principles of Transportation and Small Engines courses to continue on with Auto Tech I and Advanced Auto Tech.
4. Look at the TEKS for the new Transportation courses and decide what courses should be adjusted in the Auto Repair Endorsement strand. Principles will be changing to Principles of Transportation Systems or Principles of Distribution & Logistics. There will also be a new course offered, Automotive Basics, that could be implemented in place of Small Engine Technology I for the 10<sup>th</sup> grade year. Decision will be made by the end of the fall semester.

### Spring Meeting Goal Evaluation and Round Table Discussion:

**Goal 1 – Still in Progress.** We will seek out business leaders in the auto tech industry who will be willing to attend and participate in the CTE Advisory Committee for the 2017-18 school year.

**Goal 2 – Goal Met.** Eight students passed the All Data certification test this year, which is three more than last year. We will continue to work on increasing the number of students certified as well as

explore the possibility of offering different student certifications that are listed on the Perkins Report that are listed as industry recognized certifications.

**Goal 3 – Goal Met.** Through the 8<sup>th</sup> grade success class and by retaining students, our program is continuing to grow. We currently have 21 students enrolled in Principles of Transportation. Next year 24 students have enrolled in Small Engine and nine students have enrolled in our new Auto Basics class, so all students were retained from the Principles course and some were even added. This year we had 34 students enrolled in the Small Engine course. Nineteen of those students were retained to enroll in the Auto Tech I course for the 2017-18 school year. This year we had 8 students enrolled in Auto Tech I. All 8 are being retained through 6 being enrolled in Auto Tech II and 2 being enrolled in Practicum in Transportation for the 2017-18 school year.

**Goal 4 – Goal Met.** The freshman level course name has changed to Principles of Transportation. We decided to keep the Small Engine Repair course as the second level course in the Auto Repair Endorsement sequence, but added another option for students – Automotive Basics. We have 9 students enrolled in this new course for the 2017-18 school year.

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## STEM

### 2016-17 Goals:

1. Meet with PJC to determine what possible concurrent courses would be available for the 12<sup>th</sup> Grade year through a Practicum in STEM course. Goal to be completed in the fall semester.
2. Determine what teaching certifications would be required for the new 2017-18 year (currently this information is not available from TEA) to see if any existing staff could be utilized for new CTE STEM course offerings. Goal to be completed as soon as TEA releases teacher certification requirements for 2017-18.
3. Work with Karen Phillips, SSISD Science Curriculum Specialist, to continue to develop a plan for a correct Endorsement sequence by analyzing the new 2017-18 TEKS for CTE STEM courses. Goal to be completed by the spring semester.



### Spring Meeting Goal Evaluation and Round Table Discussion:

**Goal 1 – Still in Progress.** PJC does not truly offer any Engineering courses. However, they do have a certification and associates degree program in Megatronics that we will explore as options for concurrent courses that our students can take during their 11<sup>th</sup> and 12<sup>th</sup> grade year. We will need to find out more information about the program PJC offers to determine what sequence of courses we would need to add for the 9<sup>th</sup> and 10<sup>th</sup> grade level to prepare them for the concurrent courses at PJC.

**Goal 2 – Still in Progress.** TEA has still not released the new teacher certification requirements for the new 2017-18 course offerings. Based on the information from current requirements, there are different certification options for the STEM areas. Principles of Technology requires a Physical Science, Science, or

STEM certification. Engineering Design and Presentation and Advanced Engineering Design and Presentation and Robotics requires a STEM, Mathematics/Physical Science/Engineering, or Technology Education certification. Currently we offer only Robotics I, which that teacher is Science certified but is working on acquiring his Technology Education certification.

**Goal 3 – Met.** Based on our current staff and current course offerings, we have elected to create a CTE STEM Endorsement that focuses on Robotics. The course sequence for the Endorsement is currently as follows: 9<sup>th</sup> – Principles of IT (existing course); 10<sup>th</sup> – Computer Programming (existing course); 11<sup>th</sup> – Robotics I (existing course); 12<sup>th</sup> – Robotics II (new course). We have 19 students enrolled in Robotics I, which is a slight increase from this year (14 students). Two students are enrolled in Robotics II. These students will be taught in the same section with Robotics I students, but will take a leadership role in the class.

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## Adjournment

Jenny Arledge adjourned the meeting at 4:10 pm.

## Next Meeting

Our next CTE Advisory Committee meeting will be held in the fall with the specific meeting time and date to be announced by the beginning of the fall semester. The next meeting focus on determining goals for the 2017-18 school year for CTE as well as goals for each career cluster area.

Thanks to our Career and Technical Education Advisory Committee, we will continually strive to explore and discover new ways of strengthening and growing our Career and Technical Education programs and to better connect our students with their future careers.

# Articulated CTE Courses through PJC

# PJC Articulated Courses and Certification/Associate Degree Endorsements

Articulated credit allows high school students to receive college credit for technical courses they completed while in high school. The articulation process eliminates the need for duplication of courses at the college level. Articulated credit is absolutely FREE! Students can take up to 15 credit hours of articulated credit that saves in the form of time and costs of college tuition and fees.

## Articulation Agreement with Paris Junior College (PJC)

Sulphur Springs High School has signed articulation agreements with Paris Junior College for twenty high school Career and Technical Education (CTE) courses. Those courses and their PJC equivalent courses are as follows:

### SSHS CTE Course

Accounting I  
Accounting II  
Ag Mechanics & Metal Technologies  
Anatomy & Physiology  
Business Information Management I **AND** Business Information Management II  
Computer Maintenance  
Health Science  
Medical Terminology **AND** Problems & Solutions  
Principles of Business, Marketing & Finance **AND** Business Law  
Principles of Business, Marketing & Finance **AND** Marketing Dynamics  
Principles of Business, Marketing & Finance **AND** Money Matters  
Principles of Health Science  
Principles of Information Technology  
Telecommunications & Networking  
Web Technologies  
Welding  
Advanced Welding

### PJC Course (Credit Hours)

ACNT 1311 Introduction to Computerized Accounting (3)  
ACNT 1303 Introduction to Accounting I (3)  
WLDG 1425 or 1307  
MDCA 1309 Anatomy & Physiology for Medical Assistants (3)  
ITSC 1309 Integrated Software Applications I (3)  
  
ITSC 1325 Personal Computer Hardware (3)  
HPRS 1102 Wellness and Health Promotion (1)  
HITT 1305 Medical Terminology (3)  
BUSG 1301 Introduction to Business (3)  
  
MRKG 1311 Principles of Marketing (3)  
  
BUSG 1304 Personal Finance (3)  
  
HPRS 1201 Introduction to Health Professions (2)  
ITSC 1301 Introduction to Computers (3)  
ITNW 1325 Fundamentals of Networking Technologies (3)  
IMED 1316 Web Page Design I (3)  
WLDG 1457  
WLDG 1428

### Student Articulation Requirements:

1. Must meet all college admission requirements.
2. Must have graduated from high school on the Recommended Graduation Plan or Foundation Graduation Plan with an Endorsement.
3. Must select and have an approved college AAS or Certificate Degree Plan on file with PJC.
4. Must have completed the specified high school course(s) with a minimum grade of 80.
5. Must be currently enrolled at PJC and have completed twelve (12) semester hours of credit (which can include dual credit).
6. Request for college credit to be granted for the articulated courses within fifteen (15) months from date of high school graduation.

# SSHS-PJC ARTICULATED COURSE CREDIT

Articulated credit allows high school students to receive college credit for technical courses they completed while in high school. The articulation process eliminates the need for duplication of courses at the college level. Articulated credit is FREE! Students can take up to 15 credit hours of articulated credit that saves in the form of time and costs of college tuition and fees.

SSHS courses that are articulated with PJC are listed on the right along with their PJC equivalent courses.

In order to receive articulated course credits through PJC, the following requirements must be met:

1. Must meet all college admission requirements.
2. Must have graduated from high school on the Recommended Graduation Plan or Foundation High School Plan with an Endorsement.
3. Must select and have an approved college AAS or Certificate Degree Plan on file with PJC.
4. Must have completed the specified high school course(s) with a minimum grade of 80.
5. Must be currently enrolled at the college and have completed twelve (12) semester hours of credit (which can include dual credit/concurrent credit coursework taken in high school).
6. Request for college credit to be awarded for the articulated courses within fifteen (15) months from the date of high school graduation.

Please see Ms. Arledge in the library if you have any questions or email questions to [JARLEDGE@SSISD.NET](mailto:JARLEDGE@SSISD.NET)

## CTE COURSES UNDER THE ARTICULATION AGREEMENT:

High School	WECM College Course
Accounting I	ACNT 1311
Accounting II	ACNT 1303
Anatomy & Physiology	MDCA 1309
BIM I AND BIM II	ITSC 1309
Business Law (and completion of Principles of Business Marketing & Finance)	BUSG 1301
Computer Maintenance	ITSC 1325
Health Science	HPRS 1102
Marketing Dynamics	MRKG 1311
Medical Terminology	HITT 1305
Money Matters (and completion of Principles of Business Marketing & Finance)	BUSG 1304
Principles of Health Science	HPRS 1201
Principles of Information Technology	ITSC 1301
Telecommunications & Networking	ITNW 1325
Web Technologies	IMED 1316
Ag Mechanics & Metal Technologies	WLDG 1313
Welding	WLDG 1307
Advanced Welding	WLDG 1428 + WLDG 1417+ WLDG 1457 taken as dual credit

# CTE Meetings



# Meeting Agenda

Tuesday August 16, 2016 9:47 AM

8:30 - 8:45	Light Breakfast, Introductions, Prayer
8:45 - 10:45	<ol style="list-style-type: none"> <li>1. Vision, Mission, Goals - (SWAY)             <ol style="list-style-type: none"> <li>a. Creating innovative classrooms</li> <li>b. Project Based Learning (PBL)                 <ol style="list-style-type: none"> <li>a. PBL Training May 30-June 1 (Tentative)</li> <li>b. Teacher Externships</li> </ol> </li> <li>c. Student ePortfolios - Pathbrite</li> <li>d. Change to Vision, Mission, Goals?</li> </ol> </li> </ol>
Break	<ol style="list-style-type: none"> <li>2. CTE Advisory Committee</li> <li>3. Practicums</li> <li>4. CTSO Recruitment</li> <li>5. Budget &amp; Inventory</li> <li>6. Accountability – CTE</li> <li>7. Board Presentation - Tuesday, September 6, 6:00 pm</li> <li>8. Lesson Plans/Course Syllabus</li> <li>9. Curriculum/Technology/Learning Strategies Resources</li> <li>10. Checklist for the afternoon.</li> </ol>
10:45 - 11:30 pm	<b>Departmental Round Table Planning Meeting- RM 308</b> <ul style="list-style-type: none"> <li>• 8th Grade Success Class Teachers</li> <li>• Arts/AV             <ul style="list-style-type: none"> <li>◦ B. Nelson</li> <li>◦ H. Robinson</li> </ul> </li> <li>• Information Technology             <ul style="list-style-type: none"> <li>◦ J. Bailey</li> <li>◦ G. Wilder</li> </ul> </li> <li>• STEM             <ul style="list-style-type: none"> <li>◦ N. Wiggins</li> </ul> </li> </ul>
11:30 - 1:00 pm	LUNCH
1:00 - 1:45 pm	<b>Departmental Round Table Planning Meeting - RM 301</b> <ul style="list-style-type: none"> <li>• Health Science             <ul style="list-style-type: none"> <li>◦ B. Abell</li> <li>◦ J. Carter</li> <li>◦ L. Stracener</li> </ul> </li> </ul>
1:50 - 2:35 pm	<b>Departmental Round Table Planning Meeting - RM 304</b> <ul style="list-style-type: none"> <li>• Business Management &amp; Administration             <ul style="list-style-type: none"> <li>◦ L. Smith</li> <li>◦ T. Stewart</li> </ul> </li> <li>• Finance             <ul style="list-style-type: none"> <li>◦ P. Hass</li> </ul> </li> </ul>

- Law
  - D. Robinson
  - M. Price
- Education & Training
  - D. Stribling

2:40 - 3:30 pm

**Departmental Round Table Planning Meeting - AG RM 1**

2:40 - 3:10 - OSHA Presentation

- Agriculture
  - J. Holland
  - JT Luper
  - M. Evert (Robbins)
- Architecture & Construction
  - H. Smithson
  - C. Davis
- Hospitality/Tourism
  - N. Reese
- Transportation
  - B. Halter
  - H. Smithson

3:10 – 3:30 Round Table

# CTE PROFESSIONAL DEVELOPMENT SIGN-IN SHEET

**Facilitator:** Jenny Arledge

**Meeting Date:** Tuesday, August 16, 2016

**Meeting Time:** 8:30 - 3:30

**Place/Room:** Library

Last Name	First Name	Signature	Birthday (Month/Day)
Abell	Brad	<i>Brad Abell</i>	1-26
Bailey	Joel	<i>Joel Bailey</i>	7-13
Carter	Jennifer	<i>Jennifer Carter</i>	5-24
Davis	Christina	<i>Christina Davis</i>	1-25
Halter	Bob	<i>Bob Halter</i>	10-14
Hass	Paula	<i>Paula Hass</i>	12-20
Holland	John	<i>John Holland</i>	5-4-90
Luper	JT	<i>JT Luper</i>	8/30
Nelson	Brandon	<i>Brandon Nelson</i>	3/3
<del>Price</del>	<del>Megan</del>		
Reese	Nancy	<i>Nancy Reese</i>	7-8
Robbins	Melissa	<i>Melissa Robbins</i>	6-6
Robinson	Demetra	<i>Demetra Robinson</i>	
Robinson	Heath	<i>Heath Robinson</i>	04/02
Smith	Lynn	<i>Lynn Smith</i>	<del>7-29</del>
Smithson	Harold	<i>Harold Smithson</i>	6-28
Stewart	Tracy	<i>Tracy Stewart</i>	11/16
Stracener	Lacie	<i>Lacie Stracener</i>	10/01
Stribling	Debbie	<i>Debbie Stribling</i>	12/20
Wilder	Gina	<i>Gina Wilder</i>	9/01
<del>Wiggins</del>	<del>Nick</del>		

Shutt ~~Emily~~ Kelly

*Kelly Shutt*

117

Diamond Steve

*Steve Diamond*

11/25

Frazier Lee Ann

*L. Frazier*

2-8

# ***Career & Technical Education***

## ***Meeting Agenda***

September 30, 2016

7:30 – 8:00 am

Type of Meeting: Breakfast Club – Technology Training

Meeting Facilitator: Mrs. Townsend

Invitees: CTE Teachers

- I. Call to order/Welcome – Jenny Arledge
- II. Technology Training – Quizlet Live
  - II.1 Teachers practiced using Quizlet Live, an online student instructional grouping tool to review vocabulary terms for courses.
  - II.2 Teachers will be attempting to use Quizlet Live within their lesson activities/plans during the 2<sup>nd</sup> six weeks.
- III. Adjournment

# CTE BREAKFAST CLUB SIGN-IN SHEET

**Facilitator:** Jenny Arledge

**Meeting Date:** Friday, Sept. 30, 2016

**Meeting Time:** 7:30-8:00 am

**Place/Room:** Library

Last Name	First Name	Signature
Abell	Brad	<i>Brad Abell</i>
Bailey	Joel	<i>J. Bailey</i>
Carter	Jennifer	<i>Jennifer Carter</i>
Davis	Christina	<i>Christina Davis</i>
Evert	Melissa	<i>Melissa Evert</i>
Halter	Bob	<i>Bob Halter</i>
Hass	Paula	<i>Paula Hass</i>
Holland	John	<i>John Holland</i>
Luper	JT	<i>J. T. Luper</i>
Nelson	Brandon	
<del>Price</del>	<del>Megan</del>	
Reese	Nancy	<i>Nancy Reese</i>
Robinson	Demetra	<i>Demetra Robinson</i>
Robinson	Heath	<i>Heath Robinson</i>
Smith	Lynn	<i>Lynn Smith</i>
Smithson	Harold	<i>Harold Smithson</i>
Stewart	Tracy	<i>Tracy Stewart</i>
Stracener	Lacie	<i>Lacie Stracener</i>
Stribling	Debbie	<i>Debbie Stribling</i>
Wilder	Gina	<i>Gina Wilder</i>
<del>Wiggins</del>	<del>Nick</del>	

*Jenny Arledge*

**CTE Meeting – January 3, 2017**

**8:45-10:15 am**

**Library**

**AGENDA**

1. Semester Planning -
  1. 2nd Semester Planning - Scope & Sequence
  2. Lesson Plans - 4th Six Weeks - Guidelines for Lesson Planning & Forethought
2. New Courses - Course Changes - Endorsement Changes 2017-18
3. Proclamation 2017 - Vendor Fair January 27, Region 8
4. Student Certifications
5. Budget
6. Inventory
7. Advisory Meeting - Plan spring meeting
8. CTE Month - February
9. Endorsement Signing Night - February 27 - March 3 (Public School Week - Open House)
10. Teacher Externships
11. Summer Professional Development

# CTE MEETING SIGN-IN SHEET

**Facilitator:** Jenny Arledge

**Meeting Date:** Tuesday, January 3, 2017

**Meeting Time:** 9:00 – 10:00 am

**Place/Room:** Library

Last Name	First Name	Signature
Abell	Brad	<i>Brad Abell</i>
Bailey	Joel	<i>J. Bailey</i>
Carter	Jennifer	<i>Jennifer Carter</i>
Davis	Christina	<i>Christina Davis</i>
Ewart	Melissa	<i>Melissa Ewart</i>
Halter	Bob	<i>Bob Halter</i>
Hass	Paula	<i>Paula Hass</i>
Holland	John	<i>John Holland</i>
Luper	JT	<i>JT Luper</i>
Nelson	Brandon	<i>Brandon Nelson</i>
Price	Megan	<i>Megan Price</i>
Reese	Nancy	<i>Nancy Reese</i>
Robinson	Demetra	<i>Demetra Robinson</i>
Robinson	Heath	<i>Heath Robinson</i>
Smith	Lynn	<i>Lynn Smith</i>
Smithson	Harold	<i>Harold Smithson</i>
Stewart	Tracy	<i>Tracy Stewart</i>
Stracener	Lacie	<i>Lacie Stracener</i>
Stribling	Debbie	<i>Debbie Stribling</i>
Wilder	Gina	<i>Gina Wilder</i>
Wiggins	Nick	<i>Nick Wiggins</i>

# CTE Meeting – February 20, 2017

8:30 – 10:00 am

Library



CELEBRATE TODAY,  
OWN TOMORROW!

## AGENDA

- 1) Poster Maker – Mrs. Houchins
- 2) Technology Training - Mrs. Townsend
- 3) CTE Month
  - a. Feb. 20 – FFA Week
  - b. Feb. 27 – HOSA Week
  - c. March 6 – Open House/Endorsement Signing Night 6-7:30 pm
- 4) Textbooks
  - a. Exam copies – let me know if you do not have what you need
  - b. Decisions by Friday, March 10
    - i. Need the publisher name, course name, number of copies/online access accounts
- 5) Budget
  - a. Big ticket items soon
  - b. Think about next year supplies
  - c. Cut off for spending is April
  - d. Make decisions about summer conferences – complete travel forms
- 6) Student Certifications
  - a. Potential list of student certifications for school accountability – short list
    - i. AWS Welding
    - ii. Microsoft Office Specialist Master (Word Expert, Excel Expert, PowerPoint)
  - b. Need to provide me the approximate cost of student certifications if not already paid – this week if possible
  - c. Goal **increase** number of students who certified (Perkins) from last year:
    - i. Beef Quality Assurance – 12
    - ii. Adobe Photoshop – 8
    - iii. MOS Word – 30
    - iv. MOS Excel – 32
    - v. MOS Access – 15
    - vi. MOS PowerPoint – 17
    - vii. CMA – 3
    - viii. AAFCS – Pre-Pac Culinary – 4
- 7) Teacher Externship – EDC
  - a. Locations: Saputo and Clayton Homes
  - b. 4 days shadowing/1-day planning - \$800 + opportunity for extra \$250 + Exchange Day
  - c. Partner with core teacher – develop PBL unit
  - d. Present to EDC in the summer, share with teachers in the fall
- 8) Advisory Meeting – Thursday, May 4 – 2:45-4:00 pm
  - a. Look at your goals – see how we are doing
- 9) Saputo Tour – Wednesday – Lunch provided – carpool there
  - a. Smith, Hass, Halter, Reese, Luper
- 10) Lesson Planning – Rest of the afternoon



# CTE MEETING SIGN-IN SHEET

Facilitator: Jenny Arledge *JA*

Meeting Date: Monday, Feb. 20, 2017

Meeting Time: 8:30 – 10:00 am

Place/Room: Library

Last Name	First Name	Signature
Abell	Brad	<i>Brad Abell</i>
Bailey	Joel	<i>Joel Bailey</i>
Carter	Jennifer	<i>Jennifer Carter</i>
Davis	Christina	<i>Christina Davis</i>
Evert	Melissa	<i>Melissa Evert</i>
Halter	Bob	<i>Bob Halter</i>
Hass	Paula	<i>Paula Hass</i>
Holland	John	<i>John Holland</i>
Luper	JT	<i>JT Luper</i>
Nelson	Brandon	<i>Brandon Nelson</i>
Price	Megan	<i>Megan Price</i>
Reese	Nancy	<i>Nancy Reese</i>
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Stewart	Tracy	<i>Tracy Stewart</i>
Stracener	Lacie	<i>Lacie Stracener</i>
Stribling	Debbie	<i>Debbie Stribling</i>
Wilder	Gina	<i>Gina Wilder</i>
Wiggins	Nick	<i>Nick Wiggins</i>

# **Career & Technical Education (CTE)**

## **Meeting Agenda**

April 17, 2017

9:00 – 10:00 am

**Type of Meeting:** CTE Spring Planning Meeting

**Meeting Facilitator:** Jenny Arledge

- 1) Technology Training – Townsend
  - a) Nepris.com – need a volunteer
    - i) EDC will sponsor for all CTE teachers
  - b) New Technology Demonstration/Training
  - c) Tech Challenge
- 2) Teacher Externships
  - a) Applications due this Friday, April 21
  - b) 4 CTE teachers; 4 core
- 3) Practicum/Career Prep – students applications should be out to students
  - a) Guide finish in May
- 4) EPortfolios
  - a) All CTE students should have an ePortfolio with at least two projects from each of your courses and an updated resume
  - b) Projects – add reflections-what they learned
- 5) Budget
  - a) We have to spend all the budget I emailed + Perkins (\$35,404.54) + about \$73,000 to meet 58% (\$100,000 curriculum, \$100,000 Ag Shop Remodel)
- 6) Student Certifications
  - a) Goal: continue to increase the number of student certifications
  - b) Turn in list of students who have certified and in what ASAP
  - c) Can be reimbursed for all students who pass if they were paid through general budget (all except Certiport)
- 7) Advisory Committee Meeting – May 11, 2:45-4:00 pm
  - a) Review goals set in the fall – be ready to explain what has been done to accomplish those goals.
- 8) Job Fair
  - a) April 25 at the Civic Center
  - b) 123 students signed up
- 9) Administrative Meeting
  - a) Continue working on soft skills
  - b) Saputo – 7 C's/WILDCATS – both or one?
    - i) Student evaluations
    - ii) Student applications
    - iii) WILDCATS posters
- 10) CTSO Stipend
- 11) Inventory
- 12) Project Based Learning Training – May 30-June 1 - Library
- 13) Continuous Goal – Build Programs!

# CTE MEETING SIGN-IN SHEET

Facilitator: Jenny Arledge

Meeting Date: Monday, April 17, 2017

Meeting Time: 9:00- 10:00 am

Place/Room: Library

Last Name	First Name	Signature
Abell	Brad	<i>Brad Abell</i>
Bailey	Joel	<i>Joel Bailey</i>
Carter	Jennifer	<i>Jennifer Carter</i>
Davis	Christina	<i>Christina Davis</i>
Ewart	Melissa	<i>Melissa Ewart</i>
Halter	Bob	<i>Bob Halter</i>
Hass	Paula	<i>Paula Hass</i>
Holland	John	<i>John Holland</i>
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Robinson	Demetra	<i>Demetra Robinson</i>
Robinson	Heath	<i>Heath Robinson</i>
Smith	Lynn	<i>Lynn Smith</i>
Smithson	Harold	<i>Harold Smithson</i>
Stewart	Tracy	<i>Tracy Stewart</i>
Stracener	Lacie	<i>Lacie Stracener</i>
Stribling	Debbie	<i>Debbie Stribling</i>
Wilder	Gina	<i>Gina Wilder</i>
Wiggins	Nick	<i>Nick Wiggins</i>



Region 6 Education Service Center  
 3332 Montgomery Rd  
 Huntsville, TX 77340-6499  
 Phone (936) 435-8217 Fax (936) 435-8476

## 2016-2017 ON-SITE PROFESSIONAL DEVELOPMENT CONTRACT

District	<input type="text" value="Sulphur Springs ISD"/>	Campus	<input type="text" value="Sulphur Springs HS"/>
District Contact	<input type="text" value="Jenny Arledge"/>	Region 6 Contact	<input type="text" value="Pam Cadwalder"/>
Email	<input type="text" value="jarledge@ssisdd.net"/>	ESC Phone Number	<input type="text" value="(936) 435-8375"/>
District Phone Number	<input type="text" value="(903) 885-2158"/>	Date of Request	<input type="text" value="September 21, 2016"/>

This district enters into agreement with Region 6 Education Service Center for the following on-site professional development:

Date(s) of service	<input type="text" value="05/30/2017 - 06/01/2017"/>	Time:	<input type="text" value="9:00 a.m. - 3:00 p.m."/>
Topic(s):	<input type="text" value="Project Based Learning"/>		
Presenter(s)	<input type="text" value="Pam Cadwalder"/>		
Audience(Grade Level, Subject Area)	<input type="text" value="Beginner"/>	Number Estimated to Attend	<input type="text" value="25"/>


Requested Equipment:

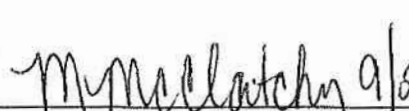
Internet  
  Computers  
  Tables/Chairs  
  Projector  
  Screen  
  Other


Payment Schedule: District/Campus will be billed within 30 days of the training date.

Number of Days	<input type="text" value="3"/>	Fee Per Day Per Trainer	<input type="text" value="\$ 850.00"/>	<input type="text" value="\$ 2,550.00"/>
		Travel Fee Per Day Per Trainer (if outside of Region 6)	<input type="text" value="\$ 400.00"/>	<input type="text" value="\$ 1,200.00"/>
Notes:	<input type="text" value="Out of Region -&lt;br/&gt;         Location: 1200 Connally Street, Sulphur Springs, TX&lt;br/&gt;         75482&lt;br/&gt;         Event ID: 249190"/>		Materials Fee	<input type="text"/>
			Total Cost to District	<input type="text" value="\$ 3,750.00"/>
		Purchase Order Number	<input type="text"/>	

Signatures: Sign and return to Maggi Carmichael at mcarmichael@esc6.net or fax to (936) 435-8476.







ESC Specialist                      Date                      Coordinator                      Date                      District Contact                      Date

Region 6 Education Service Center reserves the right to terminate this contract at any time.

# CTE MEETING SIGN-IN SHEET

Facilitator: Jenny Arledge

Meeting Date: Tuesday, May 30, 2017

Meeting Time: 9:00 am- 3:30 pm

Place/Room: Library

Last Name	First Name	Signature
✓ Abell	Brad	<i>Brad Abell</i>
Bailey	Joel	<i>J. Bailey</i>
✓ <del>Carter</del>	Jennifer	<i>J. Bailey</i>
✓ Davis	Christina	<i>C. Davis</i>
<del>Ewart</del>	<del>Melissa</del>	<hr/>
✓ Halter	Bob	<i>Bob Halter</i>
Hass	Paula	<i>Paula Hass</i>
✓ Holland	John	<i>John Holland</i>
✓ Luper	JT	<i>J.T. Luper</i>
Nelson	Brandon	<i>Brandon Nelson</i>
✓ Price	Megan	<i>Megan Price</i>
✓ <del>Reese</del>	<del>Nancy</del>	<hr/>
✓ Robinson	Demetra	<i>Demetra Robinson</i>
✓ Robinson	Heath	<i>Heath Robinson</i>
Smith	Lynn	<i>Lynn Smith</i>
✓ Smithson	Harold	<i>Harold Smithson</i>
✓ Stewart	Tracy	<i>Tracy Stewart</i>
Stracener	Lacie	<i>Lacie Stracener</i>
✓ Stribling	Debbie	<i>Debbie Stribling</i>
✓ Wilder	Gina	<hr/>
<del>Wiggins</del>	<del>Nick</del>	<hr/>

*Loy Owen*

*Kenn Tano*

*Carrie Bohman*

*Amily Westberry*

**MATTWILDER**

# CTE MEETING SIGN-IN SHEET

Facilitator: Jenny Arledge

Meeting Date: Wednesday, May 31, 2017

Meeting Time: 9:00 am– 3:30 pm

Place/Room: Library

Last Name	First Name	Signature
<del>Abell</del>	<del>Brad</del>	
Bailey	Joel	J. Bailey
<del>Carter</del>	<del>Jennifer</del>	
Davis	Christina	C. Davis
<del>Ewart</del>	<del>Melissa</del>	
Halter	Bob	Bob Halter
Hass	Paula	Paula Hass
Holland	John	John Holland
Luper	JT	J. T. Luper
Nelson	Brandon	Brandon Nelson
Price	Megan	Megan Price
<del>Reese</del>	<del>Nancy</del>	
Robinson	Demetra	Demetra Robinson
Robinson	Heath	Heath Robinson
Smith	Lynn	Lynn Smith
Smithson	Harold	Harold Smithson
Stewart	Tracy	Tracy Stewart
Stracener	Lacie	Lacie Stracener
Stribling	Debbie	Debbie Stribling
<del>Wilder</del>	<del>Gina</del>	
<del>Wiggins</del>	<del>Nick</del>	
Owen	Lory	Lory Owen
Tantum	Kevin	Kevin Tantum
Bohman	Carrie	Carrie Bohman
Westberry	Emily	Emily Westberry
Wilder	Matt	MATT WILDER

# CTE MEETING SIGN-IN SHEET

Facilitator: Jenny Arledge Meeting Date: Thursday, June 1, 2017  
 Meeting Time: 9:00 am– 3:30 pm Place/Room: Library

Last Name	First Name	Signature
Abell	Brad	
Bailey	Joel	<i>Joel Bailey</i>
Carter	Jennifer	
Davis	Christina	<i>CDavis</i>
Ewart	Melissa	
Halter	Bob	<i>Bob Halter</i>
Hass	Paula	<i>Paula Hass</i>
Holland	John	<i>John Holland</i>
Luper	JT	<i>J.T. Luper</i>
Nelson	Brandon	
Price	Megan	<i>Megan Price</i>
Reese	Nancy	
Robinson	Demetra	<i>Demetra Robinson</i>
Robinson	Heath	<i>Heath Robinson</i>
Smith	Lynn	<i>Lynn Smith</i>
Smithson	Harold	<i>Harold Smithson</i>
Stewart	Tracy	<i>Tracy Stewart</i>
Stracener	Lacie	<i>Lacie Stracener</i>
Stribling	Debbie	<i>Debbie Stribling</i>
Wilder	Gina	
Wiggins	Nick	
Owen	Lory	<i>Lory Owen</i>
Tantor	Kerin	
Bohman	Carrie	<i>Carrie Bohman</i>
Westberry	Emily	<i>Emily Westberry</i>
Wilder	Matt	<i>MATT WILDER</i>

**CTE News**



Felony  
**County man arrested for cattle theft up to \$250K**

By **KERRY CRAIG**  
*News-Telegram Staff Writer*  
 kerry@ssecho.com

Texas and Southwestern Cattle Ranger Toney Hurley said 48-year-old Lindy Wayne Shipley turned himself in to deputies at Hopkins County Law Enforcement Center Tuesday morning on a felony warrant alleging theft of as much as \$250,000 worth of cattle.

“Apparently, he was grazing cattle for a man out in West Texas,” Hurley explained. “The man came in February to pick all his cattle up, and he was short more than 100 head of cat-

tle.”  
 The cattle ranger, who was called into the case in July, said he had talked to Shipley several times about the missing livestock without much luck.

“Other than they are not there,” he said. “I have been trying to work with Shipley on finding the location of the cattle. It is still an ongoing investigation and we’ve still got a lot work to do, but, at this point in time, he had to be arrested and jailed in order for the case to proceed.”

Bond for Shipley was set at \$250,000.

**END ZONE**  
**1,000 MILES AWAY**

From Staff Reports

There may be several forms of “touchdowns” this week in Orlando, Fla., when the Sulphur Springs Wildcats, cheerleaders and fans arrive.

The airplanes carrying the team and fans are scheduled to touchdown at the Orlando airport on Wednesday evening, just ahead of a tropical storm that may touch down in Florida Thursday. Which leaves the matter of football touchdowns the Wildcats will get a chance to score against Seminole Ridge, Fla., Hawks Friday night.

The varsity and junior varsity football teams, along with trainers and coaches, will fly out of Dallas Love Field Wednesday afternoon. The cheerleaders and fans are scheduled on a later flight, also out of Love Field.

The schedule for the students includes (all times EST) weather permitting:

**THURSDAY**

■ Cheerleaders participate in Disney’s dance workshop from 9 a.m. to 11:30 a.m.

--> See **WILDCATS**, Pg. 2

Heritage Park

**Plate Topper**



**Bill Glover**, president of the Hopkins County Historical Society, spends Tuesday sorting thousands of items for the Yard Sale with Friends at the Park fundraiser at Heritage Park and Museum. The sale will be Sept. 10 from 8 a.m. to 2 p.m. To donate to the event or to set up a booth, call 903-243-2938.

Staff Photo by Jon Lance

SSISD  
**Trustees approve \$4M more in expenses than originally budgeted**

By **FAITH HUFFMAN**  
*News-Telegram News Staff*  
 faith@ssecho.com

Sulphur Springs Independent School District trustees approved \$4,368,954 in budget amendments and an application asking Texas Education to grant a “timeline for an accelerated instruction” waiver. The decisions were made during a special meeting on Aug. 26.

Business Manager Sherry McGraw presented information to the board asking them to approve adjustments to the 2015-16 general fund, food service and debt service budgets, which would not only account for any amounts not already amended but also those expenses yet to come in.

While some funds cost more than anticipated a few others went down, leaving more in those fund balances.

The food service budget was originally budgeted at \$2,465,590; this fund was amended by \$51,056 more than originally budgeted.

Debt service was expected to cost \$4,215,648. That budget was amended with \$752 added to the debt service budget, to cover costs.

McGraw said most of the adjustments, particularly in the general fund budget, were for or related to facilities improvements, specifically for the Civic Center Auditorium and baseball field.

Overall, the general fund budget was amended from the original \$34.43 million to \$38.75 million. The general fund balance

--> See **SSISD**, Pg. 2

SSHS  
**New architectural, construction courses offered**  
*Help-A-Child will benefit*

By **JON LANCE**  
*News-Telegram Media Editor*  
 jon.lance.com

Sulphur Springs High School is not only teaching a new architectural construction class, but has allied with Help-A-Child to raise funds for the organization.

Earlier this year, Clayton Homes approached SSHS to see if the staff could help create a new course focused on construction and fabrication. To champion the class, teachers Christina Davis and Harold Smithson created a special two-part course for freshman students.

“We already have had a few businesses in town that are donating materials for our upcoming projects, especially Clayton Homes,” said Smithson. “I am so excited for this year, because I really want to focus on safety and have our kids learn as much as possible.”

Davis volunteered to teach an architectural class for a semester, while Smithson will teach construction fundamentals to another group. For the spring semester, the students will switch courses.

“I will be focusing on the hands-on portion. This semester, we will be building a variety of structures including several portable buildings, dog houses, sand boxes and a possible green house,” said Smithson.

In future semesters, the architectural class will have a symbiotic relationship with the construction class. For example, the fall architectural students will be creating the customized plans for

--> See **COURSES**, Pg. 2

**What’s happening**

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 opinions and headlines







Family Consumer Sciences

## Hicks, Stribling partner to promote ‘Say Yes to FCS’



Debbie Stribling (center) and some of her FCS students.

### Students encouraged to consider family and consumer sciences careers

By FAITH HUFFMAN  
News-Telegram News Staff  
faith@ssecho.com

Hopkins County AgriLife Extension Agent Johanna Hicks and Sulphur Springs High School teacher Debbie Stinson Stribling are very passionate about family and consumer sciences education.

Their dedication has resulted in each being recognized at state conferences for achievements in their fields of work.

Stribling teaches career and technology education classes, including child development, principles of education and training, instructional practices in education and training, and a practicum in education and training. She is also an advisor for the SSSH chapter of Family, Career and Community Leaders of America Chapter and National Technical Honor Society sponsor.

Hicks as the FCS agent for Hopkins County hosts workshops and regular programs in the community, including marriage education workshops, summer STEM camps, diabetes education, parenting education, serving on committees, sewing workshops, holiday crafts programs, various 4-H projects and club activities, master wellness programs, Kids Safe Saturday, health and parent fairs, childcare conferences and other activities.

Stribling, who will finish her 26th year of teaching this spring, was named

--> See STRIBLING, Pg. 2



Johanna Hicks (center right) teaching at an AgriLife Kids Camp.

Dr. Martin Luther King Jr. Awards

# The Dream, Remembered

### More than 100 recognized for contributions in King’s spirit

From Staff Reports

More than 100 people were honored for their contributions to Hopkins County in the spirit exemplified by civil rights leader the Rev. Dr. Martin Luther King Jr. during the 26th Annual MLK Awards Ceremony at Morning Chapel Missionary Baptist Church Monday night.

Featured speaker Dr. Kenneth “Rock” Clinton, retired professor of Sociology and Criminal Justice at Texas A&M University-Commerce, spoke of the lessons King taught in a time when “it was the only choice.”

King’s nonviolent demonstration in Birmingham, Ala., was a “turning point” in not only his — but also the nation’s — promotion of civil rights. The Birmingham Movement culminated in widely publicized confrontations between young black students and white authorities, resulting in about 1,000 arrests. The movement directly paved the way for the Civil Rights Act of 1964, which prohibited racial discrimination in hiring practices and public services throughout the U.S.

In August of that year, King led the March on Washington, in which he delivered his eloquent “I Have a Dream” speech in front of the Lincoln Memorial.

Others who participated in the evening included Texas A&M-Commerce President Dr. Ray Keck, master of ceremonies, and Dr. LaVelle Hendricks, pastor of East Caney Baptist Church and organizer of the first local MLK Awards ceremony, who presented opening remarks.

Douglas Intermediate School teacher Silvestra Alexander accompanied four of her students — Olyvia Palacios, Kinslei Smallwood, Caroline Coker and Charles Lee — who each read essays they had written about King’s legacy.

Those who were recognized



Dr. Kenneth “Rock” Clinton, retired professor of Sociology and Criminal Justice at Texas A&M University-Commerce, speaks to a full house during the 26th Annual Rev. Dr. Martin Luther King Jr. Awards Ceremony Monday evening. The program, held at Morning Chapel Missionary Baptist Church, included the presentation of more than 50 awards in 38 categories.

Staff Photo by Isabel Reyna

Monday in the spirit of King’s legacy of raising public consciousness to social justices, securing progress on civil rights, and loving and serving humanity were:

- **Spiritual:** Fergus Jacobs
- **Freedom Award:** Bo Jackson
- **Spirit of Loyalty:** Debra Berry
- **Spirit of Dependability:** Terry Wright and Tommy Long
- **Social Change:** Demetria Robinson

- **Mother of the Year:** Joann Kelly-Hunter
- **Father of the Year:** Clyde DeBase
- **Legacy of King:** Lewis C. Hawkins

- **Spirit of Service:** Yvonne Thornton
- **Spirit of Fellowship:** Rep. Dan Flynn
- **King’s Kids:** Tammy Wright, Tiffany Spigner and Linda Johnson
- **Choice Of Excellence:** Clarine Moore
- **Youth of the Year:** Destiny Godbolt
- **Family of the Year:** Kerry Roy
- **Music:** Andrea Franklin
- **Church of the Year:** Olive Branch
- **Political Award:** Wade Bartley
- **Encouragement:** Doris DeBase
- **Evangelism Award:** Marcie Porter
- **Faithfulness:** Jason Cunningham
- **MLK Media:** Dollie Kelly

- **Commitment Award:** Mynder L. Nash
- **Employer of the Year:** Rodney Reese
- **Employees of the Year:** Debbie Jenkins, Jennifer Scroggins and Barbara Brown
- **Law Enforcement:** John L. Robinson, Tarvaris Abron, Jay Sanders and Lewis Tatum
- **Spirit of Dedication:** Dewayne Harris
- **Pastor of the Year:** De’Lante Jackson
- **Achievement Award:** Louise Lee
- **Fraternity of the Year:** Kappa Alpha Psi Fraternity, Inc.
- **Sorority of the Year:** Delta Sigma

- Theta Sorority, Inc.
- **MLK Man of the Year:** Broderick Godbolt
- **MLK Women of the Year:** Gyeula Watson, Mary U. Ross and Willie Mae Harris
- **MLK Students Of The Year (SSISD):** D.J. Godbolt, Daieyshia Pruitt, Kiyonna Redmond, D’Irec Dugan, Shertta Hill, Imani Taylor, Lawrence Worth, Vontese Johnson, Zakya Ivery, Allen Hall Jr., Danielle Petty and SaDavia Porter
- **MLK Students Of The Year (Texas A&M-Commerce):** Damian Allen, Brandon Bussey, Caleb Farris, Bruce McCoy, Nathan Phillips, Robyn Carr, Jasmine J. Minor and Monique

- Burkley.
- **MLK Teachers Of The Year:** Maci Newsom, Lisa Wilborn, Demetra Robinson, Mynder L. Kelly, Regina D. Vaughn, Cameron Warren, Greg Owens, Jeff Chapman and Tony Henry
- **MLK Hall Of Fame:** J.D. Franklin, Tommy Clayton, Billy Edwards, Gloria Franklin, Glenda Brown, Chuck King, Dewayne McMeans and Callie J. Young
- **MLK Circle Of Success:** Nicole Johnson, Keiston Alexander, Tyrone Ivery, Meioshi Nash, Ashanta Alexander, Jarred Jackson, Clevon Alexander, Tammy Alexander, Elvria Dial, Marlon Alexander, LaTosha Ivery, Vanessa Abron and Betty Thompson.

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## Austin Flynn holding TEA accountable for implementation of HB 2804

### From Staff Reports

State Rep. Dan Flynn is giving a failing grade to the implementation of a new grading system for schools.

Flynn, who represents Hopkins County, voted for the bill in the last Legislative session, but like many who supported the measure he is disappointed in the way it has been implemented.

The legislation — House Bill 2804 — established an A-F letter grading system for schools and school districts to officially implement by 2018. It passed the House by a vote of 119 yeas, 17 nays and 2 present not voting.

Flynn is at issue primarily with the administering and weighting of the state-mandated

STAAR (State of Texas Assessments of Academic Readiness) tests.

“I am disappointed with both the STAAR testing system and how the Texas Education Agency has weighted test scores so heavily within the new A-F grading system,” Flynn said. “We all agree that schools must have accountability, but under this new system, good schools are receiving grades of C’s and lower due to the emphasis on standardized testing. It is imperative that legislators and TEA work together to improve this system so that all students can be adequately accounted for and well educated.”

The bill outlines three broad criteria that the

--> See EDUCATION, Pg. 2

## Elections C-P school board race being contested; not the case so far for SSISD and Yantis

### From Staff Reports

Of the three school district accepting applications for candidacy in the May 6 school trustees elections, a contested race had developed in only one district.

### Como-Pickton CISD

Como-Pickton Consolidated Independent School District has had four candidates file for three places on the school board.

At Como-Pickton, election official Lenise Boseman reported that Jessica Pegues Monday afternoon filed an application challenging incumbents Jim Murray, Mark Humphrey and Greg Anglin for their seats on the the school board.

Pegues is a teacher at Quitman ISD and former C-PCISD teacher. Murray is completing his ninth year on the school board and Anglin his eighth year. Mark Humphrey was appointed in August 2016 to fill the unexpired term of Beth Hankins, whose term would expire this May. However, Humphrey has previous experience on the school board, having served six years from 2003-2009, then five additional years from 2010-2015.

Candidate filing will continue until Feb. 17. Applications may be picked up and returned to Como-Pickton CISD Administration office from 8 a.m. to 4 p.m. Monday-Friday, through the filing deadline. The three candidates receiving the

--> See SCHOOL, Pg. 2

## Respect Flags at half staff in honor of Capt. Cernan

The flags on Celebration Plaza and around town will be flown at half staff Wednesday, Jan. 25, to honor United States Navy Capt. Eugene “Gene” Cernan, who died Monday, Jan. 16, in Houston at age 82.

Gov. Greg Abbott issued an order last week encouraging “individuals, businesses, municipalities, counties and other political subdivisions and entities” to fly their Texas and U.S. flags at half-staff “as a sign of honor, respect and unity” on Jan. 25, the day of Capt. Cernan’s interment to Texas State Cemetery “in honor and respect of the life and public service of U.S. Navy Captain Gene Cernan.”



Gene Cernan

Hopkins County Marine Corps League will join others across the state in honoring Cernan’s service by lowering the flags to half-staff on Celebration plaza Wednesday morning; the state and U.S. flags will remain at half-staff until Thursday morning.

“As an astronaut, Captain Cernan played an important role in the exploration of space and in the development of the aerospace industry in Texas. He was the last man to set foot on the moon and his final resting place will be in the Texas State Cemetery. As such, it seems fitting that flags in Texas should be flown at half-staff on the day of his interment,” Abbott noted in the request.

Cernan flew three times in space, including going to the moon twice. He was the second American to walk in space and the last human to leave his footprints on the moon.

He and Commander Thomas P. Stafford piloted the Gemini 9 mission, three-day flight in June 1966. Cernan logged more than two hours outside the orbiting capsule.

Cernan was also a lunar module pilot in May 1969 for Apollo 10, “the first comprehensive lunar-orbital qualification and verification test of the lunar lander.”

In December 1972, Cernan commanded the Apollo 17 mission, the last human mission to the moon. Cernan scratched his daughter’s initials on the lunar surface beside his footprints before he returned to the lunar module. During that mission, the crew of Apollo 17 took the iconic photo of Earth, which showed the entire hemisphere or whole earth fully illuminated; the Blue Marble photo is still used today.

### SSHS

# Technically Speaking



Emma Boyett lights the candles representing citizenship and leadership during the candle ceremony of the National Technical Honor Society at Sulphur Springs High School Monday evening. The induction ceremony recognized 17 new members as well as 17 returning members to NTHS.

Staff Photo by Isabel Reyna

## 17 new members inducted into National Technical Honor Society

### From Staff Reports

Sulphur Springs High School Monday evening honored 17 students’ achievements in career and technical classes by inducting them into the GERAL KENNEDY Chapter of the National Technical Honor Society.

NTHS is designed to recognize outstanding student achievement in career and technology. The purpose of the group is to encourage higher scholastic achievement, cultivate a desire for personal excellence, and help top students find success in today’s highly competitive workplace.

The technical honor society is built on eight basic principles: knowledge, skill, honesty, service, responsibility, scholarship, citizenship and leadership. Introducing the principles Monday evening during a candle ceremony were chapter members.

SSHS Director of College and Career Readiness Jenny Arledge recognized Kendall Blake, Spencer Brewer, Zackery Burgin, Natalie Cruz, Peyton Dietze, Riley Farley, Kate Flores, Leslie Garcia, Mollie Gibbins, Gisselle Gonzalez, Danielle Hughes, Maggie McGlamery, Emily Nance, Kate

--> See SSHS, Pg. 2



Members of the GERAL KENNEDY Chapter of the National Technical Honor Society were recognized Monday night.

Staff Photo by Isabel Reyna

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# COUNTY RECORDS

## Land transactions

Davy Alan Moore and Shanequa Moore to Robert Evans; tract in the Ocela Barb survey

Jim Butler and Sally Butler to Danny Atterberry and Joann Atterberry; tract in the E. Melton survey

Livia A. Sexton Colbert and Ronald K. Colbert to Connie Richard McGinnis and Kenneth Ray McGinnis; tract in the E.D. Chinneth survey

Tristream East Texas LLC to Tristream Holdings LLC

Doug McCool, independent executor for the Donald Wayne McCool estate, to Jeffrey Wayne Stevens and Robin Ann Stevens; tract in the M.A. Bowlin survey

Glenn Roach and Jo Ann Roach to Elva Duran and Fredy Duran; tract in the Dobson Stephenson survey

Glenn Roach and Jo Ann Roach to Juan Cruz Perez and Claudia Pomales; tract in the Dobson Stephenson survey

Angela P. "Angie" Smith and Robert "R.W." Smith to Angela Dae Smith and Robert Wayne Smith trustees for Angela Dae

Smith and Robert Wayne Smith trusts; tract in the John Norris survey

Juan Tinajero and Teresa Segura Tinajero to Hugo Alvarez and Claudia Tinajero; tract in the Agaton Caro survey

Christy Tinney and Lance Tinney to Brian Rugsby, Gregory Rugsby and Jerry Mack Rugsby; tract in the W.B. Jordan survey

Billy Ed McIlwain and Nancy McIlwain to Texas Crest Investments LLC; tract in the M.A. Bowlin survey

Clyde R. Pickerill and Connie E. Pickerill to Martha Haire Oppenheim; tract in the Agaton Caro survey

Clay Price, Juli Price, Kobie Price and Tate Price to Price Rentals LLC; tract in the Jose Y'Barbo survey

James Michael Janway and Susan Janway to Carolyn Risse; tract in the R.J. Watson survey

Billie Joyce Suttle and Quinton Eugene Suttle to Dakota Cordero and Danielle Cordero; tract in the Samuel McCall Wingate survey

Delores Kaye Cain to Everett Van Jennings; tract in the G. Pro-

cello survey

James Helfferich and Whitney Helfferich who is also known as Whitney Webb to Cheryl Ann Bartley; tract in the John Clark survey

Cynthia Cooley and Ted Cooley to Timothy James Middleton and Kaisa Tuulik; tract in the Daniel Anding survey

Jennifer Lynn Graves to Richard Marshall Graves; tract in the George C. Wetmore survey

James Edward Sheffield to Alice Ince Sheffield and James Randall "Randy" Sheffield; tract in the Helena Nelson survey

## Marriage licenses

Cecil Brent Duckworth and Cynthia Maline Smith

Armando Rios-Cruz and Magdalena Rios

Daniel Stephen Davis and Agnes Karissa Osorio

## Divorces granted

Mark Allen Wood and Brenda Kay Wood

Rebecca Dee Berry and Michael Joshua Dragan

Willie Marvin Riley Jr. and Judy Ann Riley

# MEAL A DAY

The Meal A Day program serves lunch for \$2 a plate every weekday from 10 a.m. to 11:30 a.m. at the Senior Citizens Activity Center, 150 Martin Luther King Jr. Drive. The menu for this week, Jan. 30-Feb. 3, includes:

Monday — Chicken breast, rice, Providence vegetables and a roll

Tuesday — Beef spaghetti, English peas and garlic toast

Wednesday — Meat loaf, mashed potatoes, green

beans and a roll

Thursday — Sour cream chicken enchiladas, refried beans, chips, salsa and tossed salad

Friday — Ham and Potato Casserole, Broccoli, Carrots and a Roll

Volunteers are also welcome — and often needed — to help prepare and deliver meals. For more information, call Karon Weatherman at the Senior Citizens Center, 903-885-1661.

## Blaine Flemens catches calf at FW Stock Show

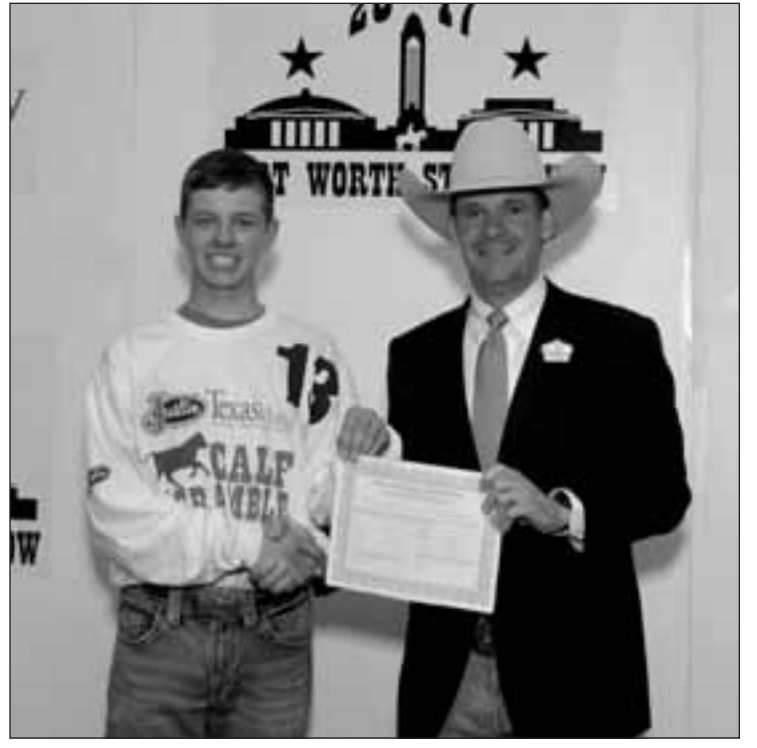
FORT WORTH — Blaine Flemens, a member of Sulphur Springs FFA, caught a calf during the Fort Worth Stock Show and Rodeo's Calf Scramble, earning a \$500 purchase certificate for a show heifer and the chance for up to \$10,000 in scholarship awards.

Blaine's parents are Joseph and Tammy Flemens. Flemens' award was sponsored by Eunice and Kelly McColm.

Flemens will use the purchase certificate to buy a registered beef or dairy heifer he will raise and exhibit at next year's Fort Worth Stock Show.

During the 28 rodeo performances, the Calf Scramble gives 16 Texas 4-H and FFA members the opportunity to catch eight calves, in one of the most thrilling and unpredictable events. The Justin Boot Company and Texas Mutual Insurance have been long time supporters of the Calf Scramble. Participants who do not catch a calf receive a pair of Justin boots.

The Stock Show's Calf Scramble scholarship awards range from \$500 to \$10,000, to participants who demonstrate dedication and hard work through monthly reports, and a



Sulphur Springs FFA member Blaine Flemens (left) receives a purchase certificate for a show heifer after catching a calf during the Fort Worth Stock Show Calf Scramble.

Submitted Photo

final essay submitted to their sponsors and the Calf Scramble Committee. The Calf Scramble program awarded 54 scholarships totaling in \$226,000 in 2016.

Twenty-three days of fun-filled entertainment is on tap now

through Feb. 4 at the Fort Worth Stock Show and Rodeo.

Tickets can be purchased online or by phone. For more information or to purchase tickets visit [www.fwssr.com](http://www.fwssr.com). Ordering tickets is also made easy by calling 817-877-2420.

## County crime rate hits record low

Continued from Page 1

cases. Investigator Dennis Findley specializes in property crimes. The newest addition to CID is Wade Sheets, who has been with the department for a number of years, and will be able to assist Weatherford.

The investigators work with prosecutors to obtain arrest warrants as needed. Tatum commended the attorneys who prosecute the cases and the district judge who hears them, for their stance on crime as well.

Having a good working relationship with other law enforcement agencies operating within the county — including Sulphur Springs police, Texas Rangers and cattle rangers — is also very valuable in helping lower crime stats and increase clearance rates.

"We work well with police and other counties, everyone from the Texas rangers and cattle rangers — the jailers, communications operators too — understands what we are trying to do. Everybody pitches in and are professional; they don't have to be told by supervisors what to do. They see a need and do it," Tatum said. "We're going to continue what we're doing and try to get better."

These continued efforts by officers, the sheriff noted, have resulted in significantly lower crime stats when compared to 2004, when the 17-year high spiked to 412, and 226 cases were cleared from HCSO books by either arrest, conviction or exception.

In fact, crime has continued to be below 350 since 2005, a year in which 336 overall crimes were recorded and the clearance rate was 58.9 percent, and the overall number of crimes has remained below 200 overall since 2012, when 184 offenses were recorded and 153 cases cleared.

Crime in Hopkins County declined in five of the nine major crime reporting categories, and rose in two others. No crimes were recorded at all in two categories. One new record low was set and one record high as well.

Last year, there were only 36 burglaries recorded by HCSO, 18 fewer than in 2015, marking the first time since the *News-Telegram* began tracking county crime stats in 2000 that less than 50 burglaries were recorded, which set a record low. Previously, the fewest number of burglaries in a single year was 50 in 2012, a year in which only 34 burglary cases were cleared. In 2016, officers not only kept pace with the incoming cases, but cleared one more case than was reported. Typically, when clearance rates exceed cases, it means unresolved cases from a previous year were cleared during that year.

The most burglaries in a single year was 122 in 2002, a year in which only 24 burglaries were cleared and during which 198 of the 408 overall offenses recorded were cleared. In fact, 2007 was the first year fewer than 100 burglaries were recorded; while 77 burglaries occurred, only 53 cases were cleared.

"We strive to recover property if it's been taken and to clear cases to send them to be prosecuted," Tatum said. "We are more aggressive in catching burglars. Patrol is out in the county during the day from 10 a.m. to 2 p.m. when the average burglary happens. We've talked to burglars during interviews with them and asked what they are looking for. Alarm systems, mean dogs, security cameras are all deterrents. If you have

them, put them up. We are aggressive in catching and returning property to owners, even more if there's elderly or children involved.

"If you steal something or commit a break-in offense here in Hopkins County, you will see us. If you take property, it's a fact, we will go wherever we have to go to recover it — other cities, counties even other states if that's where the clues and evidence lead," he said.

Also dropping significantly from 2015 to 2016 were larcenies, that is all thefts except vehicle thefts. There were 45 thefts last year, 18 less than in 2015, and just two offenses shy of the record low posted in 2014. The most larcenies in a single year during the 17-year reporting period was 145 in 2002, a year in which only 37 larceny cases were cleared. In fact, this category didn't dip below 100 offenses until 2010, a year in which 56 thefts were recorded and only 47 cases were cleared. In fact, 2016 was the first time since at least 2000, maybe ever, this category had a 100 percent clearance rate.

For the second year in a row, there were no criminal homicides recorded by HCSO. In fact, only one murder each was recorded in 2000, 2003, 2005, 2006, 2009, 2011 and 2014. The record high was two criminal homicides in 2004. No homicides were recorded in the remaining nine years. And, the clearance rate for this category has continued to be 100 percent each year, according to the HCSO data.

There were also no robberies in 2016, the same as in seven other years since 2000. The record for this category was set at three robberies in 2002, with 2009, 2001 and 2014 tied in second with two robberies each. Only one robbery was reported in 2001, 2003, 2005, 2007 and 2015. There were only two years in which the clearance rate didn't match the case load. Three robberies were recorded but only two cleared in 2002. However, in 2003, two robberies were cleared, one more than was reported.

Last year matched 2015 in the number of forcible rapes recorded. Five were recorded in both years. Although the clearance rate in that category for 2015 was 100 percent, while in 2016, one fewer case was cleared than the five reported. That's still less than half of the record high of 13 forcible rapes set in 2008, with 2002 setting the low; there were no rapes reported that year. This also is a category in which the clearance rate most often equals the number of offenses recorded; additional exceptions include 2002, when one case was cleared but no cases were recorded, 2006 when 12 rapes were reported but only 11 rape cases cleared, 2007 when two cases were reported but a whopping five cases were cleared, and 2011 when 11 cases were reported but only 10 cleared.

There were two fewer simple assaults in 2016 than the 43 posted in 2015. While still six more than the record of 35 set in 2012, 2016 had 73 offenses less than the record of 114 set in 2004. Only one less simple assault case was cleared from the books in 2016, as was the case in 2015 when 42 cases were cleared. Four of the last 17 years had 100 percent clearance rates in the simple assault category: 108 in 2001, 60 in 2009, 58 in 2010 and 35 in 2012. Three years had exceptional clearance rates with more cases

cleared than offense reported: 114 simple assaults and 115 cases cleared in 2003, 58 offenses and 59 cases cleared in 2008, and 39 offenses and 42 ases cleared in 2014.

There were three less aggravated assault offenses recorded in 2016 than the 21 recorded in 2015. That's more than three times the 17-year record low of five cases in 2010, but still 48 less than the record high of 66 aggravated assaults recorded in 2004. This was another category that boasted a 100 percent clearance rate — 18 offenses and 18 cases cleared — in 2016. Other years boasting 100 percent assault clearance rates were 2009 with 14 and 2015 with five. In only four years were there more aggravated assault cases cleared than recorded: 36 agg assaults and 37 cases cleared in 2007, 26 offenses and 28 cases cleared in 2001, 37 offenses and 38 cases cleared in 2008, 13 offenses and 14 cases cleared in 2014. The remaining years had clearance rates below 100 percent.

The two categories that increased from 2015 to 2016 were motor vehicle thefts and arsons.

Seven vehicle thefts were recorded last year, two more than in 2015, but still less than one-third of the record high of 27 vehicle thefts recorded in 2008. The record low goes to 2002, when no vehicle thefts were recorded. Also, 2016 posted a 100 percent clearance rate with seven cases cleared too; 2009 and 2011 were the only other years with a 100 percent clearance rate for vehicle thefts. The remaining years vehicle theft cases outpaced the number of cases cleared.

Three more arsons were reported in 2016 than the three of 2015, eclipsing 2013's four arsons to set a new 17-year record high. Previously, there were three arsons each in 2003 and 2015; two each in 2002, 2007 and 2012; and one each in 2004 and 2006.

Hopkins County Fire Marshal Mike Matthews said while there were more arson offenses recorded in 2016, it's more likely a reflection of the availability of additional trained investigators and resources by which investigators are able to better identify whether a fire was accidental or not. Having additional staff and access through Ark-Tex Council of Government to Paris Fire Department's arson detection dog means investigators were able to cover and investigate more ground in a shorter period of time. If the cause of a blaze is suspicious, the canine is called to see if she detects accelerant, which allows them to collect a sample from the area and send it to a lab that provides quicker results. More positive results mean more cases, he explained.

In only three of the nine years in which arsons were recorded were 100 percent clearance rates posted: 2004, 2007 and 2012. Last year, the HCSO data shows only one case cleared based on the way the cases are recorded. However, the fire marshal pointed out that actually three 2016 arson cases have resulted in arrests, including two by confessions given by suspects during interviews. He credits the cooperative efforts of both the sheriff's office and the fire investigators in tracking down leads and suspects and aiding in interviews as needed for the arrests.

## Bond set at \$200,000 for driver who played 'chicken'

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Public Safety Trooper Shawn Drodody he was travelling east toward his residence in Winnsboro at a high rate of speed and

into oncoming traffic.

"When asked, Privette stated he was playing 'chicken' with another vehicle when they collided nearly head-on," Drodody wrote in the arrest report.

Privette was treated at a Winnsboro hospital and released. He was then arrested on the aggravated assault charges and booked into Hopkins County jail.



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# **CTSO Accomplishments & Recognitions**



### National Technical Honor Society

There were 46 members in the National Technical Honor Society GERAL Kennedy Chapter of Sulphur Springs High School for the 2016-17 school year. Seventeen new members were inducted on January 23, 2017 at 6:00 pm in the High School cafeteria in our annual Induction Ceremony. The officers for the year were:

President	Ann-Marie Winborn
Vice President	Rodolfo Perez
Secretary	Story Thompson
Treasurer	Summer Brooks



The service project for the year was to assist teachers at ECLC with their Field Day.

### Business Professionals of America (BPA)

There were 50 members in Business Professionals of America (BPA) for the 2016-17 school year. Twenty-eight members competed at the Regional Leadership Conference in Plano, TX. Ten of those advanced to the state level of competition. At the State Leadership Conference, one student qualified for the National Leadership Competition in Orlando, Florida. The following is a list of the events and students who placed at the Regional BPA Leadership Conference:



EVENT	MEMBER(S)	PLACEMENT
Administrative Support – Individual	Aubrey Benson	1 <sup>st</sup> Place – State Qualifier
Personal Financial Management	Spencer Brewer	4 <sup>th</sup> Place– State Qualifier
Advanced Word Processing	Lydia Burleson	2 <sup>nd</sup> Place– State Qualifier
Economic Research Project – Individual	Mandy Eckhardt	2 <sup>nd</sup> Place– State Qualifier
Economic Research Project – Individual	Dylan Joiner	1 <sup>st</sup> Place – State Qualifier/National Qualifier
Basic Office Systems and Procedures	Hannah Morrill	3 <sup>rd</sup> Place– State Qualifier
Banking and Finance	Rodolfo Perez	4 <sup>th</sup> Place– State Qualifier
JAVA Programming	Joshua Snyder	2 <sup>nd</sup> Place– State Qualifier
Intermediate Word Processing	Elizabeth Vega	4 <sup>th</sup> Place– State Qualifier
Administrative Support Research Project	Anne-Marie Winborn	2 <sup>nd</sup> Place– State Qualifier
Advanced Interview Skills	Cindy Arellano	4 <sup>th</sup> Place – State Alternate
Entrepreneurship	Salvador Brito	6 <sup>th</sup> Place– State Alternate
Extemporaneous Speech	Zackery Burgin	4 <sup>th</sup> Place– State Alternate
Human Resource Management	Natalie Cruz	5 <sup>th</sup> Place– State Alternate
Graphic Design Promotion	Elijah Drum	5 <sup>th</sup> Place– State Alternate
Digital Media Production	Belinda Flores	5 <sup>th</sup> Place– State Alternate
Administrative Support Project	Emily Johnson	3 <sup>rd</sup> Place– State Alternate
Presentation Management Team	Spencer Brewer, Zackery Burgin, Israel Hernandez, Elizabeth Vega	3 <sup>rd</sup> Place – State Alternate
Presentation Management Team	Lydia Burleson, Mandy Eckhardt, Emily Johnson, Rodolfo Perez	4 <sup>th</sup> Place– State Alternate
Banking and Finance	Felipe Alba	
Banking and Finance	Shelby Aulsbrook	
Presentation Management	Madison Caprarotta	
Medical Office Procedures	Leslie Garcia	

Banking and Finance	Thalia Gonzales
Banking and Finance	Israel Hernandez
Presentation Management	Alberto Ibarra
Personal Financial Management	Madison O'Kelly
Graphic Design Promotion	Alissa Sotelo
Legal Office Procedures	Ana Tellez
Graphic Design Promotion	Lucia Yanez
Presentation Management Team	Dylan Joiner, Alissa Sotelo, Anne-Marie Winborn

The following students served as BPA officers for the 2016-2017 school year:

President – Dylan Joiner	Reporter – Mandy Eckhardt
Vice President – Anne-Marie Winborn	Historian – Aubrey Benson
Secretary – Lydia Burseson	Fundraiser Chairperson – Felipe Alba
Treasurer – Natalie Cruz	Community Service Chairperson – Salvador Brito

BPA students organized a Scholarship Workshop after school to promote students earning scholarships and gaining assistance on completing scholarship applications as a community service project this year. Counselors and English teachers helped with the event.

### Family, Career and Community Leaders of America (FCCLA)

There were 90 members in Family, Career and Community Leaders of America (FCCLA) for the 2016-17 school year.



Fifteen members and three advisors attended the Region III Leadership Conference in Waco during February. Six STAAR Event teams, comprised of 13 FCCLA members competed. Of these six teams, four advanced to state competition in Dallas in April. One student, Lacosha Hood, also received a bronze medal on the Culinary Arts Assessment Test.

Earning 2<sup>nd</sup> place honors in the Illustrated Talk category and advanced to state were: Makinsie Friddle and Kassie Northcutt. Earning 3<sup>rd</sup> place in Culinary Arts and advanced to state were Autumn Hammons, America Luna and Shalik Reed. Also earning 3<sup>rd</sup> place and advanced to state was Malarie White in the Job Interview competition. Placing 6<sup>th</sup> at region and advanced to state in Life Event Planning was the team made up of Jasmine Clayton, Braely Vickery and Macie Moore. Also representing Sulphur Springs on another Culinary Arts team was Ashley Franklin, Arylin Negron, and Lexi Hooten. Hallie Cruz attended as an alternate for the Culinary Arts team. Ruby Pennington also competed in Sports Nutrition.

The following is a list of activities that members of FCCLA participated in throughout the year:

- Members attended the State Fair on Ag Awareness Day
- Brought food for three food drives
- Provided childcare for a parent night with counselors at SSHS
- Christmas party with FFA
- Assisted with the fall and spring blood drives at SSHS
- Worked for Empty Stocking
- Conducted an Easter Egg Hunt for ECLC

## FFA

There were 300 members in FFA for the 2016-17 school year. Local officers this year

were: President: Jake Couch  
Vice President: Josh Couch  
Secretary: Spencer Brewer  
Treasurer: Mollie Gibbins  
Reporter: Kendell Blake  
Sentinel: Breanna Sells  
Student Advisor: Marissa Greenway  
Historian: Brennan Murray



The FFA show teams competed at the Fort Worth Stock Show in January. Jake Couch showed his Brown Swiss Dairy heifer and placed 1<sup>st</sup> in both the Open and Junior Show classes. Hayden Daniels placed 6<sup>th</sup> with his Charolais heifer. Kassie Northcutt placed 5<sup>th</sup> with her Beefmaster heifer. Breanna Sells placed 13<sup>th</sup> with her Beefmaster heifer. Josh Couch placed 19<sup>th</sup> with his Hereford heifer. Brennan Murray placed 10<sup>th</sup> with his Polled Hereford heifer. Brennan Murray, Blaine Flemens and Phillip Rater participated in the Calf Scramble event. Blaine Flemens was the only student to successfully catch a heifer that night. Blaine Flemens also placed 2<sup>nd</sup> with his Santa Gertrudis heifer and went in for Division Champion Heifer. Josh Couch showed his Chester White gilt in a very hard breeding gilt class. Cash Vititow placed 3<sup>rd</sup> with his Red Brahman heifer.

The FFA Show teams traveled to Houston in March for the Junior Heifer Show and calf scrambles. Blaine Flemens, Phillip Rater, and Brennan Murray competed in the Houston Rodeo Calf Scramble. All three participants caught a calf, being awarded a \$2,000 certificate to purchase a show heifer or steer. Blaine was the first to catch earning him a belt buckle and \$100 extra cash. Cash Vititow exhibited his Red Brahman heifer. They were class winners and went on to compete and win the Red brahman Calf Division Champion. He placed 3<sup>rd</sup> for best overall Red brahman in the entire show. Brennan Murray exhibited his Polled Hereford heifer placing 6<sup>th</sup> in class. Josh Couch exhibited his Herford heifer placing 7<sup>th</sup> in class, and Breanna Sells competed with her Beefmaster heifer placing 13<sup>th</sup> in class. Hayden Daniel competed in the Calf Scramble event in the Saturday rodeo and was the fourth student from SSSH to catch. Blaine Flemens exhibited his Santa Gertrudis heifer placing 3<sup>rd</sup> in class.

Three Ag Mechanics projects were exhibited at San Antonio receiving two blue ribbons and one red ribbon. At Houston, four projects were exhibited with all of them receiving blue ribbons. One project placed 6<sup>th</sup> in its class.

The Dairy Cattle team competed at the Plano West Invitational in March and placed 11th overall.

Eight students competed at the Stephen F Austin Invitational in April. Those students were: Jake Couch, Josh Couch, Blaine Flemens, Kassie Northcutt, Mollie Gibbins, Phillip Rater, Karlee Adams and Breanna Sells.

The FFA Awards Banquet was held on May 16th. Outstanding Greenhand was Mollie Gibbins. Officer of the Year was Jake Couch. Honorary Membership was given to Ms. Arledge. Thirty-five students earned the Greenhand Degree and Twenty-one students earned the Chapter Degree.

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## HOSA

There were 101 HOSA members for the 206-17 school year. Twenty-two students competed against other high schools in the Dallas/Ft. Worth area. This competition was held online and include different events for the healthcare professions. No students advanced this year, but they placed higher than last year. HOSA students raised money to benefit several community services this year. They contributed \$500 to Relay for Life and \$500 to Bright Star Baseball. They participated in the Relay for Life event by having a booth at the event and participating with a team in the event.



# Endorsements in CTE

## SSHS Endorsements in CTE

With the passage of House Bill 5, schools were expected to provide at least one of five major endorsements: (1) Arts & Humanities, (2) Business & Industry, (3) Multidisciplinary, (4) Public Service, and (5) STEM. Sulphur Springs High School is fortunate enough to be able to offer all five of these endorsements as well as increasing our endorsement offerings to thirty-nine by creating specific career focus areas for each endorsement. Of the endorsement offerings provided by Sulphur Springs High School, twenty-seven are directly tied to our Career and Technical Education programs. There are twenty-one different focus areas provided for Business & Industry Endorsements, five different focus areas provided for Public Service Endorsements, and one focus area for STEM. The following represent the CTE Endorsement offerings:

### Business & Industry Endorsements:

1. Ag Animal Science
2. Ag Plant Science
3. Ag Welding
4. Structural Steel Welding Certificate (PJC)
5. Architecture
6. Construction
7. Arts/AV Broadcast News
8. Arts/AV Journalism
9. Video Game Design
10. Business Management & Administration
11. Business Medical Management & Billing Certificate (PJC)
12. Office/Computer Applications Certificate (PJC) Office Accounting Certificate (PJC)
13. Accounting
14. Office Accounting Certificate (PJC)
15. Culinary Arts
16. IT Business Computer Applications Certificate (PJC)
17. Digital Media
18. Programming
19. Programming with JAVA Associate Programmer Certification
20. Marketing
21. Auto Repair

### Public Service Endorsements:

1. Education & Training
2. Health Science
3. Enhanced Nurse Aide Certificate (PJC)
4. Law, Public Safety, Corrections & Security

### STEM

1. Robotics

CTE Endorsements are outlined in the SSHS Graduation Plans Guide is available online at <http://schools.ssisd.net/users/0031/docs/2015-16%20SSHS%20Graduation%20Plans.pdf>.

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### Endorsement Selections by Students

The table below represents primary endorsement selections for our 8<sup>th</sup> grade students for the past three years. The table outlines the number of students who selected the endorsement and the % based on the number of students in the class. The ranking is used as a reference to quickly view the top selected endorsements for each year.

#### *8<sup>th</sup> Grade Student Endorsement Selections:*

Endorsement	2014			2015			2016			2017		
	#	%	Rank	#	%	Rank	#	%	Rank	#	%	Rank
Public Service Endorsement - Health Science Focus	60	20%	<b>1</b>	64	18%	<b>1</b>	73	21%	<b>1</b>	62	20%	<b>1</b>
Public Service Endorsement - Education & Training Focus	23	8%	<b>4</b>	33	9%	<b>3</b>	25	7%	<b>4</b>	33	11%	<b>2</b>
Public Service Endorsement - Law, Public Safety, Corrections & Security Focus	32	11%	<b>2</b>	22	6%	<b>4</b>	35	10%	<b>2</b>	27	9%	<b>3</b>
Business & Industry Endorsement - AG Animal Science Focus	12	4%	<b>7</b>	17	5%	<b>6</b>	24	7%	<b>5</b>	24	8%	<b>4</b>
Business & Industry Endorsement - Hospitality/Tourism Culinary Arts Focus	10	3%	<b>8</b>	6	2%	<b>16</b>	8	2%	<b>10</b>	19	6%	<b>5</b>
Arts & Humanities Endorsement - Art Focus	4	1%	<b>20</b>	14	4%	<b>7</b>	15	4%	<b>8</b>	18	6%	<b>5</b>
Business & Industry Endorsement - AG Welding Focus	28	9%	<b>3</b>	35	10%	<b>2</b>	26	8%	<b>3</b>	18	6%	<b>5</b>
Business & Industry Endorsement - Transportation Auto Repair Focus	13	4%	<b>6</b>	17	5%	<b>5</b>	9	3%	<b>9</b>	14	5%	<b>6</b>

Arts & Humanities Endorsement - Music Instrumental Focus	8	3%	<b>13</b>	13	4%	<b>9</b>	7	2%	<b>13</b>	10	3%	<b>7</b>
Business & Industry Endorsement - Art/AV Video Game Design										8	3%	<b>8</b>
Business & Industry Endorsement – Construction							8	2%	<b>12</b>	7	2%	<b>9</b>
Arts & Humanities Endorsement - Music Vocal Focus	6	2%	<b>15</b>	5	1%	<b>21</b>	3	0.90%	<b>22</b>	6	2%	<b>9</b>
STEM Endorsement - Math Focus	9	3%	<b>11</b>	12	3%	<b>11</b>	4	1%	<b>16</b>	6	2%	<b>10</b>
Business & Industry Endorsement - Arts/AV Journalism Focus	3	1%	<b>23</b>	5	1%	<b>22</b>	7	2%	<b>14</b>	5	2%	<b>10</b>
Arts & Humanities Endorsement - Dance Focus	3	1%	<b>21</b>	6	2%	<b>17</b>	5	1%	<b>15</b>	4	1%	<b>11</b>
Arts & Humanities Endorsement - Foreign Language Spanish & French Focus	2	1%	<b>24</b>	6	2%	<b>18</b>	0	0%	<b>32</b>	4	1%	<b>11</b>
Arts & Humanities Endorsement - Foreign Language Spanish Focus	0	0%	<b>29</b>	4	1%	<b>24</b>	0	0%	<b>33</b>	4	1%	<b>11</b>
Arts & Humanities Endorsement - Theatre Arts Focus	5	2%	<b>18</b>	10	3%	<b>13</b>	10	3%	<b>8</b>	4	1%	<b>11</b>
Business & Industry Endorsement - Arts/AV Broadcast News Focus	3	1%	<b>22</b>	0	0%	<b>33</b>	3	0.90%	<b>25</b>	4	1%	<b>11</b>



Business & Industry Endorsement - Business Management & Administration Focus	9	3%	<b>10</b>	5	1%	<b>19</b>	4	1%	<b>17</b>	4	1%	<b>11</b>
Business & Industry Endorsement - IT Programming Focus	7	2%	<b>14</b>	5	1%	<b>20</b>	4	1%	<b>18</b>	4	1%	<b>11</b>
Public Service – Human Services							4	1%	<b>21</b>	4	1%	<b>11</b>
STEM - Robotics										4	1%	<b>11</b>
Arts & Humanities Endorsement - Foreign Language French Focus	1	0%	<b>27</b>	2	1%	<b>28</b>	0	0%	<b>34</b>	2	1%	<b>12</b>
Business & Industry Endorsement - Finance Accounting Focus	6	2%	<b>16</b>	1	0%	<b>29</b>	4	1%	<b>19</b>	2	1%	<b>12</b>
Public Service Endorsement – Enhanced Nurse Aide Certificate	0	0%	<b>38</b>	12	3%	<b>12</b>	0	0%	<b>31</b>	2	1%	<b>12</b>
Business & Industry Endorsement - AG Plant Science Focus	0	0%	<b>31</b>	0	0%	<b>35</b>	0	0%	<b>39</b>	1	0%	<b>13</b>
Business & Industry Endorsement – Architecture							18	5%	<b>7</b>	1	0%	<b>13</b>
Business & Industry Endorsement - Finance Office Accounting Certificate	0	0%	<b>33</b>	0	0%	<b>37</b>	1	0.30%	<b>29</b>	1	0%	<b>13</b>
Business & Industry Endorsement – IT Business Computer Applications Certificate	0	0%	<b>34</b>	1	0%	<b>31</b>	0	0%	<b>36</b>	1	0%	<b>13</b>

Business & Industry Endorsement - IT Digital Media Focus	10	3%	<b>9</b>	13	4%	<b>8</b>	18	5%	<b>6</b>	1	0%	<b>13</b>
Business & Industry Endorsement– Ag - Structural Steel Welding Certificate	0	0%	<b>37</b>	7	2%	<b>15</b>	1	0.30%	<b>28</b>	1	0%	<b>13</b>
STEM Endorsement - Science Focus	9	3%	<b>12</b>	3	1%	<b>25</b>	8	2%	<b>11</b>	1	0%	<b>13</b>
Arts & Humanities Endorsement - Social Studies Focus	0	0%	<b>30</b>	0	0%	<b>34</b>	0	0%	<b>38</b>	0	0%	<b>14</b>
Business & Industry Endorsement - Business Medical Management & Billing Certificate	0	0%	<b>32</b>	0	0%	<b>36</b>	0	0%	<b>40</b>	0	0%	<b>13</b>
Business & Industry Endorsement - IT Computer Maintenance & Networking Focus	2	1%	<b>25</b>	2	1%	<b>27</b>	3	0.90%	<b>24</b>	0	0%	<b>14</b>
Business & Industry Endorsement - IT Programming with JAVA Associate Programmer Certification	1	0%	<b>28</b>	5	1%	<b>23</b>	3	0.90%	<b>23</b>	0	0%	<b>15</b>
Business & Industry Endorsement - Marketing Focus	5	2%	<b>19</b>	8	2%	<b>14</b>	2	0.60%	<b>26</b>	0	0%	<b>15</b>
Business & Industry Endorsement - Transportation Collision Repair Focus	6	2%	<b>17</b>	2	1%	<b>26</b>	2	0.60%	<b>27</b>	0	0%	<b>15</b>

Business & Industry Endorsement– Business - Office Information Specialist	0	0%	<b>36</b>	0	0%	<b>38</b>	0	0%	<b>41</b>	0	0%	<b>15</b>
Business & Industry Endorsement– Business - Office/Computer Applications Certificate	0	0%	<b>35</b>	1	0%	<b>32</b>	0	0%	<b>37</b>	0	0%	<b>15</b>
Multidisciplinary Endorsement - Academic Focus	16	5%	<b>5</b>	12	3%	<b>10</b>	0	0%	<b>30</b>	0	0%	<b>16</b>
Multidisciplinary Endorsement - Advanced Placement/Dual Credit Focus	2	1%	<b>26</b>	1	0%	<b>30</b>	0	0%	<b>35</b>	0	0%	<b>16</b>

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<b>Endorsements 2016-17</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>Totals</b>
Public Service Endorsement - Health Science Focus	63	84	79	74	<b>300</b>
Public Service Endorsement - LPSCS Law Enforcement Focus	31	43	27	32	<b>133</b>
Business & Industry Endorsement - AG Welding Focus	19	24	41	32	<b>116</b>
Public Service Endorsement - Education & Training Focus	32	27	35	22	<b>116</b>
Business & Industry Endorsement - AG Animal Science Focus	28	26	22	13	<b>89</b>
Business & Industry Endorsement - Transportation Auto Repair Focus	14	14	25	19	<b>72</b>
Multidisciplinary - Academic	3	3	18	43	<b>67</b>
Business & Industry Endorsement - Hospitality Culinary Arts	18	13	13	16	<b>60</b>
Business & Industry Endorsement - IT Digital Media Focus	3	20	20	12	<b>55</b>
Arts & Humanities Endorsement - Art Focus	18	17	12	3	<b>50</b>
Arts & Humanities Endorsement - Music Instrumental Focus	8	5	15	8	<b>36</b>
STEM Endorsement - Math Focus	6	3	14	11	<b>34</b>
Business & Industry Endorsement - Business Management & Administration Focus	5	3	11	12	<b>31</b>
Arts & Humanities Endorsement - Theatre Arts Focus	5	10	7	4	<b>26</b>
Business & Industry Endorsement - Arts/AV Journalism Focus	4	11	6	3	<b>24</b>
Business & Industry Endorsement - A&C Architecture Focus	2	19			<b>21</b>
Business & Industry Endorsement - A&C Construction Focus	6	13	1	1	<b>21</b>
Arts & Humanities Endorsement - Music Vocal Focus	5	3	5	4	<b>17</b>
Business & Industry Endorsement - IT Programming Focus	4	5	6	2	<b>17</b>
Public Service Endorsement - Human Services Focus	4	8	4	1	<b>17</b>
STEM Endorsement - Science Focus	2	4	4	7	<b>17</b>
Arts & Humanities Endorsement - Dance Focus	2	4	7	3	<b>16</b>
Business & Industry Endorsement - Arts/AV Broadcast News Focus	5	3	4	4	<b>16</b>
Business & Industry Endorsement - Finance Accounting Focus	3	5	0	5	<b>13</b>
Business & Industry Endorsement - Marketing		2	5	5	<b>12</b>
Public Service Endorsement - Enhanced Nurse Aide Certificate (PJC)	1	2	9		<b>12</b>
Business & Industry Endorsement - IT Programming with JAVA Associate Programmer Cert Focus	1	3	4	1	<b>9</b>
Business & Industry Endorsement - Arts/AV Video Game Design	5	1	1		<b>7</b>
Business & Industry Endorsement - Structural Steel Welding Certificate (PJC)	1	1	5		<b>7</b>
Arts & Humanities Endorsement - Foreign Language Spanish Focus	1	0	5		<b>6</b>
Arts & Humanities Endorsement - Foreign Language Spanish & French Focus	3	0	0	2	<b>5</b>
Business & Industry Endorsement - AG Plant Science Focus		1	3	1	<b>5</b>
STEM Endorsement - Robotics Focus	4	1			<b>5</b>
Arts & Humanities Endorsement - Foreign Language French Focus	1	0	1	1	<b>3</b>
Business & Industry Endorsement - IT Business Computer Applications Certificate (PJC)	1	0	2		<b>3</b>
A&H - Social Studies	0	0	1	<b>1</b>	<b>2</b>
Business & Industry Endorsement - Office Accounting Certificate (PJC)		1			<b>1</b>
<b>TOTALS</b>	<b>308</b>	<b>379</b>	<b>412</b>	<b>342</b>	

## Endorsement Future Goals

Currently, our Sulphur Springs High School CTE program offers no endorsement strands directly related to Engineering or Cosmetology. Our future goal is to assess the needs in our community and among our students in these career focus areas. If the need is proven to be present and it is feasible to develop the programs financially, the following would be possibilities for endorsements for the future:

### *STEM Endorsement – Engineering Focus*

9 <sup>th</sup> Grade	Concepts of Engineering & Technology
10 <sup>th</sup> Grade	Robotics & Automation
11 <sup>th</sup> Grade	Engineering Design & Presentation
12 <sup>th</sup> Grade	Advanced Engineering Design & Presentation

### *Human Services Endorsement - Cosmetology*

9 <sup>th</sup> Grade	Principles of Cosmetology Design & Color Theory
10 <sup>th</sup> Grade	Introduction to Cosmetology
11 <sup>th</sup> Grade	Cosmetology I
12 <sup>th</sup> Grade	Cosmetology II

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# PBMAS CTE Report Summary

C O N F I D E N T I A L  
Texas Education Agency  
2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE

County-District Number: 112901  
District Name: SULPHUR SPRINGS ISD

Region 08

INDICATOR	2016		2016	2016	2015	2015	2014	2014	2016 INDICATOR PERFORMANCE LEVEL	
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR		DENOMINATOR
*****										
1. BE STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	70.0	- 100	75.4	52	69	76	97			0
(ii) READING	70.0	- 100	63.8	44	69	82	97			1
(iii) SCIENCE	65.0	- 100	.	0	0	13	30			No Data
(iv) SOCIAL STUDIES	65.0	- 100	.	0	0	0	0			No Data
(v) WRITING	70.0	- 100	85.3	29	34	26	28			0
2. ESL STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	70.0	- 100	70.1	108	154	72	121			0
(ii) READING	70.0	- 100	53.9	83	154	65	121			2
(iii) SCIENCE	65.0	- 100	42.4	25	59	8	31			3
(iv) SOCIAL STUDIES	65.0	- 100	33.3	4	21	8	15			3
(v) WRITING	70.0	- 100	57.1 / 35.1	24	42	13	37			0 RI
3. LEP (NOT SERVED IN BE/ESL) STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	70.0	- 100	42.9	3	7	2	5			NA
(ii) READING	70.0	- 100	57.1	4	7	3	5			NA
(iii) SCIENCE	65.0	- 100	66.7	2	3	1	2			0
(iv) SOCIAL STUDIES	65.0	- 100	.	0	0	0	0			No Data
(v) WRITING	70.0	- 100	0.0	0	1	2	2			NA
4. LEP YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	70.0	- 100	95.0	19	20	1	2			0
(ii) READING	70.0	- 100	90.0	18	20	2	2			0
(iii) SCIENCE	65.0	- 100	100.0	4	4	0	0			0
(iv) SOCIAL STUDIES	65.0	- 100	100.0	3	3	0	0			0
(v) WRITING	70.0	- 100	100.0	12	12	2	2			0
5. LEP STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0	- 100	80.0	12	15	11	14			0
(ii) SCIENCE	75.0	- 100	93.8	15	16	8	11			0
(iii) SOCIAL STUDIES	70.0	- 100	84.6	11	13	4	9			0
(iv) ENGLISH LANGUAGE ARTS	60.0	- 100	42.1	16	38					2
6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)				----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
	0	- 1.8	2.1	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	NA SA
				2	96	0	85	2	74	
7. LEP GRADUATION RATE				----- 2014-15 -----						
	80.0	- 100	62.5	<u>GRADUATES</u>	<u>CLASS</u>					NA
				5	8					
8. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE				<u>BEGINNING</u>	<u>TESTED</u>	<u>BEGINNING</u>	<u>TESTED</u>			
	0	- 7.5	3.8	10	265	14	248			0
9. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS				<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	
	0	- 7.5	9.6	16	167	14	154	13	120	1

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2016 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards. For the STAAR® 3-8 mathematics indicators, the 2015 district rates, numerators, and denominators were updated to reflect the performance standards for the redesigned STAAR® 3-8 mathematics assessments.

C O N F I D E N T I A L  
Texas Education Agency  
2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
CAREER AND TECHNICAL EDUCATION

County-District Number: 112901  
District Name: SULPHUR SPRINGS ISD

Region 08

INDICATOR	2016		2016		2015		2014		2016 INDICATOR PERFORMANCE LEVEL
	PL 0 CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	
*****									
1. CTE STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0 - 100	87.7	242	276	193	222			0
(ii) SCIENCE	75.0 - 100	90.7	282	311	236	252			0
(iii) SOCIAL STUDIES	70.0 - 100	96.0	267	278	202	222			0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	74.7	488	653					0
2. CTE LEP STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0 - 100	80.0	12	15	6	9			0
(ii) SCIENCE	75.0 - 100	100.0	14	14	7	9			0
(iii) SOCIAL STUDIES	70.0 - 100	90.0	9	10	3	6			0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	41.2	14	34					2
3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0 - 100	85.9	140	163	112	133			0
(ii) SCIENCE	75.0 - 100	88.6	140	158	119	131			0
(iii) SOCIAL STUDIES	70.0 - 100	94.0	126	134	94	106			0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	64.0	219	342					0
4. CTE SPED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	65.0 - 100	50.0	13	24	7	16			2
(ii) SCIENCE	75.0 - 100	41.0	9	26	7	13			3
(iii) SOCIAL STUDIES	70.0 - 100	51.3	10	18	10	21			2
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	16.7	10	60					3
5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
	0 - 2.8	1.0	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
			10	998	6	860	2	669	
6. CTE GRADUATION RATE			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
	80.0 - 100	95.7	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	0
			176	184	169	179	144	148	
7. CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
	40.0 - 100	27.3	MALE COMPLETE FEMALE <u>COURSES</u>	ALL COMPLETE FEMALE <u>COURSES</u>	MALE COMPLETE FEMALE <u>COURSES</u>	ALL COMPLETE FEMALE <u>COURSES</u>	MALE COMPLETE FEMALE <u>COURSES</u>	ALL COMPLETE FEMALE <u>COURSES</u>	1
			42	154	33	109	18	62	
8. CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
	40.0 - 100	31.1	FEMALE COMPLETE MALE <u>COURSES</u>	ALL COMPLETE MALE <u>COURSES</u>	FEMALE COMPLETE MALE <u>COURSES</u>	ALL COMPLETE MALE <u>COURSES</u>	FEMALE COMPLETE MALE <u>COURSES</u>	ALL COMPLETE MALE <u>COURSES</u>	1
			166	533	245	609	230	576	

Detailed information on the assignment of performance levels can be found in the 'PBMA 2016 Manual' at <http://tea.texas.gov/pbm/PBMAManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.



C O N F I D E N T I A L  
Texas Education Agency  
2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
NO CHILD LEFT BEHIND

County-District Number: 112901  
District Name: SULPHUR SPRINGS ISD

Region 08

INDICATOR	2016		2016		2015		2015		2014		2014		2016 INDICATOR PERFORMANCE LEVEL
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR		
*****													
1. TITLE I, PART A STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>						
(i) MATHEMATICS	70.0 - 100		74.5	647	869	648	908						0
(ii) READING	70.0 - 100		73.1	635	869	709	908						0
(iii) SCIENCE	65.0 - 100		72.1	202	280	196	316						0
(iv) SOCIAL STUDIES	65.0 - 100		.	0	0	0	0						No Data
(v) WRITING	70.0 - 100		63.2	184	291	175	283						1
2. TITLE I, PART A STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>						
(i) MATHEMATICS	65.0 - 100		.	0	0	0	0						No Data
(ii) SCIENCE	75.0 - 100		100.0	1	1	0	0						0
(iii) SOCIAL STUDIES	70.0 - 100		100.0	1	1	0	0						0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100		0.0	0	1								NA
3. TITLE I, PART A ANNUAL DROPOUT RATE (GRADES 7-12)				----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----					
	0 - 1.8		0.0	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>				0
				0	16	0	4	0	8				
4. TITLE I, PART A GRADUATION RATE				----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----					
	80.0 - 100		.	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>				No Data
				0	0	0	1	3	4				
5. MIGRANT STAAR® 3-8 PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>						
(i) MATHEMATICS	70.0 - 100		0.0	0	1	1	1						NA
(ii) READING	70.0 - 100		100.0	1	1	1	1						0
(iii) SCIENCE	65.0 - 100		.	0	0	1	1						No Data
(iv) SOCIAL STUDIES	65.0 - 100		.	0	0	1	1						No Data
(v) WRITING	70.0 - 100		0.0	0	1	0	0						NA
6. MIGRANT STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>						
(i) MATHEMATICS	65.0 - 100		100.0	1	1	1	1						0
(ii) SCIENCE	75.0 - 100		.	0	0	0	0						No Data
(iii) SOCIAL STUDIES	70.0 - 100		.	0	0	0	0						No Data
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100		100.0	1	1								0
7. MIGRANT ANNUAL DROPOUT RATE (GRADES 7-12)				----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----					
	0 - 1.8		0.0	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>				0
				0	3	0	2	0	1				
8. MIGRANT GRADUATION RATE				----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----					
	80.0 - 100		.	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>				No Data
				0	0	0	0	0	0				

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2016 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards. For the STAAR® 3-8 mathematics indicators, the 2015 district rates, numerators, and denominators were updated to reflect the performance standards for the redesigned STAAR® 3-8 mathematics assessments.

C O N F I D E N T I A L  
Texas Education Agency  
2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
SPECIAL EDUCATION

County-District Number: 112901  
District Name: SULPHUR SPRINGS ISD

Region 08

INDICATOR	2016		2016		2015		2015		2014		2016 INDICATOR PERFORMANCE LEVEL
	PL 0 CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	
*****											
1. SPED STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0 - 100	29.7	55	185	47	171					3
(ii) READING	70.0 - 100	23.1	43	186	50	170					3
(iii) SCIENCE	65.0 - 100	23.5	16	68	11	61					3
(iv) SOCIAL STUDIES	65.0 - 100	9.7	3	31	5	28					4
(v) WRITING	70.0 - 100	13.7	7	51	13	56					4
2. SPED YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>			
(i) MATHEMATICS	70.0 - 100	100.0	8	8	7	8					0
(ii) READING	70.0 - 100	100.0	8	8	8	8	8	12			0
(iii) SCIENCE	65.0 - 100	100.0	5	5	0	1	2	4			0
(iv) SOCIAL STUDIES	65.0 - 100	100.0	4	4	0	0	0	2			0
(v) WRITING	70.0 - 100	100.0	2	2	4	4	2	4			0
3. SPED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	65.0 - 100	51.4	19	37	15	32					2
(ii) SCIENCE	75.0 - 100	38.7	12	31	12	21					3
(iii) SOCIAL STUDIES	70.0 - 100	51.1	13	23	11	24					2
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	17.3	14	81							4
4. SPED STAAR® ALTERNATE 2 PARTICIPATION RATE			<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>			
	0 - 10.0	4.3	8	186	16	171	13	151			0
5. SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)			<u>SETTINGS RECP</u>	<u>SPED STUDENTS</u>	<u>SETTINGS RECP</u>	<u>SPED STUDENTS</u>					
	30.0 - 100	45.0	9	20	9	26					0
6. SPED REGULAR CLASS >=80% RATE (AGES 6-21)			<u>SETTINGS &gt;=80%</u>	<u>SPED STUDENTS</u>							
ALL STUDENTS	70.0 - 100	70.9	246	347							0
7. SPED REGULAR CLASS <40% RATE (AGES 6-21)			<u>SETTINGS &lt;40%</u>	<u>SPED STUDENTS</u>							
ALL STUDENTS	0 - 10.0	17.6	61	347							1
8. SPED ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2014-15 -----	----- 2013-14 -----	----- 2012-13 -----						
	0 - 1.8	0.5	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>			
			1	211	2	176	1	195			0
9. SPED GRADUATION RATE			----- 2014-15 -----	----- 2013-14 -----	----- 2012-13 -----						
	80.0 - 100	64.7	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>			
			22	34	26	32	21	27			2

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2016 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards. For the STAAR® 3-8 mathematics indicators, the 2015 district rates, numerators, and denominators were updated to reflect the performance standards for the redesigned STAAR® 3-8 mathematics assessments.  
MAX = Maximum and denotes values greater than 100.

C O N F I D E N T I A L  
 Texas Education Agency  
 2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
 SPECIAL EDUCATION (CONT.)

County-District Number: 112901  
 District Name: SULPHUR SPRINGS ISD

Region 08

INDICATOR	2016		2016	2016	2015	2015	2014	2014	2016 INDICATOR PERFORMANCE LEVEL
	PL O CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	
*****									
10. SPED REPRESENTATION			SPED	ALL	SPED	ALL	SPED	ALL	
	0 - 8.5	8.4	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	0
			366	4,338	371	4,377	341	4,247	
11. SPED AFRICAN AMERICAN (NOT HISPANIC/LATINO) REPRESENTATION			AFR AM	SPED	AFR AM	SPED	AFR AM	SPED	
	MIN - 1.0	(DIFF) 3.6	<u>SPED</u>	<u>STUDENTS</u>	<u>SPED</u>	<u>STUDENTS</u>	<u>SPED</u>	<u>STUDENTS</u>	1
SPED AFRICAN AMERICAN		15.6	57	366	68	371	55	341	
			AFR AM	ALL	AFR AM	ALL	AFR AM	ALL	
ALL AFRICAN AMERICAN		12.0	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	
			520	4,338	624	4,377	580	4,247	
DISPROPORTIONALITY RATE	MIN - 10.0	30.0							2 Report Only
12. SPED HISPANIC REPRESENTATION			HISP	SPED	HISP	SPED	HISP	SPED	
	MIN - 1.0	(DIFF) 0.1	<u>SPED</u>	<u>STUDENTS</u>	<u>SPED</u>	<u>STUDENTS</u>	<u>SPED</u>	<u>STUDENTS</u>	0
SPED HISPANIC		26.2	96	366	90	371	93	341	
			HISP	ALL	HISP	ALL	HISP	ALL	
ALL HISPANIC		26.1	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	
			1,133	4,338	1,140	4,377	1,108	4,247	
DISPROPORTIONALITY RATE	MIN - 10.0	0.4							0 Report Only
13. SPED LEP REPRESENTATION			LEP	SPED	LEP	SPED	LEP	SPED	
	MIN - 1.0	(DIFF) 2.9	<u>SPED</u>	<u>STUDENTS</u>	<u>SPED</u>	<u>STUDENTS</u>	<u>SPED</u>	<u>STUDENTS</u>	1
SPED LEP		15.3	56	366	51	371	51	341	
			LEP	ALL	LEP	ALL	LEP	ALL	
ALL LEP		12.4	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	<u>STUDENTS</u>	
			537	4,338	507	4,377	422	4,247	
DISPROPORTIONALITY RATE	MIN - 10.0	23.4							1 Report Only

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2016 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented.  
 MIN = Minimum and denotes values less than 0.

C O N F I D E N T I A L  
 Texas Education Agency  
 2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
 SPECIAL EDUCATION (CONT.)

County-District Number: 112901  
 District Name: SULPHUR SPRINGS ISD

Region 08

INDICATOR	2016		2016		2015		2014		2016 INDICATOR PERFORMANCE LEVEL
	PL O CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	
*****									
14. SPED DISCRETIONARY DAEP PLACEMENTS			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
			SPED		SPED		SPED		
SPED DAEP PLACEMENTS	MIN - 1.0	(DIFF) 1.1	<u>SPED DAEP</u>	<u>STUDENTS</u>	<u>SPED DAEP</u>	<u>STUDENTS</u>	<u>SPED DAEP</u>	<u>STUDENTS</u>	NA
		2.9	13	446	10	424	4	440	
			ALL		ALL		ALL		
ALL DAEP PLACEMENTS		1.8	<u>DAEP</u>	<u>STUDENTS</u>	<u>DAEP</u>	<u>STUDENTS</u>	<u>DAEP</u>	<u>STUDENTS</u>	
			86	4,732	56	4,600	38	4,533	
DISPROPORTIONALITY RATE	MIN - 10.0	61.1							Report Only
*****									
15. SPED DISCRETIONARY ISS PLACEMENTS			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
			SPED		SPED		SPED		
SPED ISS PLACEMENTS	MIN - 10.0	(DIFF) 16.2	<u>SPED ISS</u>	<u>STUDENTS</u>	<u>SPED ISS</u>	<u>STUDENTS</u>	<u>SPED ISS</u>	<u>STUDENTS</u>	1
		46.4	207	446	122	424	97	440	
			ALL		ALL		ALL		
ALL ISS PLACEMENTS		30.2	<u>ISS</u>	<u>STUDENTS</u>	<u>ISS</u>	<u>STUDENTS</u>	<u>ISS</u>	<u>STUDENTS</u>	
			1,431	4,732	1,031	4,600	1,279	4,533	
DISPROPORTIONALITY RATE	MIN - 10.0	53.6							3 Report Only
*****									
16. SPED DISCRETIONARY OSS PLACEMENTS			----- 2014-15 -----		----- 2013-14 -----		----- 2012-13 -----		
			SPED		SPED		SPED		
SPED OSS PLACEMENTS	MIN - 6.0	(DIFF) 7.1	<u>SPED OSS</u>	<u>STUDENTS</u>	<u>SPED OSS</u>	<u>STUDENTS</u>	<u>SPED OSS</u>	<u>STUDENTS</u>	1
		13.2	59	446	49	424	22	440	
			ALL		ALL		ALL		
ALL OSS PLACEMENTS		6.1	<u>OSS</u>	<u>STUDENTS</u>	<u>OSS</u>	<u>STUDENTS</u>	<u>OSS</u>	<u>STUDENTS</u>	
			288	4,732	179	4,600	96	4,533	
DISPROPORTIONALITY RATE	MIN - 10.0	116.4							3 Report Only

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2016 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented.  
 MIN = Minimum and denotes values less than 0.

C O N F I D E N T I A L  
 Texas Education Agency  
 2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
 PERFORMANCE LEVEL SUMMARY  
 (NOT INCLUDING REPORT ONLY INDICATORS)

County-District Number: 112901  
 District Name: SULPHUR SPRINGS ISD

Region 08

	BE/ESL				CTE				NCLB		SPED	
	BE	ESL	LEP NOT SERVED	LEP YAE	ALL CTE	CTE LEP	CTE ED	CTE SPED	TITLE I PART A	MIGRANT	ALL SPED	SPED YAE
STAAR® 3-8 PASSING RATE												
MATHEMATICS	0	0	NA	0					0	NA	3	0
READING	1	2	NA	0					0	0	3	0
SCIENCE	No Data	3	0	0					0	No Data	3	0
SOCIAL STUDIES	No Data	3	No Data	0					No Data	No Data	4	0
WRITING	0	0 RI	NA	0					1	NA	4	0
STAAR® EOC PASSING RATE			LEP									
MATHEMATICS			0		0	0	0	2	No Data	0	2	
SCIENCE			0		0	0	0	3	0	No Data	3	
SOCIAL STUDIES			0		0	0	0	2	0	No Data	2	
ENGLISH LANGUAGE ARTS			2		0	2	0	3	NA	0	4	
SPED STAAR® ALTERNATE 2 PARTICIPATION RATE												0
TELPAS READING BEGINNING PROFICIENCY LEVEL RATE		0										
TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS		1										
ANNUAL DROPOUT RATE		NA SA				0			0	0		0
GRADUATION RATE		NA				0			No Data	No Data		2
CTE NONTRADITIONAL COURSE COMPLETION RATE												
MALES						1						
FEMALES						1						
SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)												0
SPED REGULAR CLASS >=80% RATE (AGES 6-21)												0
SPED REGULAR CLASS <40% RATE (AGES 6-21)												1
SPED REPRESENTATION												
ALL												0
AFRICAN AMERICAN (NOT HISPANIC/LATINO)												1
HISPANIC												0
LEP												1
SPED DISCRETIONARY PLACEMENTS												
DAEP												NA
ISS												1
OSS												1

For information about the four indicators below, visit "[http://tea.texas.gov/Curriculum\\_and\\_Instructional\\_Programs/Special\\_Education/Data\\_and\\_Reports/Local\\_Educational\\_Agency\\_Reports\\_and\\_Requirements/#LEA\\_Determinations](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Data_and_Reports/Local_Educational_Agency_Reports_and_Requirements/#LEA_Determinations)" or contact the Division of Federal and State Education Policy at (512)463-9414. For assistance with data collection and reporting requirements for these indicators, contact your regional education service center special education contact at "[http://tea.texas.gov/Curriculum\\_and\\_Instructional\\_Programs/Special\\_Education/Parent\\_and\\_Family\\_Resources/Education\\_Service\\_Center\\_Technical\\_Assistance/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Parent_and_Family_Resources/Education_Service_Center_Technical_Assistance/)".

STATE PERFORMANCE PLAN (SPP) COMPLIANCE INDICATORS	Not available until 9/20/2016
VALID, RELIABLE, AND TIMELY DATA	Not available until 9/20/2016
STATUS OF UNCORRECTED NONCOMPLIANCE	Not available until 9/20/2016
FINANCIAL AUDITS	Not available until 9/20/2016

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2016 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.

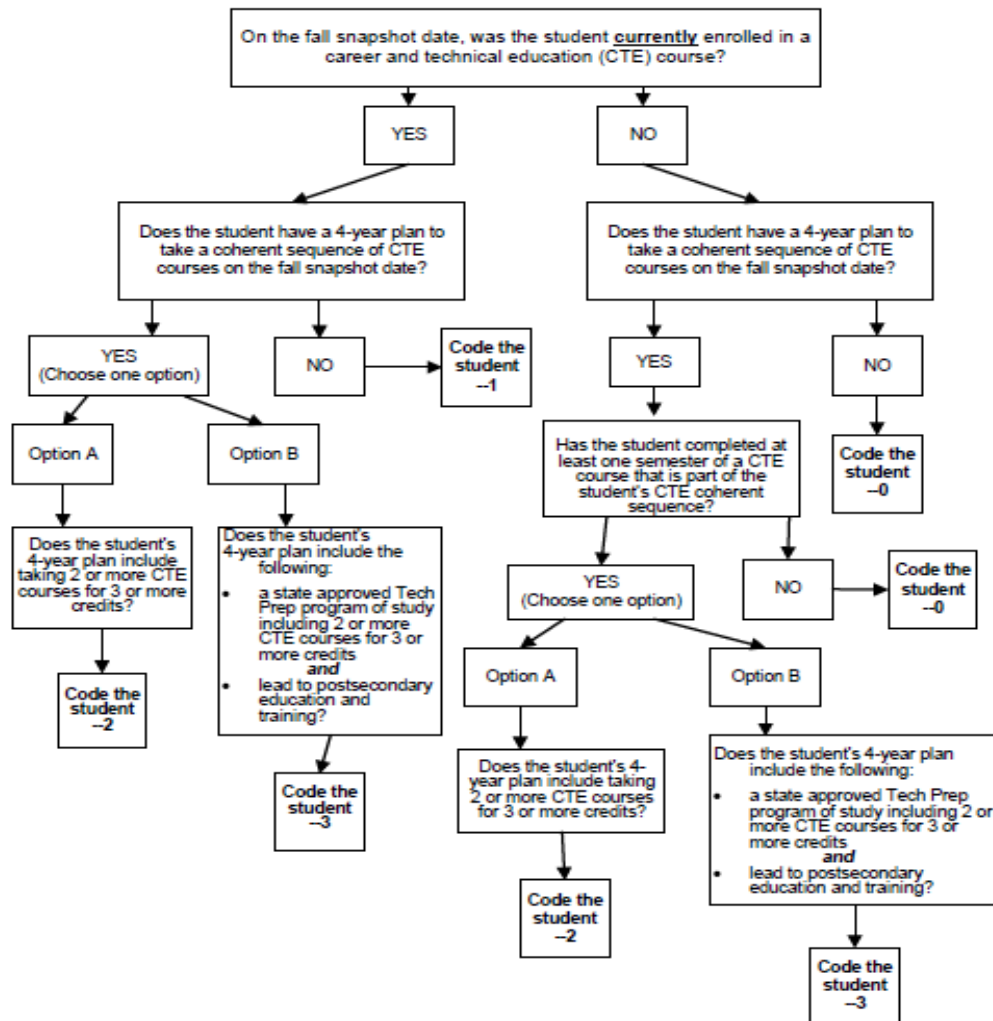
# PIEMS CTE Coding Summary

## PEIMS Coding Summary

### CTE Fall Indicator Codes

The following decision chart is used to identify students that have a 4-year plan to take a coherent sequence (2 or more CTE courses for 3 or more credits) of courses in CTE, and are enrolled in or have completed a semester of CTE courses which are a part of their CTE coherent sequence.

### Career and Technical Education Indicator Code Fall Decision Chart (E0031)



#### To summarize the chart:

Code 0 = Student is not enrolled in a CTE course

Code 1 = A student who is taking a CTE course as of the fall snapshot date or completed a CTE course by the end of the school year, and the student's 4-year plan of study does not outline a coherent sequence of courses in CTE.

Code 2 = A student who is enrolled in a sequential course of study which develops occupational knowledge, skills, and competencies relating to a CTE program of study. The student has a 4-year plan to take two or more CTE courses for 3 or more credits.

Code 3 = Participants in Tech Prep programs, which is no longer an active program.

## 2016-17 Sulphur Springs High School PEIMS Coding Summary

<b>PEIMS Code</b>	<b># of Students</b>
2	1,093
1	70
0	37

### CTE Contact Hour Codes

A student who is enrolled in CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, V3, V4, V5, or V6) for attendance-accounting purposes. A student's CTE code is used to calculate contact hours. To determine the CTE code to assign to a student, the district must first determine the code to assign to each CTE course. The following chart is used to determine the CTE code to assign to each CTE course:

<b>CTE Course's Average Minutes per Day</b>	<b>CTE Code</b>
45-89	V1
90-149	V2
150-180+	V3

Three contact hours is the maximum the district can claim for a single course. For students that are enrolled in more than one CTE course, CTE codes are combined to determine the correct code assigned to each student. For example, a student enrolled in three separate 45-minute CTE courses would be assigned a code of V3 ( $V1+V1+V1=V3$ ).

## 2016-17 Sulphur Springs High School PEIMS Contact Hour Summary

<b>PEIMS Code</b>	<b># of Students</b>
V1	459
V2	446
V3	164
V4	44
V5	10
V6	1

---



TSDS PEIMS SUPERINTENDENT'S REPORT OF CAREER & TECHNICAL EDUCATION ELIGIBLE DAYS

LEA-level Data

Campuses: All

2016 - 2017 Summer Collection, First Submission

LEA: 112901 - SULPHUR SPRINGS ISD

CTE Code	Weight Factor	Six-week 1		Six-week 2		Six-week 3		Six-week 4		Six-week 5		Six-week 6	
		Elig Days	Contact Hours	Elig Days	Contact Hours	Elig Days	Contact Hours	Elig Days	Contact Hours	Elig Days	Contact Hours	Elig Days	Contact Hours
V1	1.0	11,467.0	11,467.0	9,758.0	9,758.0	9,164.0	9,164.0	12,472.0	12,472.0	12,924.0	12,924.0	9,236.0	9,236.0
V2	2.0	12,866.0	25,732.0	10,802.0	21,604.0	10,181.0	20,362.0	13,359.0	26,718.0	13,897.0	27,794.0	10,032.0	20,064.0
V3	3.0	5,113.0	15,339.0	4,152.0	12,456.0	3,906.0	11,718.0	5,602.0	16,806.0	5,681.0	17,043.0	4,142.0	12,426.0
V4	4.0	1,781.0	7,124.0	1,531.0	6,124.0	1,404.0	5,616.0	1,783.0	7,132.0	1,713.0	6,852.0	1,240.0	4,960.0
V5	5.0	398.0	1,990.0	350.0	1,750.0	323.0	1,615.0	457.0	2,285.0	451.0	2,255.0	310.0	1,550.0
V6	6.0	136.0	816.0	111.0	666.0	99.0	594.0	82.0	492.0	65.0	390.0	48.0	288.0

NOTE : Eligible Contact Hours = Eligible Days \* Weight

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

# Perkins 2016-17 Application & Allotment



Organization: Sulphur Springs ISD

County District: 112901

Campus/Site: N/A

ESC Region: 08

SAS#: PERKAA17

Vendor ID: 1756002535

School Year: 2016-2017


2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Certify and Submit

	Amendment #	Version #
	00	02

Application ID:	001936-033933-00-02	Status:	Draft
TEA Due Date:	8/31/2016 5:00:00 PM	Application Type:	Formula
Organization:	Sulphur Springs ISD	SAS #:	PERKAA17
Campus/Site:	N/A		
Warning:	Be sure to exit all schedules by using the Table of Contents button, NOT the browser BACK button.		

Form Description	Required	Last Updated
General Information		
GS2100 - Applicant Information	*	7/19/2016 6:40 AM
GS2300 - Negotiation Comments and Confirmation	*	7/21/2016 5:51 AM
Program Description		
PS3012 - Local Plan	*	7/21/2016 5:48 AM
PS3350 - Accountability	*	7/20/2016 7:36 AM
PS3400 - Equitable Access and Participation	*	7/21/2016 5:50 AM
Program Budget		
BS6003 - Program Budget Summary and Support	*	7/20/2016 8:03 AM
Provisions Assurances and Certifications		
CS7000 - Provisions, Assurances and Certifications	*	7/19/2016 8:00 AM

	Organization: Sulphur Springs ISD	County District: 112901
	Campus/Site: N/A	ESC Region: 08
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017

**2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application**

**Certify and Submit**

	Amendment #	Version #
	00	02

**Certification and Incorporation Statement**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official**

First Name	25 of 30	Initial	Last Name	23 of 30	Title	0 of 40
Jenny		A	Arledge		Director of College and Career Readiness	
Telephone	Ext.	Fax	E-Mail	42 of 60	Confirm E-Mail	42 of 60
903-885-2158	2203	903-439-6116	jarledge@ssisd.net		jarledge@ssisd.net	

**Submitter Information**

First Name	Last Name	Approval ID	Submit Date and Time
Jenny	Arledge	jarledg0318	7/20/2016 8:04:56 AM

Only the legally responsible party may submit this report.

Certify and Submit

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

General Information

GS2100 - Applicant Information

Part 1: Organization Information

A Applicant

Organization Name

Sulphur Springs ISD

Mailing Address Line 1	Mailing Address Line 2	City	State	Zip Code
631 CONNALLY ST		SULPHUR SPRINGS	TX	75482-

DUNS Number Help

025863986

A School/Campus or Site

Organization Name

Mailing Address Line 1	Mailing Address Line 2	City	State	Zip Code

Part 2: Applicant Contact

Primary Contact

First Name	Initial	Last Name	Title
Jenny	A	Arledge	Director of College and Career Readiness
Telephone	Ext.	Fax	E-Mail
903-885-2158	2203	903-439-6116	jarledge@ssisd.net
Mailing Address 1		Mailing Address 2	
1200 Connally Street		Sulphur Springs TX 75482 -	

Secondary Contact

First Name	Initial	Last Name	Title
Derek		Driver	Principal
Telephone	Ext.	Fax	E-Mail
903-885-2158	2200	903-439-6116	ddriver@ssisd.net
Mailing Address 1		Mailing Address 2	
1200 Connally Street		Sulphur Springs TX 75482 -	

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

General Information

GS2300 - Negotiation Comments and Confirmation

General Comments (TEA Use Only)

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the change requested.

#	Date	Negotiation Note
1	7/20/	PS 3012, Part 10. Please either specifically state that academic teachers, CTE teachers, and Representatives of Special Populations are involved in program planning, implementation, and evaluation, or begin the narrative with the statement "all nine groups above are involved."
	Schedule	
	<input type="text" value="PS3012"/>	
	<input type="text"/>	

Grantee Comments	<input type="checkbox"/> Accepted by TEA <input type="checkbox"/> Change Completed

#	Date	Negotiation Note
2	7/20/	PS 3400. It is stated on Schedule 3350 Accountability, on Line 6S1, that strategies are in place to improve nontraditional participation. Since this barrier will be addressed, please deselect the No Barriers line, PS 3400 Line 000, and select P1 and/or P2 and/or P3 in section P, Strategies for Lack of Knowledge regarding Program Benefits.
	Schedule	
	<input type="text" value="PS3400"/>	
	<input type="text"/>	

Grantee Comments	<input type="checkbox"/> Accepted by TEA <input type="checkbox"/> Change Completed
------------------	--

#	Date	Negotiation Note
3	7/20/	Attachment: Please strike through this sentence on the Division of Grants Administration Justification of Specific Expenditure: Program-Related Out-of-State Travel form: "At this time, those teachers are expected to be Tracy Stewart and Lynn Smith." Specific staff members are not to be named in the application.
	Schedule	
	-Select Sched ▼	

Grantee Comments Accepted by TEA Change Completed

#	Date	Negotiation Note
4	7/20/	Please submit revised application by Monday, July 25, 2016. If you have questions, please email me at amy.samet@tea.texas.gov or call me at 512-475-4915. Thank you - Amy Samet
	Schedule	
	-Select Sched ▼	

Grantee Comments Accepted by TEA Change Completed

Select button to add or remove Negotiation Item :

Add Row

Delete Row





Organization: Sulphur Springs ISD  
 Campus/Site: N/A  
 Vendor ID: 1756002535  
 County District: 112901  
 ESC Region: 08  
 School Year: 2016-2017

SAS#: PERKAA17

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description  
 PS3012 - Local Plan

Part 1: Career Clusters Offered (select at least 3)

Career Cluster	Description
<input type="checkbox"/> Agriculture, Food, and Natural Resources	Producing, processing, marketing, distributing, financing and developing agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources
<input type="checkbox"/> Architecture and Construction	Designing, planning, managing, building, and maintaining the built environment
<input type="checkbox"/> Arts, A/V Technology, and Communication	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services
<input type="checkbox"/> Business, Management, and Administration	Planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations
<input type="checkbox"/> Education and Training	Planning, managing, and providing education and training services, and related learning support services
<input type="checkbox"/> Finance	Planning and services for financial and investment planning, banking, insurance, and business financial management
<input type="checkbox"/> Government and Public Administration	Executing governmental functions including governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels
<input type="checkbox"/> Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development
<input type="checkbox"/> Hospitality and Tourism	Managing, marketing, and operating restaurants and other food services, lodging, attractions, recreation events, and travel-related services
<input type="checkbox"/> Human Services	Career pathways relating to families and human needs
<input type="checkbox"/> Information Technology	Entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services
<input type="checkbox"/> Law, Public Safety, Corrections, and Security	Planning, managing, and providing legal, public safety, and protective services and homeland security, including professional and technical support services
<input type="checkbox"/> Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering
<input type="checkbox"/> Marketing, Sales, and Services	Planning, managing, and performing marketing activities to reach organizational objectives
<input type="checkbox"/> Science, Technology, Engineering, and Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services
<input type="checkbox"/> Transportation, Distribution, and Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, and mobile equipment and facility maintenance

Part 2: Programs of Study Help

Programs of Study Characteristics

<input type="checkbox"/>	CTE students are enrolled in coherent and rigorous academic and CTE courses.
<input type="checkbox"/>	Students and parents are given the opportunity to choose a program of study with an identified coherent sequence of courses.
<input type="checkbox"/>	Based on recommended high school graduation plan that prepares students for college and career.
<input type="checkbox"/>	Promotes seamless transition from high school to college and career.
<input type="checkbox"/>	Provides opportunities for students to earn dual credit, Advanced Technical Credit, locally articulated credit, or AP/IB credit.
<input type="checkbox"/>	Provides opportunities for students to learn all aspects of an industry, including industry-recognized certification if appropriate.
<input type="checkbox"/>	Other (Specify):

Describe how students will be provided with strong experience in, and understanding of, all aspects of an industry. 1010 of 1500  
 LEA provides strong student experiences and understanding of all aspects of industry by offering all CTE students the opportunity to participate in career prep (work-based learning), practicums with job shadowing and internship experiences, field trips, and/or industry guest speakers. The LEA recently added practicums with job shadowing and/or internship opportunities in Agriculture; Arts, AV, and Communications; Culinary Arts; Education and Training; and Transportation career clusters.

Describe how the district will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in the core academic subjects. 468 of 1500  
 Dual credit, concurrent courses, and AP courses have a higher academic weight to encourage students to strive for a higher GPA. Counselors, the Director of College and Career Readiness, and CTE Teachers meet periodically with individual students and groups. Career/College days are scheduled to familiarize students with needed skills and post-secondary educational requirements. These opportunities allow students to participate in the integration of academic and CTE coursework. Through offering new Endorsements leading to Certifications through our local junior college, students are encouraged by Counselors and the Director of College and Career Readiness to take core academic dual credit and concurrent courses while in high school to help meet the twelve (12) semester hours of credit requirement for receiving articulated course credit which in turn allows CTE students an opportunity to graduate with not only an Endorsement in a particular career field, but also a Certification through the local junior college as well.

Describe how the district will ensure that CTE students are taught to the same challenging academic standards as are taught to all other students. 1276 of 1500  
 All students in SSISD, including CTE students, are held to the same high academic standards in TEC 28.025(b), and all Texas students must pass rigorous statewide achievement assessments in order to graduate from high school.

Describe how one program of study offered meets the elements found in Carl D. Perkins Career and Technical Improvement Act of 2006, P.L. 109-270, section 122(c)(1)(A). Click the Help button for more information. 618 of 1500  
 The Agriculture and Manufacturing clusters combine courses including Principles of Agriculture, Ag Mechanics, Welding I, and Advanced Welding to provide high school students a seamless transition to post-secondary studies and the opportunity to receive post-secondary certifications, such as a Structural Steel Welding Certification. Articulation agreements have been put into place with our local junior college for students to obtain college credit upon course completion and meeting other student requirements based on the articulation agreements to move directly into a Certification program and/or an Associate level program of study. Dual credit and concurrent courses in core academic areas work together and along with the coherent sequence of CTE courses to provide rigorous course content and college credit that counts towards college certification and degree programs.

Part 3: Integration Plan

#	Curriculum Areas	Academic Teachers	Technical Teachers	Industry Representatives	Administrators	Guidance Counselor(s)
1	English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Program Description  
PS3012 - Local Plan

Part 4: Methods of Integration

b	Academic competencies in basic and higher-order skills have been identified by CTE teachers and incorporated into the curriculum, including instructional activities that lead students from theory to application.
b	Academic teachers have identified, developed, and implemented classroom activities that provide real-world career applications.
b	Academic and CTE teachers collaborate in the development, revision, and utilization of curriculum and instructional materials.
b	Academic and CTE teachers participate in professional development activities, including business and industry training.
b	Academic standards have been incorporated into CTE courses through either the adoption of new curriculum materials or the development of model curricula.
b	Academic teachers have strengthened the academic components of CTE curriculum.
b	Academic teachers, in some instances, teach individual lessons or modules for CTE courses, help CTE teachers to develop their own academic exercises, or provide additional opportunities for CTE students to enhance academic skills.
b	The academic curriculum has been modified to incorporate CTE applications and examples so the curriculum is more relevant and engaging for students.
b	Both academic curriculum and CTE curriculum have been aligned and linked by using more practical applications in academic area courses and more academic skills in CTE courses.
b	Teachers from both the academic and CTE coordinate the content of what they teach at a particular time or jointly develop the curriculum for both academic and CTE courses.
e	School-Within-A-School - Academic teachers in English, math, science, and social studies are paired with CTE teachers and focus on a particular career cluster such as health science technology. Teacher teams remain with the same group of students over time and coordinate course content and instruction. In some instances, close relationships have been established with business and industry partners, thereby providing students with additional motivation, mentors, and internships.
b	Career Clusters - Courses have been organized around occupational clusters facilitating cooperation among academic and CTE teachers. Teachers from each of the disciplines provide emphasis appropriate to a student's career goal.
b	Labor-market-driven career clusters have been implemented as a means to deliver coherent sequences of courses for addressing all aspects of the industries within each career cluster, and for providing career guidance and academic counseling.
e	Career academies have been developed and implemented for one or more career clusters. A strong business and industry component supports integration of technical knowledge and skills into the instruction of all teachers in the academy.
e	Other (Specify):

Part 5: Activities Utilized to Promote Preparation of Students for Nontraditional Fields

b	Provision of Recruitment Materials
b	Presentations by Counselors or Teachers
b	Presentations by Individuals in Nontraditional Fields
b	Professional Development Activities
e	Other (Specify):

Part 6: Special Populations (individuals with disabilities; economically disadvantaged, including foster children; single parents, including single pregnant women; displaced homemakers, individuals with limited English proficiency; migrant students; and nontraditional enrollees)

b	Written procedures have been established to provide stakeholders with the opportunity for participation in decisions that influence CTE and the services provided and/or available to students who are members of special populations.
b	Parents of students who are members of special populations, students who are members of special populations, teachers, and local residents participate in the planning, designing, and evaluation of CTE programs and services provided to students who are members of special populations.
b	An expedited appeals procedure has been established by which parents, students, teachers, and community members will be able to participate in local decisions regarding programs and services for students who are members of special programs.
b	Parent-teacher conferences are held regularly to discuss students' progress and placement.
b	Parent training is provided by the district/shared services arrangement.
b	Professional development is provided that assists teachers, counselors and administrators in meeting the needs of special populations.
e	Other (Specify):

Describe the steps that will be taken to ensure that individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations. 798 of 1500

The LEA ensures that CTE classes are available to all stakeholders regardless of their placement. During each student's academic review process, collaborative decisions are made to place students in the least restrictive environment, which may include placement in inclusion classes where collaboration with regular education teachers and students can be made. Response to Intervention (RTI) promotes the placement of students with disabilities into general education classes. CTE representation is included in all ARD Committee meetings. SSISD publishes a nondiscrimination notice through local news media, on the school's website, and in all promotional materials and actively follows the guidelines.

Describe how the district will provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. Include a list of the activities provided for special populations. 709 of 1500

The LEA encourages special population students to participate in: College/Career Day, Job Fair, extra instruction, acceleration opportunities, career guidance and counseling, job shadowing and/or internship opportunities, and opportunities to receive industry recognized certifications and/or endorsements that lead to post-secondary certification programs of study. Every opportunity is taken to ensure that all SSISD students have access to the tools and resources needed for them to reach their academic and career potential leading to a self-sufficient, high-skill, high-wage, and/or high demand occupation. Single parents have access to counseling and guidance. Limited English Proficient students have access to extended help and materials printed in their native language when needed.

Describe how the district will review CTE programs to identify barriers for special population students' access to, or success in, CTE programs. 1051 of 1500

CTE Advisory Committee members are utilized to annually evaluate access to CTE programs for all students. Administration, Counselors, Teachers, Students, and Community Members provide input for programs that enhance CTE opportunities for special populations, such as single parents, students from economically disadvantaged families, ESL students, and students with disabilities. By this process, certifications were made available for all students.

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Program Description  
PS3012 - Local Plan

Part 7: Career Guidance and Counseling Provided to All Students in the District/Shared Services Arrangement

b	The Career Development courses are offered at the middle/junior high school level.
b	Career Development courses are provided by means of interdisciplinary, thematic, or other appropriate instructional modules or arrangements.
b	Career interest and aptitude assessment is conducted for all students in the seventh or eighth grade, and the interpretation of results is provided to students and their parents for use in the development of a graduation plan leading to college and career success.
b	Career interest and aptitude assessment is conducted for all students in the ninth grade and the interpretation of results is provided to students and their parents for use in the development of a graduation plan leading to college and career success.
b	A Texas Achievement Plan is developed for each student pursuing a career cluster. The graduation plan identifies an appropriate coherent sequence of courses that includes academic and CTE courses leading to college and career success.
b	Career resources are available on all high school campuses.
b	Career resource center are available on all middle school campuses.
b	A career placement coordinator assists students to continue their education and training.
b	Students are provided information on careers that are nontraditional for their gender.
b	Students are provided opportunities to understand opportunities in nontraditional fields.
b	Students are provided access to CTE courses based on personal academic and career goals.
b	Students are provided information on financial aid resources.
b	Linkage to future education training/opportunities is offered.
e	Other (Specify):

Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities. 8 of 1500

SSISD Middle School Teachers work with the Director of College and Career Readiness to administer an interest/aptitude battery during students' Grade 8 year, SSISD High School Counselors and the Director of College and Career Readiness work together to administer and help students analyze interest/aptitude tests during students' Grade 9 year. Counselors and the Director of College and Career Readiness assist students in using the data to develop career choices as well as career pathways that help ensure students obtain the necessary skills and training that will help them be successful at the post-secondary level. Four-year plans are developed for all students and include planned future goals leading to post-secondary education and/or technical skills training. All CTE courses provide career resources within their particular career cluster areas. ASVAB testing is administered during students' Grade 11 year. Counselors and the Director of College and Career Readiness work cooperatively to help match students with technical schools, community colleges, military, or 4-year universities. Regional technical schools, colleges, and universities work with students to connect post-secondary opportunities for chosen career pathways through activities such as College/Career Day. Area industry representatives work closely with CTE teachers through the partnerships established through our CTE Advisory Committee, which has led to job shadowing/internship opportunities for students.

Part 8: Delivery of Professional Development

Required In-Service and Pre-Service Training

#	Professional Development	Teachers	Administrators	Counselors
1	Effective Integration and Use of Challenging Academic and Career and Technical Education Provided Jointly with Academic Teachers	b	b	b
2	Effective Teaching Skills Based on Research That Includes Promising Practices	b	b	b
3	Effective Practices to Improve Parental and Community Involvement	b	b	b
4	Effective Use of Scientifically Based Research and Data to Improve Instruction	b	b	b

Other Required Professional Development

#	Professional Development	Teachers	Administrators	Counselors
1	Education Programs to Ensure that CTE Teachers Are Current with All Aspects of an Industry	b	b	b
2	Business Internships	b	b	e
3	Train Teachers to Effectively Use Technology to Improve Instruction	b	b	e

Part 8: Delivery of Professional Development (continued)

Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development). 630 of 1500

SSISD has academic/curriculum specialists on staff that train CTE and Academic Teachers in current instructional strategies to improve higher-order thinking skills, student grouping techniques and activities for collaborative learning, question/answer techniques, State testing requirements, and using disaggregated data to improve and promote the integration of coherent and rigorous content aligned with Academic and CTE standards. CTE and Academic Teachers utilize Region 8 Service Center and professional organizations for on-going professional development training. Counselors, the Director of College and Career Readiness, other administrators, and new teachers receive on-going training through local, regional, and professional organizations as well. New Teachers are also assigned to a mentor teacher during their first year assignment for initial job training.



Organization: Sulphur Springs ISD  
 Campus/Site: N/A  
 Vendor ID: 1756002535

County District: 112901  
 ESC Region: 08  
 School Year: 2016-2017

SAS#: PERKAA17

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description  
 PS3012 - Local Plan

Part 9: Developing, Improving, or Expanding the Use of Technology in CTE Programs

b	Teacher Professional Development in Using Technology to Enhance Teaching and Learning
b	Teacher Professional Development in State-of-the-Art Technologies
b	Offering CTE Programs That Lead to High Technology and Telecommunications Careers
b	Partnerships with High Technology Industries for Internships and Mentoring Programs
b	Partnerships with High Technology Industries for Externships for Teachers
b	Students Earn Valuable Certifications/Licensures in High Technology Careers
e	Distance Learning Opportunities
e	Online Learning Opportunities
e	Other (Specify):

Part 10: Partnerships

#	Group	Development	Implementation	Evaluation
1	Parents	b	e	b
2	Students	b	b	b
3	Academic Teachers	b	b	b
4	Business, Industry and Labor (including small businesses)	b	b	b
5	Representatives of Special Populations	b	b	b
6	Community Partners	b	b	b
7	Faculty	b	b	b
8	Administrators	b	b	b
9	CTE Teachers	b	b	b
10	Tech Prep Consortia Representatives	e	e	e
11	Other (Specify)	e	e	e

Describe how the above groups are involved in development, implementation, and evaluation of the career and technical education program. 744 of 1500

All nine groups listed above are involved with aligning CTE programs with industry standards and needs, offering counsel on the development and implementation of CTE programs, providing input into establishing annual goals/objectives, and annual program evaluation. Each CTE career cluster assembles CTE Advisory Committee members and meets each semester as well as through on-going communication during the school year. Representative members include: industry professionals, business and community representatives, local junior college representatives, workforce agency representatives, teachers, administrators, counselors, parents and students. The local Economic Development Corporation and Workforce Agency provide input into current workforce needs.




Part 11: Educator Recruitment and Retention

Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession. 964 of 1500

SSHS employs twenty CTE Teachers. SSISD strives to recruit highly-qualified CTE Teachers, Administrators, and Counselors by regularly visiting area universities and advertising nationwide through websites as job openings occur. SSISD is fortunate to have a bank of CTE Teachers that desire to work in the district. The local School board has a high priority to maintain competitive wages and stipends to compete for Teachers with districts of comparable size. Underrepresented groups are included in recruitment efforts as listed above.

Describe efforts to improve the transition to teaching from business and industry, including mentorship programs. 1026 of 1500

New CTE Teachers are paired with experienced mentor Teachers and attend professional development training provided by the district to offer guidance in making the transition from business and industry. Administration works closely with new Teachers to guide and foster successful mentor relationships. New teachers are encouraged to join professional organizations and attend professional organization conferences to receive additional support/training on an on-going basis.

Schedule Status: Complete		FORMULA	Application ID: 0019360339330002
	Organization: Sulphur Springs ISD	County District: 112901	
	Campus/Site: N/A	ESC Region: 08	
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017	
2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application			
Program Description			
PS3350 - Accountability			
Summary of Forms			
<p>You must complete this schedule for yourself and each member of your shared services arrangement. Click on the link for the Fiscal Agent, Member, or Individual Applicant listed below to access and complete the schedule. A PS3350 must be prepared for each Fiscal Agent, Member, or Individual Applicant listed below to complete this schedule. After all have been completed, click Save below.</p>			
Status	Fiscal Agent/ Member /I ndividual Applicant	Last Updated	
	 PS3350 - for Applicant - 112901-Sulphur Springs ISD	7/19/2016 7:04:15 AM	

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

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Individual Applicant: 112901-Sulphur Springs ISD					
Part 1: Perkins Performance Measures (See the TEASE application CTER (Career and Technology Education Reports) for performance measure/core indicator definitions, described after each performance table.)					
Actual for 2011-2012	Actual for 2012-2013	Actual for 2013-2014	Statewide Target %	Local Target %	Explain why the Local Target percentage was less than the Statewide Target percentage and describe strategies the LEA will use to improve CTE student performance.
<b>1S1 - Academic Attainment - Reading/Language Arts A</b>					
97.73	94.24	98.18	96.32	96.32	
<b>1S2 - Academic Attainment - Mathematics A</b>					
96.55	94.16	89.70	94.00	94.00	
<b>2S1 - Technical Skill Attainment A</b>					
100.00	100.00	100.00	78.00	78.00	
<b>3S1 - Secondary School Completion A</b>					
94.44	98.63	98.27	96.56	96.56	
<b>4S1 - Student Graduation Rates A</b>					
93.48	100.00	97.19	96.28	96.28	
<b>5S1 - Secondary Placement A</b>					
75.00	74.83	75.84	71.00	71.00	
<b>6S1 - Nontraditional Participation A</b>					
41.99	42.40	40.57	45.22	42.90	Students select their course and endorsement plans based on their own interests and are allowed to select any plan. Strategies: stress nontraditional participation through marketing nontraditional courses & informational meetings with district personnel, Advisory, & counselors to emphasize benefits.
<b>6S2 - Nontraditional Completion A</b>					
42.42	41.48	39.25	43.91	41.58	Students select their course and endorsement plans based on their own interests & are allowed to select any plan. Strategies: Enhanced advising through meetings with Counselors, Director of College/Career Readiness, CTE Teachers & increased awareness of benefits for post-secondary opportunities.
<b>A</b>					
0.00	0.00	0.00	0.00		
Describe district programs that are designed to enable special populations students to meet Perkins performance targets.					
LEA has incorporated multiple programs to ensure success with special populations students through co-teach (inclusion) classes, utilization of content mastery, tutoring/acceleration classes. Students have opportunity to obtain industry recognized certifications through multiple Endorsement areas.					
Describe the process that will be used to evaluate and continually improve the district's performance.					
LEA uses disaggregated data from PBMAS, STAAR testing reports, School TEA Accountability Summary, number of students earning industry certifications, annual CTE program evaluations, and advisement from CTE Advisory Committee members to continually improve district and student performance.					

## 2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

## Program Description

## PS3400 - Equitable Access and Participation

Barriers and Strategies						Help
		All	Students	Teachers	Others	
000	The applicant assures that no barriers exist to equitable access and participation for:	€	€	€	€	
<b>Barrier: Gender-specific Bias</b>						
#	Strategies for Gender-specific Bias	Students	Teachers	Others		
A01	Expand opportunities for historically under-represented groups to fully participate.	€	€	€		
A02	Provide staff development on eliminating gender bias.	€	€	€		
A03	Ensure strategies and materials used with students do not promote gender bias.	€	€	€		
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender.	€	€	€		
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender.	€	€	€		
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program.	€	€	€		
A99	Other:	€	€	€		
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>						
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others		
B01	Provide program information/materials in home language.	€	€	€		
B02	Provide interpreter/translator at program activities.	€	€	€		
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	€	€	€		
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds.	€	€	€		
B05	Develop/maintain community involvement/participation in program activities.	€	€	€		
B06	Provide staff development on effective teaching strategies for diverse populations.	€	€	€		
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity.	€	€	€		
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider.	€	€	€		
B09	Provide parenting training.	€	€	€		
B10	Provide a parent/family center.	€	€	€		
B11	Involve parents from a variety of backgrounds in decision making.	€	€	€		
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents come to the school.	€	€	€		
B13	Provide child care for parents participating in school activities.	€	€	€		
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities.	€	€	€		
B15	Provide adult education, including GED and/or ESL classes, or family literacy program.	€	€	€		
B16	Offer computer literacy courses for parents and other program beneficiaries.	€	€	€		
B17	Conduct an outreach program for traditionally "hard to reach" parents	€	€	€		
B18	Coordinate with community centers/programs	€	€	€		
B19	Seek collaboration/assistance from business, industry, or institution of higher education.	€	€	€		
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color.	€	€	€		
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color.	€	€	€		
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program.	€	€	€		
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints.	€	€	€		
B99	Other:	€	€	€		

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description

PS3400 - Equitable Access and Participation

Barrier: Gang-related Activities				
#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	€	€	€
C02	Provide counseling.	€	€	€
C03	Conduct home visits by staff.	€	€	€
C04	Provide flexibility in scheduling activities.	€	€	€
C05	Recruit volunteers to assist in promoting gang-free communities.	€	€	€
C06	Provide mentor program.	€	€	€
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	€	€	€
C08	Provide community service programs/activities.	€	€	€
C09	Conduct parent/teacher conferences.	€	€	€
C10	Strengthen school/parent compacts.	€	€	€
C11	Establish collaborations with law enforcement agencies.	€	€	€
C12	Provide conflict resolution/peer mediation strategies/programs.	€	€	€
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	€	€	€
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues.	€	€	€
C99	Other:	€	€	€
Barrier: Drug-related Activities				
#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	€	€	€
D02	Provide counseling.	€	€	€
D03	Conduct home visits by staff.	€	€	€
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	€	€	€
D05	Provide mentor program.	€	€	€
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	€	€	€
D07	Provide community service programs/activities.	€	€	€
D08	Provide comprehensive health education programs.	€	€	€
D09	Conduct parent/teacher conferences.	€	€	€
D10	Establish school/parent compacts.	€	€	€
D11	Develop/maintain community collaborations.	€	€	€
D12	Provide conflict resolution/peer mediation strategies/programs.	€	€	€
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	€	€	€
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues.	€	€	€
D99	Other:	€	€	€
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	€	€	€
E02	Provide program materials/information in Braille.	€	€	€
E03	Provide program materials/information in large type.	€	€	€
E04	Provide program materials/information in digital/audio formats.	€	€	€
E05	Provide staff development on effective teaching strategies for visual impairment.	€	€	€
E06	Provide training for parents.	€	€	€
E07	Format materials/information published on the internet for ADA-accessibility.	€	€	€
E99	Other:	€	€	€



<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description

PS3400 - Equitable Access and Participation

Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	€	€	€
F02	Provide interpreters at program activities.	€	€	€
F03	Provide captioned video material.	€	€	€
F04	Provide program materials and information in visual format.	€	€	€
F05	Use communication technology, such as TDD/relay.	€	€	€
F06	Provide staff development on effective teaching strategies for hearing impairment.	€	€	€
F07	Provide training for parents.	€	€	€
F99	Other:	€	€	€
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	€	€	€
G02	Expand tutorial/mentor programs.	€	€	€
G03	Provide staff development in identification practices and effective teaching strategies.	€	€	€
G04	Provide training for parents in early identification and intervention.	€	€	€
G99	Other:	€	€	€
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	€	€	€
H02	Provide staff development on effective teaching strategies.	€	€	€
H03	Provide training for parents.	€	€	€
H99	Other:	€	€	€
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	€	€	€
J02	Ensure all physical structures are accessible.	€	€	€
J99	Other:	€	€	€
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	€	€	€
K02	Develop and implement a truancy intervention plan.	€	€	€
K03	Conduct home visits by staff.	€	€	€
K04	Recruit volunteers to assist in promoting school attendance.	€	€	€
K05	Provide mentor program.	€	€	€
K06	Provide before/after school recreational or educational activities.	€	€	€
K07	Conduct parent/teacher conferences.	€	€	€
K08	Strengthen school/parent compacts.	€	€	€
K09	Develop/maintain community collaborations.	€	€	€
K10	Coordinate with health and social services agencies.	€	€	€
K11	Coordinate with the juvenile justice system.	€	€	€
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	€	€	€
K99	Other:	€	€	€

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017

**2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application**

**Program Description**

**PS3400 - Equitable Access and Participation**

Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies.	e	e	e
L02	Establish collaborations with parents of highly mobile families.	e	e	e
L03	Establish/maintain timely record transferal system.	e	e	e
L99	Other:	e	e	e
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	e	e	e
M02	Conduct home visits by staff.	e	e	e
M03	Recruit volunteers to actively participate in school activities.	e	e	e
M04	Conduct parent/teacher conferences.	e	e	e
M05	Establish school/parent compacts.	e	e	e
M06	Provide parenting training.	e	e	e
M07	Provide a parent/family center.	e	e	e
M08	Provide program materials/information in home language.	e	e	e
M09	Involve parents from a variety of backgrounds in school decision making.	e	e	e
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	e	e	e
M11	Provide child care for parents participating in school activities.	e	e	e
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities.	e	e	e
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	e	e	e
M14	Conduct an outreach program for traditionally "hard to reach" parents.	e	e	e
M15	Facilitate school health advisory councils four times a year.	e	e	e
M99	Other:	e	e	e
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	e	e	e
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups.	e	e	e
N03	Provide mentor program for new personnel.	e	e	e
N04	Provide intern program for new personnel.	e	e	e
N05	Provide an induction program for new personnel.	e	e	e
N06	Provide professional development in a variety of formats for personnel.	e	e	e
N07	Collaborate with colleges/universities with teacher preparation programs.	e	e	e
N99	Other:	e	e	e
Barrier: Lack of Knowledge regarding Program Benefits				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits.	b	b	b
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	b	b	b
P03	Provide announcements to local radio stations, newspapers, and other appropriate electronic media about program activities/benefits.	b	e	e
P99	Other:	e	e	e

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description

PS3400 - Equitable Access and Participation

Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	€	€	€
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	€	€	€
Q03	Conduct program activities in community centers and other neighborhood locations.	€	€	€
Q99	Other:	€	€	€
Barrier: Other Barrier				
#	Strategy for Other Barrier	Students	Teachers	Others
Z99	Other Barrier:	€	€	€
	Other Strategy:			

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Statutory Authority:	Fund Code FAR/SSA
Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270	244/331

Part 1: Available Funding		
Final Amount	<a href="#">View List of Members</a>	56,370.00
Incentive Amount		7,178.00
Reallocation		
<b>Grand Total</b>		
Total Funds Available:		63,548.00

Part 2: Budget Summary by Class/Object Code				
	Class/Object Code and Description	Program Costs	Admin Costs	Total Budget
6100	Payroll Costs			
6200	Professional and Contracted Services (Itemized in Part 5)	2,000		2,000
6300	Supplies and Materials (Itemized in Part 6)	58,548		58,548
6400	Other Operating Costs (Itemized in Part 7)	3,000		3,000
6500	Debt Services (Itemized in Part 8)			
6600	Capital Outlay (Itemized in Part 9)			
8911	Operating Transfers Out			
<b>Subtotal</b>				
Maximum Allowable Indirect Costs: \$ 622		Total Direct Costs:	63,548	63,548
	0.980	% Indirect Costs	<a href="#">Help</a>	

<b>Grand Total</b>				
A	Total Budgeted Costs		63,548	63,548

The remainder of Part 2 is hidden because there is no shared services arrangement.



Organization: Sulphur Springs ISD

County District: 112901

Campus/Site: N/A

ESC Region: 08

SAS#: PERKAA17

Vendor ID: 1756002535

School Year: 2016-2017

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 3: Waiver from the Minimum \$15,000 Requirement

<input type="checkbox"/>	Rural Sparsely Populated Area: The number of highway miles from the high school which is the nearest neighbor is at least 30 and the school is unable to enter into a consortium to provide programs, services, and/or activities authorized under Secondary School Career and Technology.		
	Number of Highway Miles from the High School:		Name of High School:
<input type="checkbox"/>	Approved Charter School That Is Unable to Join an SSA		
If either box above is checked, describe why the LEA is unable to join a shared services arrangement:			

Part 4: 6100 - Itemized Payroll Costs

Number of Positions			
#	Position Title	Number of Program Positions	Number of Admin Positions
1.	Administrators [012] (6119)		
2.	Aides [033] (6129)		
3.	Career Coordinators [058/080] (6119)		
4.	Clerical Staff (6129)		
5.	Counselors [008] (6119)		
6.	Program Coordinator (6119/6129)		
7.	Special Populations Coordinators (6119/6129)		
8.	Supervisors [080] (6119)		
9.	Support Center Staff (6119/6129)		
10.	Other:		
11.	Other:		
12.	Other:		
13.	Other:		
14.	Other:		
15.	Other:		
16.	Other:		
17.	Other:		
18.	Other:		
19.	Other:		
20.	Other:		
21.	Other:		
22.	Other:		
23.	Other:		
24.	Other:		
25.	Other:		

Substitute, Extra-Duty, Benefits			Help
1.	For Schoolwide Personnel Not Coded 8911	<input type="checkbox"/>	<input type="checkbox"/>
2.	Extra-Duty Pay/Beyond Normal Work Hours for Positions Not Indicated Above	<input type="checkbox"/>	<input type="checkbox"/>
3.	Substitutes for Public and Charter School Personnel for Positions Not Indicated Above	<input type="checkbox"/>	<input type="checkbox"/>

## 2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

## Program Budget

## BS6003 - Program Budget Summary and Support

## Part 5: 6200 - Itemized Professional and Contracted Services Costs

#	Class/Object Code and Description	Program Costs	Admin Costs
1.	6219/ 6239/ 6291 Professional and Consulting Services	2,000	
2.	6269 Rental or Lease of Buildings, Space in Buildings, or Land		
3.	6220 Postsecondary CTE tuition for students, for tuition in excess of the amount of ADA funds generated by those students. Allowable only when tuition payments are for groups of students and not in the name of individuals.		
<b>Subtotal</b>			
Remaining 6200 - Professional and Contracted Services That Do Not Require Specific Approval			
Total Professional and Contracted Services Costs		2,000	

## Part 6: 6300 - Itemized Supplies and Materials Costs

Total Supplies and Materials Costs		58,548	
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## Part 7: 6400 - Itemized Other Operating Costs

#	Class/Object Code and Description	Program Costs	Admin Costs
1.	6411 Out-of-State Travel for Employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	1,500	
2.	6412/ 6494 Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.		
3.	6413 Stipends for Non-Employees other than those included in 6419		
4.	6419 Non-employee costs for conferences. Requires authorization in writing.		
5.	6411/ 6419 Travel Costs for Officials such as Executive Director, Superintendent or Local School Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.		
6.	6495 Membership Dues in Civic or Community Organizations (Excludes CTSOs)		
7.	64XX Hosting Conferences for Non-Employees. Must be allowable per Program Guidelines and must attach Hosting Conference Justification Form.		
<b>Subtotal</b>			
Remaining 6400 - Other Operating Costs That Do Not Require Specific Approval		1,500	
Total Other Operating Costs		3,000	



Organization: Sulphur Springs ISD

County District: 112901

Campus/Site: N/A

ESC Region: 08

SAS#: PERKAA17

Vendor ID: 1756002535

School Year: 2016-2017

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 8: 6500 - Itemized Debt Service

#	Property Description				Class/Object Code and Description		Program Costs	Admin Costs
1.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
2.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
3.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
4.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
5.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
6.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
<b>Total Costs</b>								
							Total Debt Service Costs	

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 9: 6600 - Itemized Capital Outlay

Description of Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value or Useful Life (not ordinary repairs and maintenance)	Program Costs	Admin Costs

Equipment and Other Capital Outlay - Regardless of Unit Cost

€ Capital Outlay for Schoolwide Programs (not coded 8911)

#	Generic Item Description	PEIMS Code	Quantity	Program Costs	Admin Costs
1.					
2.					
3.					
4.					
5.	€				

Total Costs

Total Capital Outlay Costs		
----------------------------	--	--

Describe how the capital outlay requested will be used to accomplish the objectives of the project if different from the general uses described in the instructions.



<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017

**2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application**

**Program Budget**

**BS6003 - Program Budget Summary and Support**

**Part 10: LEA Practices that Meet the Nine Perkins Funding Requirements**

**1. Integrate Academics with CTE Programs Using a Coherent Sequence of Courses**

<input type="checkbox"/>	We are implementing the AchieveTexas College and Career Initiative.
<input type="checkbox"/>	We are providing professional development to both CTE and academic curriculum teachers in implementing coherent sequences of CTE programs.
<input type="checkbox"/>	Our CTE students have programs of study based on career clusters with a focus on rigorous academic and appropriate CTE courses.
<input type="checkbox"/>	We utilize web pages for all teachers to share lessons that integrate academic and technical skills.
<input type="checkbox"/>	Our academic and CTE teachers collaborate to develop lesson plans that allow students to demonstrate skills (both academic and technical) in contextual hands-on activities.
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>

**2. Link CTE at the Secondary and Postsecondary Level**

<input type="checkbox"/>	Our CTE students follow programs of study that link secondary and postsecondary education.
<input type="checkbox"/>	Our LEA offers Tech Prep programs with seamless transitions to postsecondary education.
<input type="checkbox"/>	Some or all of our CTE teachers are qualified to teach courses for Advanced Technical Credit.
<input type="checkbox"/>	Our LEA offers opportunities for students to enroll in courses that lead to dual credit or articulated credit.
<input type="checkbox"/>	Our LEA encourages CTE students to participate in the Recommended and Distinguished Achievement Programs.
<input type="checkbox"/>	Our students use career exploration software to research postsecondary requirements for their personal career goals.
<input type="checkbox"/>	Our LEA utilizes Go Centers to assist students in planning postsecondary education.
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>

**3. Provide Students with Strong Experience in and Understanding of All Aspects of an Industry (may include career preparation learning experiences)**

<input type="checkbox"/>	Our LEA offers multiple career preparation learning opportunities for our students.
<input type="checkbox"/>	Our LEA has instructional partnerships with business and industry to provide relevant experiences for students.
<input type="checkbox"/>	Business and industry partners regularly provide us with input to ensure that our students receive strong experience in and understanding of all aspects of their industries.
<input type="checkbox"/>	Our LEA offers multiple opportunities for students to achieve industry licensures and certifications.
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>

**4. Develop, Improve, or Expand the Use of Technology in CTE Programs**

<input type="checkbox"/>	Our LEA strives to ensure that the technology and software in our classrooms are equivalent to technology used by business and industry.
<input type="checkbox"/>	Our LEA requires or encourages our students to receive industry licensures and certifications utilizing various technological applications.
<input type="checkbox"/>	Our CTE teachers are provided with technological tools to enhance instruction.
<input type="checkbox"/>	Our LEA utilizes web pages for teachers to share lessons that integrate academic and technical skills.
<input type="checkbox"/>	We offer web-based instructional opportunities to our students.
<input type="checkbox"/>	Our students use software to explore career options and postsecondary educational requirements.
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 10: LEA Practices that Meet the Nine Perkins Funding Requirements (continued)

5. Provide Professional Development Programs to Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors

Who Are Involved in Integrated CTE Programs

<input type="checkbox"/>		Our CTE and academic teachers are required to engage in professional learning to integrate academic and technical skills, to share best practices, and to improve instruction for students.
<input type="checkbox"/>		Our teachers, faculty, administrators, and career guidance and academic counselors participate in professional learning to integrate CTE and academic curriculum.
<input type="checkbox"/>		Our CTE teachers attend state professional development conferences for their instructional areas.
<input type="checkbox"/>		We offer professional development in academic/CTE integration, articulated credit, industry certifications, technology trends and products, service to special populations, nontraditional fields, and industry/job market trends.
<input type="checkbox"/>		Members of business and industry provide professional development to our staff about workplace requirements.
<input type="checkbox"/>	Other:	
<input type="checkbox"/>	Other:	

6. Develop and Implement Evaluations of the CTE Programs Carried Out with Funds, Including an Assessment of How the Needs of Special Populations Are Being Met

<input type="checkbox"/>		We evaluate our CTE programs annually, and providing equitable program access to special populations is a component of the evaluation.
<input type="checkbox"/>	Other:	
<input type="checkbox"/>	Other:	

7. Initiate, Improve, Expand, and Modernize Quality CTE Programs, Including Relevant Technology

<input type="checkbox"/>		Our CTE programs are evaluated each year to ensure that current industry-standard equipment is utilized.
<input type="checkbox"/>		Our CTE teachers are provided with technological tools to enhance instruction.
<input type="checkbox"/>		We offer professional development in technology and industry/job market trends.
<input type="checkbox"/>	Other:	
<input type="checkbox"/>	Other:	

8. Provide Services and Activities That Are of Sufficient Size, Scope, and Quality to Be Effective

<input type="checkbox"/>		Our LEA is implementing the AchieveTexas College and Career Initiative.
<input type="checkbox"/>		All or most our CTE students are pursuing a coherent sequence of courses.
<input type="checkbox"/>	Other:	
<input type="checkbox"/>	Other:	

9. Provide Activities to Prepare Special Populations for High-Skill, High-Wage, or High-Demand Occupations That Will Lead to Self-Sufficiency

<input type="checkbox"/>		Our CTE staff collaborate with special education staff to provide appropriate support activities for students of special populations and to assure that the students are being served in programs to match student interest and aptitude.
<input type="checkbox"/>		We provide activities for special populations students to gain an understanding of high-wage, high-skill, or high-demand occupations.
<input type="checkbox"/>		Our CTE teachers receive professional development in strategies to enhance teaching and learning for students with special needs.
<input type="checkbox"/>		Our LEA employs a Special Populations Coordinator to ensure that the needs of special populations students are met.
<input type="checkbox"/>		CTE and special education staff meet regularly to plan and coordinate programs and services to meet the needs of special populations.
<input type="checkbox"/>	Other:	
<input type="checkbox"/>	Other:	

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017

2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 11: Required Uses of Funds Required Uses of Funds

Use of Perkins Funds (Program Costs Plus Administration Costs)









#	Required Use of Perkins Funds	Payroll (6100)	Prof. & Contr. Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Services (6500)	Capital Outlay (6600)	Subtotals	%
1.	Academic/CTE Integration			2,000				2,000	3.15
2.	Link to Postsecondary CTE			2,000	1,000			3,000	4.72
3.	All Aspects of an Industry			1,548	1,000			2,548	4.01
4.	Expand the Use of Technology			24,000	1,000			25,000	39.34
5.	Provide Professional Development		1,500					1,500	2.36
6.	Evaluate Perkins-Funded Programs		500					500	0.79
7.	Initiate, Improve, and Expand Quality CTE Programs			25,000				25,000	39.34
8.	Sufficient Size, Scope and Quality			3,000				3,000	4.72
9.	Activities for Special Populations			1,000				1,000	1.57
Subtotals (Total percentage may not equal 100% due to rounding.)									
			2,000	58,548	3,000			63,548	100.00
Indirect Costs									
Total Budgeted Costs								63,548	

Use of State & Local Funds

#	Required Use of State & Local Funds	Payroll (6100)	Prof. & Contr. Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Services (6500)	Capital Outlay (6600)	Subtotals	%
1.	Academic/CTE integration								
2.	Link to postsecondary CTE								
3.	All aspects of an industry								
4.	Expand the use of technology								
5.	Provide professional development								
6.	Evaluate Perkins-funded programs								
7.	Initiate, improve and expand quality CTE programs								
8.	Sufficient size, scope and quality								
9.	Activities for special populations								
Subtotals (Total percentage may not equal 100% due to rounding.)									
			2,000	58,548	3,000			63,548	
Grand Total (Excluding Indirect Costs)									

Part 12: Pooling of Perkins Funds (SSAs Not Eligible)

<input type="checkbox"/> Funds will not be pooled	<input type="checkbox"/> Funds will be pooled
What amount of funds will be pooled?	
List County/District Numbers for LEAs That Will Pool Funds:	
<input type="checkbox"/> Improving the Initial Preparation and Professional Development of CTE Teachers, Faculty, Administrators, and Counselors	
<input type="checkbox"/> Establishing, Enhancing, or Supporting Systems for Perkins Accountability Data, or Report Perkins Data	
<input type="checkbox"/> Implementing CTE Programs of Study	
<input type="checkbox"/> Implementing Technical Assessments	

Schedule Status: Complete		FORMULA	Application ID: 0019360339330002
	Organization: Sulphur Springs ISD	County District: 112901	
	Campus/Site: N/A	ESC Region: 08	
SAS#: PERKAA17	Vendor ID: 1756002535	School Year: 2016-2017	
2016-2017 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application			
Provisions Assurances			
CS7000 - Provisions, Assurances and Certifications			
<div style="text-align: center; border: 1px solid black; padding: 5px;">General and Fiscal Guidelines</div>			
	I certify my acceptance and compliance with all General and Fiscal Guidelines.		
<div style="text-align: center; border: 1px solid black; padding: 5px;">Program Guidelines</div>			
	I certify my acceptance and compliance with all Program Guidelines.		
<div style="text-align: center; border: 1px solid black; padding: 5px;">General Provisions and Assurances</div>			
	I certify my acceptance and compliance with all General Provisions and Assurances requirements.		
<div style="text-align: center; border: 1px solid black; padding: 5px;">Debarment and Suspension Certification</div>			
	I certify I am not debarred or suspended. I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.		
<div style="text-align: center; border: 1px solid black; padding: 5px;">Program-Specific Provisions and Assurances</div>			
	I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.		
<div style="text-align: center; border: 1px solid black; padding: 5px;">Lobbying Certification</div>			
	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.		
	This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.		
<ol style="list-style-type: none"> <li>1. Complete and attach the <a href="#">Disclosure of Lobbying Activities</a> form.</li> <li>2. To complete the online form, follow the instructions on Page 2 of the form.</li> <li>3. Click the Print button on the bottom of Page 1.</li> <li>4. Sign the form.</li> <li>5. Scan the signed form.</li> <li>6. Save the scanned form to your desktop.</li> <li>7. Use the Attach File button on the Application Menu page to attach your signed form to this eGrants application.</li> </ol>			



Organization: SULPHUR SPRINGS ISD

County District: 112901

Campus/Site: N/A

ESC Region: 08

SAS #: PERKAA17

Vendor ID: 1756002535

School Year: 2016-2017


Notice of Grant Award

Application Submit Date: 7/20/2016

Amendment Number: 00


NOGA ID	Name of Grant Program	FAR Fund Code	FAR Rev Code	Fed Awd # CFDA #	Federal Aid Agency	TEA USE Only	Begin Date	End Date	Increase (Decrease)	Amount
17420006112901	CARL D. PERKINS BASIC FORMULA GRANT	244	5929	V048A160043 84.048A	USDE	42001706	7/20/2016	8/15/2017	\$0.00	\$63,548.00

Application and any amendment thereto identified above, Received Date/Document Control Number/Application ID 001936033933, as revised or negotiated by the Texas Education Agency (TEA) hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the applications, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the subgrantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.

<p>Offer Accepted by Grantee</p> <p>The digital signature of the applicant's authorized officer contained on the applicant's application referred to above, is hereby incorporated by reference and made a part of this grant/award contract</p>	<p>Approval ID of the Commissioner of Education or Designee Texas Education Agency</p>	<p>Date</p>
		<p>8/1/2016</p>

**Texas Education Agency  
Supplement to Notice of Grant Award (NOGA)**

<b>1</b>	<b>Subrecipient Name</b>  Sulphur Springs ISD 631 CONNALLY ST SULPHUR SPRINGS, TX 75482	<b>2</b>	<b>Subrecipient Unique Entity Identifier</b>  112901
<b>3</b>	<b>Subrecipient Information</b>		
	Grant name:	CARL D. PERKINS BASIC FORMULA GRANT	
	Subaward period of performance start and end date:	See NOGA certificate	
	Amount of federal funds obligated by this action:	See NOGA certificate	
	Total amount of federal funds awarded:	See NOGA certificate	
	Indirect cost rate:	0.980%	
	De minimis indirect cost rate:	Not applicable	
	Research and development grant:	Not applicable	
<b>4</b>	<b>Subrecipient Terms and Conditions</b>		
	<p>(1) New EDGAR including 2 C.F.R. Part 200 applies</p> <p>(2) Grant program requirements</p> <p style="padding-left: 20px;">(a) Incorporated by reference in General and Fiscal Guidelines</p> <p style="padding-left: 20px;">(b) Incorporated by reference in Program Guidelines</p> <p style="padding-left: 20px;">(c) Incorporated by reference in General Provisions and Assurances</p> <p style="padding-left: 20px;">(d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable)</p> <p>(3) Additional requirements</p> <p style="padding-left: 20px;">Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable</p> <p>(4) Access to subrecipient records</p> <p style="padding-left: 20px;">Per 2 CFR §200.331, the subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section.</p> <p>(5) Closeout of subaward</p> <p style="padding-left: 20px;">(a) Incorporated by reference in General and Fiscal Guidelines</p> <p style="padding-left: 20px;">(a) Incorporated by reference in NOGA transmittal letter</p>		
<b>5</b>	<b>Name of Pass-Through Entity</b>  Texas Education Agency	<b>6</b>	<b>Contact Information for TEA Awarding Official</b>  See NOGA certificate
<b>7</b>	<b>Federal Award Information</b>		
	Federal awarding agency:	USDE	
	Federal award identification number:	See NOGA certificate	
	CFDA number:	See NOGA certificate	
	CFDA name:	Career and Technical Education -- Basic Grants to States	
	Federal award date:	July 1, 2016	
	Total amount of federal award:	\$64,837,344	
<b>8</b>	<b>Federal Award Project Description</b>  Incorporated by reference in program guidelines		

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Part 1: Contact Information

Organization Information

Organization Name

Sulphur Springs ISD

Mailing Address Line 1	Mailing Address Line 2	City	State	Zip Code
631 CONNALLY ST		SULPHUR SPRINGS	TX	75482-

Primary Contact

First Name	25 of 30	Initial	Last Name	23 of 30	Title	0 of 40
Jenny		A	Arledge		Director of College and Career Readiness	
Telephone	Ext.	Fax	E-Mail	42 of 60	Confirm E-Mail	42 of 60
903-885-2158	2203	903-439-6116	jarledge@ssisd.net		jarledge@ssisd.net	

Secondary Contact

First Name	25 of 30	Initial	Last Name	24 of 30	Title	31 of 40
Derek			Driver		Principal	
Telephone	Ext.	Fax	E-Mail	43 of 60	Confirm E-Mail	43 of 60
903-885-2158	2200	903-439-6116	ddriver@ssisd.net		ddriver@ssisd.net	

Part 2: Program Effectiveness Review

Administrative Leadership

#	Indicator	Achieved	Evidence
1.	The LEA has a clearly articulated mission for Career and Technical Education (CTE) that is consistent with the state plan; policies and procedures exist for translating the vision into action.	j j Yes No	SSISD has a clear CTE mission and goals; policies & procedures are in place to make it transpire.
2.	The LEA has established effective working relationships with secondary and postsecondary institutions.	j j Yes No	SSISD participates to national level with secondary schools. Articulation agreements are in place.
3.	The LEA has established collaborative linkages with local business and industry partners involved in workforce preparation.	j j Yes No	Local industries/businesses work in advisory roles and provide students with work experiences.
4.	The LEA uses its Perkins funds to provide CTE programs that integrate rigorous academic and career and technical instruction to improve student learning.	j j Yes No	Perkins funds are used to purchase equipment for courses to improve rigor and relevance in learning.
5.	The LEA has developed a comprehensive strategy for annual CTE program evaluations.	j j Yes No	All clusters have advisory members and an ESC evaluation tool is utilized annually for
6.	The LEA assures that qualified and highly effective CTE teachers are recruited and retained.	j j Yes No	SSISD has a high retention rate for CTE. Highly qualified new Teachers are recruited for CTE.
7.	The LEA plays a significant role in building the capacity of staff through professional development and technical assistance activities.	j j Yes No	SSISD provides local professional development plus regional and professional training
8.	The LEA has implemented the AchieveTexas College and Career Initiative.	j j Yes No	Clusters are followed and added to. Initiatives include annual Career Day and Career Center.



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## Part 2: Program Effectiveness Review (continued)

## Local Perkins Application/Plan

#	Indicator	Achieved	Evidence
9.	The LEA completes its local application to ensure a full understanding of the required use of funds—including an effective definition of the size, scope, and quality of the CTE services and activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	SSISD offers coherent sequences of courses that include the integration of academic and CTE.
10.	The LEA reviews its Perkins accountability results and uses CTE student performance data to drive goals, strategies, and continuous improvement.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Student performance data drives course selection including prerequisites and program improvement.
11.	The LEA assesses Performance-Based Monitoring (PBM) data reports and follow-up data as available to guide local application planning and improvement strategies.	<input type="checkbox"/> Yes <input type="checkbox"/> No	PBM data is analyzed and considered in planning improvement through CTE department meetings.
12.	The LEA's Perkins budget is appropriate from both accounting and intended use perspectives.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Perkins budget is used for intended purposes and record of expenses documents required uses.
13.	The LEA uses the local application and plan as a tool for evaluating and reporting data to assess program effectiveness.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Perkins application is used to evaluate student success including student certifications.
14.	The LEA effectively uses automated processes for the submission of the Public Education Information Management System (PEIMS) data and the local application and plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No	PEIMS data is submitted through Skyward locally and through the ESC.
15.	The LEA uses the local application as a vehicle for determining funding priorities and implementing proposed activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Perkins funding reflects priorities in implementing activities & initiatives for program improvement
16.	The LEA annually submits its local application, amendments, and reallocations in a timely manner.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Applications and amendments are submitted according to set deadlines in the EGrants account.

## Advanced Technical Credit (ATC)/Articulation

#	Indicator	Achieved	Evidence
17.	The LEA's ATC/articulation program functions as an initiative for promoting systemic educational reform.	<input type="checkbox"/> Yes <input type="checkbox"/> No	SSISD actively promotes program reform; articulated courses lead to college
18.	The LEA's ATC/articulation program encourages and supports collaboration among secondary/postsecondary institutions and business/industry partners.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Articulation agreements are planned with local college. Active support is provided by local industry
19.	The LEA promotes opportunities for seamless transitions to postsecondary education.	<input type="checkbox"/> Yes <input type="checkbox"/> No	College/Career Day is set annually. Dual/Concurrent/Articulated credit is planned with
20.	The LEA promotes opportunities for student participation in ATC statewide articulated courses.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
21.	The LEA uses its accountability and follow-up data to support articulation activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Data is utilized in master schedule preparation; activities (College/Career Day) support
22.	The LEA aligns high school course curriculum with postsecondary course curriculum to improve the rigor and effectiveness of articulation programs.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Concurrent/Dual credit courses are offered and articulation agreements are in place.
23.	The LEA has a marketing plan for increasing public awareness of articulation opportunities, as well as for increasing enrollments in nontraditional fields.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Parent/Student Orientation includes awareness of articulated & nontraditional course offerings.
24.	The LEA has strategies for ensuring that all students, including special populations, have equal access to and full participation in articulated courses.	<input type="checkbox"/> Yes <input type="checkbox"/> No	CTE is represented at ARD meetings and LEA policies ensure equal access and participation.
25.	The LEA has strategies for promoting opportunities for secondary CTE students to earn postsecondary credit and encouraging student completion of college degrees and/or postsecondary certificates.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Advisory, CTE staff, Counselors perform annual review of Programs of Study/Endorsements.





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Part 2: Program Effectiveness Review (continued)

Special Populations

#	Indicator	Achieved	Evidence
26.	The LEA uses multiple strategies, including its accountability data, to assure equal access and full participation of special populations in CTE programs.	j Yes j No	CTE is represented at ARD meetings. Accountability data is used to ensure equal/full participation.
27.	The LEA uses multiple strategies, including its performance data, to assess and address the needs of special populations in CTE.	j Yes j No	Regular monitoring, data, Teachers/Staff observations are included in addressing needs.
28.	The LEA evaluates data for special populations to assure that programs and services are working successfully to improve student performance.	j Yes j No	Regular monitoring of student performance records/success in programs ensure performance
29.	The LEA promotes collaboration across programs serving special populations to better meet the needs of students in CTE programs.	j Yes j No	Academic area Teachers/Admin., CTE staff, Spec. Pop. Staff meet collaboratively to meet needs.
30.	The LEA uses its CTE funds to support innovative programs for improving the performance of CTE special populations students.	j Yes j No	Program budget records by area; Hospitality Services Wildcat Café & courses leading to
31.	The LEA has strategies to assure that special populations are receiving appropriate support services to enable them to fully participate in and benefit from CTE programs.	j Yes j No	Assurances of effective learning strategies are incorporated through ARD meetings and planning.
32.	The LEA has mechanisms in place to ensure the smooth transition of special populations from secondary to postsecondary education and the workplace.	j Yes j No	Career Prep/Practicums & Transition Coordinator ensure smooth transition to postsecondary and
33.	The LEA evaluates student performance according to gender, ethnicity, and special population categories.	j Yes j No	PBM data evaluation & monitoring course enrollment/completion by target areas.

Program Access

#	Indicator	Achieved	Evidence
34.	Prior to the beginning of each school year, the LEA advises students, parents, employees, and the general public that all opportunities in CTE programs will be offered without regard to race, color, national origin, gender, or disability.	j Yes j No	Nondiscrimination statement posting records: newspaper, school website, brochures.
35.	A statement of nondiscrimination is included on publications and other materials that are distributed to students, applicants, and employees.	j Yes j No	Statement is included in Employee/Student handbooks, Programs/Endorsement Guide, & CTE
36.	The LEA has adopted and distributed grievance procedures for CTE and other programs to resolve alleged discrimination complaints as required under Title IX and Section 504.	j Yes j No	Information is distributed through local newspaper, SSISD website, & CTE Policies & Procedures Guide
37.	CTE programs are evaluated annually to determine that the size, scope, quality, and effectiveness are sufficient to meet the needs of students and be in compliance with state and federal assessment requirements.	j Yes j No	CTE Admin. coordinates an annual evaluation using data, Advisory members, Teachers, and
38.	All facilities housing programs are readily accessible to persons who are mobility impaired.	j Yes j No	Periodic safety audits verify accessibility for mobility impaired.
39.	The LEA provides changing rooms, showers, and other restroom facilities for CTE students of one gender that are comparable to those provided to students of the other gender.	j Yes j No	Facilities for each gender are comparable as maintained and approved by SSISD; facility
40.	Access to CTE programs are provided to disabled persons who need related aids or services in accordance with the students' Individualized Education Program (IEP) and/or 504 accommodation plans.	j Yes j No	Annual reviews & more frequent reviews when necessary are conducted to assess needs.
41.	The LEA does not deny access to CTE programs to national-origin minority persons with limited English language skills on the grounds that the person cannot participate in and benefit from CTE instruction to the same extent as a student whose primary language is English.	j Yes j No	SSISD promotes and provides for equal access to all students; ESL records, student enrollment data.
42.	All CTE facilities housing programs are readily accessible to both minority and nonminority communities; do not identify the facility or programs as intended for nonminority or minority persons; and provide equal access without regard to race, color, national origin, gender, or disability.	j Yes j No	SSISD policy dictates that all facilities are accessible to all communities: facility



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Part 2: Program Effectiveness Review (continued)

Program Access (continued)

#	Indicator	Achieved	Evidence
43.	The LEA does not discriminate in its admission practices against persons on the basis of limited English language skills.	j Yes j No	SSISD policy dictates and promotes equal access to all programs: student enrollment data.
44.	Introductory, preliminary, or exploratory courses are not established as a prerequisite for admission to a CTE program unless the course has been and is available to all students without regard to race, color, national origin, gender, or disability.	j Yes j No	All students have equal access to courses/programs: Career Pathway/Endorsement
45.	The LEA does not exclude women from admission to or participation in any program on the basis of pregnancy and does not treat temporary disability due to pregnancy differently from other temporary disabilities.	j Yes j No	Policy dictates equal access for pregnant students: counselor records.
46.	The LEA does not develop, sponsor, or engage in recruiting or counseling activities including the development or dissemination of materials that discriminate against or stereotype persons on the basis of gender, race, color, national origin, or disability.	j Yes j No	Recruiting/Counseling for courses/programs provide equal access to all students:recruitment
47.	If an LEA's service area contains a community of national-origin minority persons with limited English language skills, any promotional materials disseminated are disseminated to the national-origin community in its own language.	j Yes j No	Translated printed materials and oral interpreters are provided for students/parents.
48.	When a student with a special education qualified disability is considered for placement in CTE courses, the Admission, Review, and Dismissal (ARD) committee includes all required staff.	j Yes j No	SSISD follows all local/state/federal guidelines to ensure proper staff are involved: ARD attendance
49.	The LEA ensures that facilities for students with disabilities and the services and activities provided therein are comparable to the other facilities, services, and activities of the LEA.	j Yes j No	SSISD complies with facility requirements for students with disabilities: facility diagrams.
50.	Students in a program who are visually impaired, hearing impaired, and/or speech impaired have the opportunity to receive and present communication in a manner that is appropriate and effective. Additionally, the LEA ensures that counseling services are provided to such students.	j Yes j No	SSISD complies & advocates for visual/hearing/speech impaired students: ARD
51.	The LEA ensures that communications with applicants and members of the public with disabilities are as effective as communications with others.	j Yes j No	Visual/Hearing/Speech Specialists are employed/utilized by SSISD to ensure effective
52.	Signage is provided at all entrances to the LEA's facilities that directs participants to an accessible entrance or to a location at which they can obtain information about accessible facilities.	j Yes j No	Each entrance/exit is accessible or has directional signage: facility documentation.
53.	Memberships in CTE student organizations operated, administered, or sponsored by an LEA are available to all students in the instructional program without regard to gender, race, color, national origin, or disability.	j Yes j No	SSISD promotes equal access to all CTE programs/student organizations: CTSO
54.	The LEA makes opportunities available to students in work-based learning, career-preparation education, and job-placement programs without regard to race, color, national origin, or disability, and does not enter into any arrangement with an agency, union, business, or other sponsor that discriminates against the LEA's students on the basis of gender, race, color, national origin, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, or pay.	j Yes j No	SSISD promotes equal access to all work-based/Career Prep/Job-placement programs:
55.	The LEA operating CTE programs ensures that students in protected groups do not drop out of CTE programs before completion due to unequal treatment or because of a lack of services to meet language- or disability-related needs.	j Yes j No	Dropout prevention strategies are in place to ensure program completion: counseling, program
56.	The LEA's employment and promotion practices are free from discrimination against CTE employees or applicants on the basis of race, color, national origin, sex, disability, or age.	j Yes j No	SSISD complies with nondiscrimination statutes as directed in Board policies, federal, state laws.
57.	The LEA assures that it has established and maintained faculty salary scales and policies based upon the conditions and responsibilities of employment without regard to race, color, national origin, age, gender, or disability.	j Yes j No	Equal opportunity salary scales are in place for all employees: School Board policies.
58.	The LEA has addressed allegations of harassment based on race, sex, and or disability.	j Yes j No	No allegations have been filed. SSISD has policies/procedures in place to address any filed.



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Part 2: Program Effectiveness Review (continued)

Fiscal Management

#	Indicator	Achieved	Evidence
59.	The LEA leverages Perkins funds and state-weighted funds with other funding streams and resources to support CTE program implementation and improvement.	j Yes j No	CTE budget is comprised of local, state funding, plus Perkins funding: budget reports.
60.	The LEA has a fiscal-management system in place for ensuring the proper expenditure and reporting of Perkins funds.	j Yes j No	Proper expenditure/reporting is ensured by local checks and independent auditors.
61.	The LEA has a fiscal-management system in place to utilize reallocated Perkins funds.	j Yes j No	SSISD has policies/procedures in place for proper utilization of funds: CTE Policy/Procedure Guide.
62.	The LEA has a fiscal-management system in place for ensuring the proper expenditure and reporting of state-weighted CTE funds.	j Yes j No	SSISD had policies/procedures for proper expenditure/reporting of CTE funds: budget
63.	The LEA has a valid and reliable method for reporting accurate PEIMS data that affects funding allocations.	j Yes j No	SSISD employs a PEIMS Coordinator & trained staff for the reporting process: PEIMS submission data.
64.	The LEA has the capacity to prepare and submit financial reports that are both accurate and reliable.	j Yes j No	The Business Mgr./staff/accounting system is utilized to maintain accuracy and reliability.
65.	The LEA has policies and procedures for ensuring that all allocated funds are expended each year.	j Yes j No	CTE Admin/Staff follow policies/procedures to annually expend all allocated funds: budget
66.	The LEA promotes business and industry partnerships to offer scholarships and other financial supports for CTE programs and students, including participation in Career and Technology Student Organizations (CTSO) leadership activities.	j Yes j No	CTSO and local scholarships are promoted and provided by business/industries: scholarship

Accountability

#	Indicator	Achieved	Evidence
67.	The LEA uses completion/graduation rates to assess academic attainment of CTE students.	j Yes j No	SSISD uses data including graduation rates to assess CTE student academic attainment.
68.	The LEA provides opportunities, as appropriate, for student attainment of advanced end-of-program industry certifications and licensures.	j Yes j No	Each year a portion of CTE students attain certifications & licensures: student certification
69.	The LEA uses follow-up data to assess CTE student participation (including placement and completion) in postsecondary education and/or work.	j Yes j No	Electronic media, phone calls, staff contact/track students' postsecondary work: follow up data.
70.	The LEA complements Perkins accountability data with PBM, Program Access, and other quantitative and qualitative data to assess student performance and make informed decisions.	j Yes j No	PBM, PEIMS, and other data are used to assess performance and to make informed decisions.
71.	The LEA evaluates demographic data from year to year, with a focus on eliminating achievement gaps.	j Yes j No	Disaggregated data is used extensively in SSISD to eliminate achievement gaps.
72.	The LEA has implemented quality-control procedures for ascertaining the validity, reliability, and completeness of data reported to TEA.	j Yes j No	Professional staff and technology are used for valid, reliable reporting: data reporting processes.
73.	The LEA reviews labor market data and workforce trends to implement programs that provide students with technical knowledge and skills essential for high-skill, high-wage, or high-demand careers.	j Yes j No	Advisory members from industry & workplace agency are utilized for labor market/workplace
74.	The LEA uses its accountability data to implement continuous improvement activities, including promoting programs that lead to nontraditional fields.	j Yes j No	SSISD strategic planning utilizes accountability data to enhance improvement strategies.
75.	The LEA annually evaluates its student performance data and provides ongoing, systematic, objective evaluation of CTE programs.	j Yes j No	CTE Admin/Advisory/Staff members annually use Program Evaluation Tools to evaluate performance.

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Part 3: Evaluation Description

1. Describe the areas of improvement identified in Part 2: Program Effectiveness Review. List the improvement strategies for each indicator to which you answered No. 1282 of 2000

#20: The LEA promotes opportunities for student participation in ATC statewide articulated courses: ATC courses were offered in the past with teachers who received training. However, teachers have not renewed their training. Strategies: 1) Each CTE teacher teaching a course that can be offered as an ATC credit will be asked to participate in the ATC training so that ATC credit may be awarded to students completing those courses. Evidence will be tracked through ATC training records. 2) ATC courses will be promoted/marketed to students both on the 8th grade campus while creating their 4-year plans and to students on campus as soon as training has been achieved. Evidence will be tracked with enrollment records.

2. Describe the process used to independently evaluate and continuously improve the performance of the district's CTE program. 1597 of 2000

All CTE programs are evaluated by Administration, Staff, and Advisory Committee members. Parents, community, business/industry, post-secondary, and workforce agency members are utilized. Evaluation includes disaggregated data, workplace trends, surveys completed by students/teachers/counselors/administrators/advisory members, and recommendations made by the Advisory Committee to improve CTE programs.

3. Describe how parents, students, teachers, representatives of business and industry, and other stakeholders were involved in the evaluation of CTE programs. 1709 of 2000

All stakeholders offer recommendations and advice for program improvement through regular Advisory Committee meetings and communications throughout the school year. Recommendations/advice, school data, and workforce trends are utilized for program improvement on an ongoing and annual basis.

4. Describe how the district provided CTE programs that were designed to enable the special populations to meet the state-adjusted levels of performance. 1786 of 2000

ARD Committees, with CTE representation, ensure the special populations students have equal access to CTE programs. The ARD Committee determines measures to ensure student success and least restrictive environment.



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Part 4: Performance-Based Monitoring (PBM)

School Year	Intervention Stage	Areas of Low Performance
		500 of 500
2014-2015		
		500 of 500
2015-2016		
		350 of 500
2016-2017	Stage 1	CTE SPED STAAR EOC Passing Rate: Mathematics, Science, Social Studies, English Language Arts and CTE LEP STAAR EOC Passing Rate: English Language Arts

Performance-Based Monitoring Data Validation (CTE)

School Year	Data Validation	Areas of Data Concern
		250 of 250
2016-2017	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Identify which improvement strategies address the areas of low performance and/or data concern, and what has been or will be done in the CTE program to improve student performance and/or ensure data integrity. 1108 of 1500

Improvement strategies include: double-block scheduling, co-teach (two teacher) classes, emphasis on course vocabulary, Tuesday tips- strategies for teaching critical vocabulary, Benchmark testing, data-driven decisions, STAAR Blitz (extra time tutoring), and progress monitoring. An administrator is assigned to monitor student progress according to State timelines and insure data integrity.



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Part 5: CTE Concentrator (Code 2) Certifications or Licensures Earned No Students Received Certification

Enter the number of CTE concentrators (code 2 coherent sequence students) who earned each certification or licensure. The students may be duplicated.

#	Description	Number
1.	A*S*K (Assessment of Skills and Knowledge for Business) - Concepts of Finance	
2.	A*S*K Fundamental Business Concepts	
3.	A*S*K - Fundamental Marketing Concepts	
4.	A+ Certification	
5.	AAFCS (American Association of Family & Consumer Sciences) - Pre-Professional Certification in Culinary Arts	6
6.	AAFCS Early Childhood Education Competency Assessment and Certification	
7.	AAFCS - Pre-Professional Certification in Education Fundamentals	4
8.	AAFCS - Pre-Professional Certification in Interior Design Fundamentals	
9.	AAFCS - Pre-Professional Certification in Personal and Family Finance	
10.	Adobe Certified Associate (ACA) - Creative Suite	
11.	Adobe Certified Associate (ACA) - Dreamweaver	
12.	Adobe Certified Associate (ACA) - Flash Professional	
13.	Adobe Certified Associate (ACA) - Photoshop	49
14.	Adobe Certified Associate (ACA) - Premiere Professional	
15.	Adobe Certified Associate (ACA) - Print & Digital Media Publication InDesign	
16.	Adobe Certified Expert (ACE) - Adobe After Effects	
17.	Adobe Certified Expert (ACE) - Adobe Illustrator	
18.	Adobe Certified Expert (ACE) - InDesign	
19.	AHLEI (American Hotel and Lodging Education Institute) Certified Rooms Division Specialist (CRDS)	
20.	AHLEI Lodging Management Program	
21.	ALLDATA Certified Automotive Information Specialist (CAIS)	8
22.	API - American Petroleum Institute 1104 Welding Certificate	
23.	Apple Final Cut Pro	
24.	Apple iWork	
25.	ArcGIS Desktop Associate	
26.	ASE (National Institute for Automotive Service Excellence) - Automatic Transmission/Transaxle (A2)	
27.	ASE - Automotive Maintenance and Light Repair (G1)	
28.	ASE - Brakes (A5)	
29.	ASE - Electronic/Electrical Systems (A6)	
30.	ASE - Engine Performance (A8)	
31.	ASE - Engine Repair (A1)	
32.	ASE - Heating and A/C (A7)	



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Part 5: CTE Concentrator (Code 2) Certifications or Licensures Earned (continued)

Enter the number of CTE concentrators (code 2 coherent sequence students) who earned each certification or licensure. The students may be duplicated.

33.	ASE - Manual Drive Train and Axles (A3)	
34.	ASE - Mechanical and Electrical Components (B5)	
35.	ASE - Medium/Heavy Truck Technician, Brakes (T4)	
36.	ASE - Medium/Heavy Truck Technician, Diesel Engines (T2)	
37.	ASE - Medium/Heavy Truck Technician, Drive Train (T3)	
38.	ASE - Medium/Heavy Truck Technician, Electrical/Electronic Systems (T6)	
39.	ASE - Medium/Heavy Truck Technician, HVAC (T7)	
40.	ASE - Medium/Heavy Truck Technician, Suspension and Steering (T5)	
41.	ASE - Non-Structural Analysis and Damage Repair (B3)	
42.	ASE - Painting and Refinishing (B2)	
43.	ASE - Suspension and Steering (A4)	
44.	ASE - Structural Analysis and Damage Repair (B4)	
45.	AutoCAD Certified Professional	
46.	AutoCAD Certified User	
47.	AutoCAD Civil 3D Certified Professional	
48.	Autodesk 3ds Max Certified User	
49.	Autodesk Building Performance Analysis (BPA)	
50.	Autodesk Inventor Certified User	
51.	Autodesk Maya Certified User	
52.	Autodesk Revit Architecture Certified User	
53.	Avid Certified User Media Composer	
54.	AWS (American Welding Society) - SENSE Certification	
55.	AWS - D1.1 Certification	1
56.	AWS - D1.3 Sheet Steel Welding	
57.	AWS - D9.1 Certification	
58.	Basic Telecommunications Certificate (Texas Commission on Law Enforcement Officer Standards and Education)	
59.	Briggs & Stratton Master Technician	
60.	Certified Clinical Medical Assistant (CCMA) – National Healthcareer Association	5
61.	Certified Internet Webmaster (CIW) Associate	
62.	Certified Patient Care Technician/Assistant (CPCT/A) – National Healthcareer Association	
63.	Certified Protection Officer (International Foundation of Protection Officers)	
64.	Certified SolidWorks Associate (CSWA)	



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Part 5: CTE Concentrator (Code 2) Certifications or Licensures Earned (continued)

Enter the number of CTE concentrators (code 2 coherent sequence students) who earned each certification or licensure. The students may be duplicated.

65.	Certified SolidWorks Professional (CSWP)	
66.	Certified Television Operator (The Society of Broadcast Engineers)	
67.	Chief Architect Certified Apprentice	
68.	Child Development Associate (CDA)	
69.	Cisco Certified Entry Networking Technician (CCENT)	
70.	Cisco Certified Network Associate (CCNA)	
71.	Cisco Rich Media Communications Specialist	
72.	CNA – Certified Nurse Aide (Texas Dept of Aging and Disability Services)	
73.	CompTIA A+ Certification	
74.	CompTIA Network+	
75.	CompTIA Security+	
76.	CompTIA Server+	
77.	CompTIA Strata IT Fundamentals	
78.	Cosmetology, Esthetician Specialty License (Texas Dept of Licensing and Regulation)	
79.	Cosmetology, Hair Weaving Specialty Certificate (Texas Dept of Licensing and Regulation)	
80.	Cosmetology, Manicurist Specialty License (Texas Dept of Licensing and Regulation)	
81.	Cosmetology, Operator License (Texas Dept of Licensing and Regulation)	
82.	County Jailer Certification (Texas Commission on Law Enforcement Officer Standards and Education)	
83.	CSA (Canadian Standards Association) - W59 Canadian Standards Association Welding Certification	
84.	C-Tech Broadband Academy	
85.	C-Tech Introduction to Telecommunications: Copper-Based Systems	
86.	C-Tech Introduction to Network Cabling: Copper-Based Systems Certificate	
87.	C-Tech Introduction to Network Cabling: Fiber Optic-Based Systems	
88.	C-Tech Introduction to Telephone Systems and VoIP	
89.	C-Tech Introduction to Home Entertainment: Residential Audio/Video Systems	
90.	Dental Assistant, Certified (CDA) (Texas State Board of Dental Examiners)	
91.	Dental Assistant, Registered (RDA) (Texas State Board of Dental Examiners)	
92.	Digital Production Printing Certification	
93.	Educational Aide I Certificate (State Board for Educator Certification)	
94.	Electrical Apprentice License (Texas Dept of Licensing and Regulation)	
95.	Emergency Care Attendant (Texas Dept of State Health Services)	
96.	Emergency Medical Services Operator/Emergency Medical Dispatcher (Texas Dept of State Health Services)	





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Part 5: CTE Concentrator (Code 2) Certifications or Licensures Earned (continued)

Enter the number of CTE concentrators (code 2 coherent sequence students) who earned each certification or licensure. The students may be duplicated.

97.	Emergency Medical Technician (Texas Dept of State Health Services)	
98.	Floral Design Certification, Level One (Texas State Florists' Association)	5
99.	Floral Design Certification, Level Two (Texas State Florists' Association)	
100.	GRAEF (Graphic Arts Education and Research Foundation) - PrintED	
101.	HBI/NAHB (Home Builders Institute/National Association of Home Builders) - Carpentry, Advanced	
102.	HBI/NAHB - Facilities Maintenance, Advanced	
103.	HBI/NAHB - House Wiring, Advanced	
104.	HBI/NAHB - HVAC Service Technician, Advanced	
105.	HBI/NAHB - Plumbing, Advanced	
106.	HP ATA (Hewlett-Packard Accredited Technical Associate) - Designing and Deploying Cloud Solutions	
107.	HP ATA - Designing and Deploying Connected Device Solutions	
108.	HP ATA - Designing and Deploying Network Solutions	
109.	HP ATA - Designing and Deploying Server and Storage Solutions	
110.	I-CAR - Aluminum Structural Technician, Level 1	
111.	I-CAR - Auto Physical Damage Appraiser, Level 1	
112.	I-CAR - Custom Painting	
113.	I-CAR - Electrical/Mechanical Technician, Level 1	
114.	I-CAR - Estimator, Level 1	
115.	I-CAR - Non-Structural Technician, Level 1	
116.	I-CAR - Refinishing Technician, Level 1	
117.	I-CAR - Steel Structural Technician, Level 1	
118.	Internet and Computing Core Certification (IC3)	
119.	ISCET (International Society of Certified Electronics Technicians) - Associate-Level Certified Electronics Technicians (CET)	
120.	ISCET - Electronic System Associate	
121.	Licensed Vocational Nurse (LVN) (Texas Board of Nursing)	
122.	Mastercam Certification	
123.	Mastering QuickBooks Level 1	
124.	Medical Assistant, Certified (CMA)	
125.	Medical Coding Certification/Certified Coding Associate	
126.	Microsoft Office Specialist (MOS) - Access	21
127.	Microsoft Office Specialist (MOS) - Excel	27
128.	Microsoft Office Specialist (MOS) - Excel Expert	



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Part 5: CTE Concentrator (Code 2) Certifications or Licensures Earned (continued)

Enter the number of CTE concentrators (code 2 coherent sequence students) who earned each certification or licensure. The students may be duplicated.

129.	Microsoft Office Specialist (MOS) - PowerPoint	48
130.	Microsoft Office Specialist (MOS) - SharePoint	
131.	Microsoft Office Specialist (MOS) - Word	46
132.	Microsoft Technology Associate (MTA) - Windows Operating System Fundamentals	
133.	Microsoft Technology Associate (MTA) - Windows Server Administration Fundamentals	
134.	Microsoft Technology Associate (MTA) - Networking Fundamentals	
135.	Microsoft Technology Associate (MTA) - Security Fundamentals	
136.	Microsoft Technology Associate (MTA) - HTML5 App Development Fundamentals	
137.	MSSC (Manufacturing Skills Standards Council) - Certified Logistics Technician	
138.	MSSC Certified Production Technician (CPT)	
139.	NA3SA - National Automotive Student Skills Standards Assessment	
140.	National Restaurant Association (NRA) - ProStart® National Certificate of Achievement	
141.	NCCER (National Center for Construction Education and Research) - Carpentry Fundamentals, Level One	
142.	NCCER - Carpentry Fundamentals, Level Two	
143.	NCCER - Construction Technology	
144.	NCCER - Electrical, Level One	
145.	NCCER - Electrical, Level Two	
146.	NCCER - Electronic Systems Technician, Level One	
147.	NCCER - HVAC, Level One	
148.	NCCER - Industrial Maintenance Mechanic, Level One	
149.	NCCER - Instrumentation, Level One	
150.	NCCER - Masonry, Level One	
151.	NCCER - Millwright, Level One	
152.	NCCER - Painting/Commercial and Residential, Level One	
153.	NCCER - Pipefitting, Level One	
154.	NCCER - Pipefitting, Level Two	
155.	NCCER - Plumbing, Level One	
156.	NCCER - Sheet Metal, Level One	
157.	NCCER - Weatherization, Level One	
158.	NCCER - Welding, Level One	
159.	NCCER - Welding, Level Two	
160.	NetWare 6 Certified Novell Administrator (CNA)	



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Part 5: CTE Concentrator (Code 2) Certifications or Licensures Earned (continued)

Enter the number of CTE concentrators (code 2 coherent sequence students) who earned each certification or licensure. The students may be duplicated.

161.	NIMS (National Institute for Metal Working Skills) - Certification, Level 1	
162.	Office Proficiency Assessment Certification (OPAC) (Keyboarding/data-entry, Computer applications, Clerical, Microsoft Office applications, Customer Service)	
163.	Oracle Certified Database Associate	
164.	Pharmacy Technician, Certified (CPHT)	
165.	Phlebotomy Technician, Certified (CPT)	
166.	Private Pesticide Applicator (Texas Dept of Agriculture)	
167.	QuickBooks Certified User	
168.	Sterile Processing and Distribution Technician	
169.	Structure Fire Protection Certification, Basic (Texas Commission on Fire Protection)	
170.	Sun Certified Java Associate (SCJA)	
171.	Texas Beef Quality Assurance (Texas Beef Council, Texas and SW Cattle Raisers Assoc AND Texas Agrilife Extension)	15
172.	Texas Private Security Level II (Texas Dept of Public Safety)	
173.	The Travel Institute - Travel Agent Proficiency (TAP)	
174.	Veterinary Assistant, Certified (Texas Veterinary Medical Association)	
175.	Wastewater Collections, Class 1 (Texas Commission on Environmental Quality)	
176.	Water Operators, Class D (Texas Commission on Environmental Quality)	
177.	World Organization of Webmasters (WOW) - Certified Apprentice Webmaster (CAW)	
178.	WOW - Certified Web Designer (CWDSA)	

<b>Total</b>		
Total Licensures and Certifications		235



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Other CTE Concentrator (Code 2) Certifications or Licensures Earned

Identify additional end-of-program industry-recognized certification or licensure exams earned by code 2 coherent sequence students. Include the official name of the exam and the name of the organization or entity that provides or owns the exam. These exams will not be included in the total reported to the USDE for this reporting cycle, but will be considered for inclusion in future reporting cycles.

179.	e	Certification or Licensure Exam:	
		Exam Provider:	
180.	e	Certification or Licensure Exam:	
		Exam Provider:	
181.	e	Certification or Licensure Exam:	
		Exam Provider:	
182.	e	Certification or Licensure Exam:	
		Exam Provider:	

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Part 6: CTE Concentrator (Code 2) Certification or Licensure Assessments Taken

Enter the number of CTE Concentrators (Code 2 coherent sequence students) who TOOK a state- or industry-recognized certification or licensure end-of-program technical skill assessment listed in Part 5 above. This number should include only assessments listed in Part 5 above. Other certifications added in Part 5 beginning with line 179 should not be included. This will be the denominator for the technical skill assessment (2S1) performance measure.

Unduplicated Student Counts for Gender and Ethnicity (Count a student only once in the gender and ethnicity categories.)

Students By Gender		Number
1.	Male	127
2.	Female	125

Total		
Total Students By Gender		252


Students By Ethnicity		Number
3.	American Indian or Alaska Native	5
4.	Asian	4
5.	Black/African American	19
6.	Hispanic/Latino	26
7.	Native Hawaiian/Other Pacific Islander	0
8.	White	193
9.	Two or More Races	5

Total		
Total Students By Ethnicity		252

Students by Subpopulation (Students may be counted in more than one subpopulation.)

Individuals with Disabilities (ADA)		Number
10.	Disability Status (ESEA/IDEA)	17
11.	Economically Disadvantaged	120
12.	Single Parents	0
13.	Displaced Homemakers	0
14.	Limited English Proficient	10
15.	Migrant Status	0
16.	Nontraditional Enrollees	0

Total		
Total Students by Subpopulation		147

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Part 7: CTE Concentrator (Code 2) Certification or Licensure Assessments Passed

Enter the number of CTE Concentrators (Code 2 coherent sequence students) who PASSED a state- or industry-recognized certification or licensure end-of-program technical skill assessment listed in Part 5 above. This number should include only assessments listed in Part 5 above. Other certifications added in Part 5 beginning with line 179 should not be included. This will be the numerator for the technical skill assessment (2S1) performance measure.

Unduplicated Student Counts for Gender and Ethnicity (Count a student only once in the gender and ethnicity categories.)

Students By Gender		Number
1.	Male	75
2.	Female	81

Total	
	Total Students By Gender
	156

Students By Ethnicity		Number
3.	American Indian or Alaska Native	2
4.	Asian	4
5.	Black/African American	11
6.	Hispanic/Latino	17
7.	Native Hawaiian/Other Pacific Islander	0
8.	White	118
9.	Two or More Races	4

Total	
	Total Students By Ethnicity
	156

Students by Subpopulation (Students may be counted in more than one subpopulation.)

Individuals with Disabilities (ADA)		Number
10.	Disability Status (ESEA/IDEA)	9
11.	Economically Disadvantaged	69
12.	Single Parents	0
13.	Displaced Homemakers	0
14.	Limited English Proficient	3
15.	Migrant Status	0
16.	Nontraditional Enrollees	0

Total	
	Total Students by Subpopulation
	81



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Part 8: Actual Expenditures of Funds - Required Uses	
Total Budgeted Costs	70,710

Use of Perkins Funds

#	Required Use of Perkins Funds	Payroll (6100)	Prof. & Contr. Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay(6600)	Subtotal
1.	Academic/CTE Integration		2,000	300				2,300
2.	Link to Postsecondary CTE			1,716	1,000			2,716
3.	All Aspects for an Industry			1,548	1,000			2,548
4.	Expand the Use of Technology			24,005	1,000			25,005
5.	Provide Professional Development		3,250					3,250
6.	Evaluate Perkins-funded Programs		500					500
7.	Expand Quality CTE Programs			30,326				30,326
8.	Sufficient Size, Scope, and Quality			3,000				3,000
9.	Activities for Special Populations			1,065				1,065
<b>Subtotal</b>			5,750	61,960	3,000			70,710

Part 8: Actual Expenditures of Funds - Required Uses (continued)

Use of State and Local Funds

#	Required Use of State and Local Funds	Payroll (6100)	Prof. & Contr. Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay(6600)	Subtotal
1.	Academic/CTE Integration							
2.	Link to Postsecondary CTE							
3.	All Aspects for an Industry							
4.	Expand the Use of Technology							
5.	Provide Professional Development							
6.	Evaluate Perkins-funded Programs							
7.	Expand Quality CTE Programs							
8.	Sufficient Size, Scope, and Quality							
9.	Activities for Special Populations							
<b>Subtotal</b>								



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Part 9: Certification and Incorporation

Certification and Incorporation Statement

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.

Authorized Official

First Name			25 of 30	Initial	Last Name	23 of 30	Title	0 of 40
Jenny				A	Arledge		Director of College and Career Readiness	
Telephone	Ext.	Fax	E-Mail			42 of 60	Confirm E-Mail	42 of 60
903-885-2158	2203	903-439-6116	jarledge@ssisd.net				jarledge@ssisd.net	

Submitter Information

First Name	Last Name	Approval ID	Submit Date and Time
Jenny	Arledge	jarledg0318	7/27/2017 11:56:00 AM

Only the legally responsible party may submit this report.

Certify and Submit



# Program Enhancements

## Technology/Equipment/Lab Improvements

### General

- Wireless presenters (10 clickers for the CTE department)
- Dell DVD +RW Drives (12 for the CTE department)

### Ag

- Craftsman 52" rolling tool chest
- Hand tools: ball pein hammer sets, socket sets, ratchets, pneumatic impact wrenches, locking clamp sets, airsander pads, center punches
- Spray gun system with spray heads and liner dispensers
- Five Clean Air dual welding stations with attachable welding curtains and pullout drawers for 10 booths.
- Miller Mig Gun 15" M-25
- Equine skull & teeth model
- Spectrum dual-head stethoscopes
- General surgery basic kits
- Canine elbow, shoulder, skin, five-piece vertebrae, pelvis/hip, and knee models
- Skull replicas of: bobcat, badger, beaver, black bear, coyote, eastern chipmunk, fox, grizzly bear, mountain lion, muskrat, north American porcupine, skunk, woodchuck, cottontail rabbit
- Repairs and new siding were made/added to the greenhouse
- First Aid kit
- Dewalt jigsaw kit with blade sets
- Installed electrical plugs for A&C building area next to the Ag shop
- 8 foot ladders
- Cargo WW bumper pull steel trailer – 8 ½ x 20
- Hitachi framing gun
- Dewalt 10" construction combo pack
- Portable scaffolding
- Safety harnesses
- Dewalt battery charger

### Auto Tech

- . Eye wash station installation and eye wash system first aid kits
- Evaporative cooler and 19-drawer chest and cabinet
- Variable power supply and red LED
- First Aid kits

### Architecture & Construction

- Architectural model kits
  - Home furnishings templates
  - Art Design cards
  - Home quick planners
  - Dewalt auto level package
  - Table saw and Graco airless paint sprayer
-

### Arts, A/V Technology & Communications; Information Technology

- PhotoVideo Camcorder (B&H)
- Medium Curve News Desk – black (24”x72”x35”) (Gelbach Designs)
- Three armless drafting stools (Quill)
- Techflex ¾ F6 split sleeving – 25 feet black
- iPad Mini teleprompter
- Califone Ergoguys switchable stereo/mono headphones

### Business, Marketing & Finance

- LED Monitor for teacher instruction screen
- Wireless keyboard and mouse combo
- Printing calculators (12)

### Education & Training

- RealCare cart – 20 baby charging station (RealityWorks)
- Putting It All Together curriculum center
- The Brain Architecture Game kits

### Health Science

- Basic Care Simulator – white male (Pocket Nurse)
- Miniature torso model – 12 parts
- Desktop torso model
- Muscle and fat replica
- Bed linen package and bedspread for hospital bed
- Stackable bed pans
- Nurse admission kits
- Thermometer infrared rediscan digital readouts
- Demo-dose inject
- Venatech IV Trainer white life/form and black life/form
- Five round tables for classroom
- Privacy curtains for simulated hospital room
- Bedside table for simulated hospital room

### Hospitality & Tourism

- Heated holding/proofing cabinet with dutch window doors (Ace Mart)
  - Mercer Knife set with carrying case – eight for the classroom
  - Tray Rack
  - KitchenAid Classic 4.5 Qt white stand mixer
  - Fire extinguishers were added to both the Culinary and Hospitality Services kitchens
  - Sno Cone Machine
  - Chrome shelving and casters for Hospitality Services kitchen
  - Refrigerator tray
  - Full-size baking papers and baking pans
  - Stainless steel utility carts
-

- Foodservice pans, serving trays, and service ware.
- Oster 10-speed blender
- Electric can opener
- Stainless steel round tea dispensers

#### Law

- Forensic analysis of glass lab (Ward's Science)
- AM Scope zoom stereo microscope with dual halogen lights (Amazon)
- Forensic Science lab supplies

#### Robotics

- FIRST Tech Challenge Robotics equipment

## Curriculum/Training Improvements

### *Student Training Programs/Certifications:*

**Certiport MOS, Adobe, & Quickbooks:** We continued to renew our subscription to Certiport for training students in Microsoft Office 2013 Word, Excel, Access, and PowerPoint as well as our subscription for training students in Adobe Products. This renewal allows our students to not only train in using these programs, but also allows them to gain industry recognized certifications in using the programs. We added Quickbooks to the Certiport offerings for Accounting students to begin working with Quickbooks. They will begin the process of certifying in Quickbooks during the next school year.

**OSHA 10 Hour Safety Training Course:** Ag Mechanics, Welding I and Welding II students completed the OSHA 10-hour safety training course to earn their OSHA certifications.

**Texas State Floral Association – Level 1 Floral Certifications:** Six students tested for their Level 1 Floral Certifications. Five of the six passed and earned their certifications from the Texas State Floral Association.

**AllData Subscription Renewal:** AutoTech Scanner renewal updates.

**ESCI Course Teacher Toolkit:** CPR and First Aid curriculum for students to earn CPR and First Aid certifications.

**AAFCS Culinary Arts and Education Fundamentals Student Certification Exams:** Added Education Fundamentals certification for advanced Education students this year for the first time.

**National Health Association CMA Certifications:** Study Guides and Exams were ordered for Practicum of Health Science Students.

### *Curriculum:*

**Proclamation 2017:** 2017-18 was selected as the year for Career & Technical Education (CTE) curriculum adoption under Proclamation 2017. This means that for the first time in over 10 years, CTE would be allocated money by the state to adopt new curriculum. Most of the curriculum being used in the CTE classrooms was outdated or teachers were developing their own curriculum from varying online/textbook resources. Each instructor was provided a list of adopted curriculum in their teaching areas to examine and make decisions on what curriculum would be ordered for their courses. All course received updated curriculum with the exception of Accounting and Law courses. Last year new curriculum had to be ordered for Accounting I and II due to the fact that no workbooks were even being published for the outdated curriculum that we had. There was no Law curriculum available through Proclamation 2017. This career

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cluster area is still being developed and there is just no real curriculum available except what is offered through UNT through their online teacher resources, which the instructor has been using. We will continue to investigate curriculum resources for this area of study as soon as they are developed.

*Training:*

1. **Teacher Externship Program:** Eight teachers were selected to be a part of a new program called the Teacher Externship Program. Four teachers from Career & Technical Education (CTE) were partnered with four core teachers to form teams of two. These teachers will be provided the opportunity to go into a local company to shadow managers and employees for a four-day period. Teachers will use this experience to come together to develop units of study for their students that tie CTE standards to the core area standards in a Project-Based lesson unit. The Economic Development Corp (EDC) is sponsoring this program by paying each teacher \$800 for their participation in the Teacher Externship Program. Teacher teams will present their lesson units to the EDC Board in August. The Board will decide the best lesson presented and that team will receive an additional \$250 for their efforts. The lesson units will be implemented in the classrooms during the 2017-18 school year. The program, if successful, will be an annual summer program opportunity for CTE and core academic teachers.

**The main goals of the Externship Program are to:**

- Provide educators with an opportunity to spend time within a local business/organization to build an understanding of how these entities run their day-to-day operations and to build relationships for future planning and assistance in enhancing our current Career and Technical Education (CTE) programs.
- Provide educators an opportunity to gain understanding of employee job skills needed in today's workforce and relate those skills to skills being taught in the classroom to better prepare students for today's workforce.
- Create lessons/units that will tie learning within CTE programs to core instructional areas so that students will see the cross-curricular relevance of skills being taught in CTE.
- Create lessons/units that are project-based and can be utilized in the classrooms during the 2017-18 school year as well as be used as models for other teachers to use in building their own project-based lessons/units for the future.

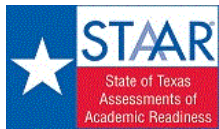
2. **Project-Based Learning Training:** All CTE Teachers were trained by Region 6 Educational Service Center in Project-Based Learning (PBL) Instruction May 30-June 1, 2017. Teachers were partnered with other teachers in their career cluster areas or with their Teacher Externship partners to work together to build project-based learning lesson units for the upcoming 2017-18 school year. Our goal is to eventually move all instruction in CTE to the PBL format. This moves learning more into the hands of students and moves the teacher to become a facilitator of learning in the classroom. The definition of PBL is as follows:

**Project Based Learning** is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. In Gold Standard PBL, projects are focused on student learning goals and include Essential Project Design Elements:

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- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management.
  - **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
  - **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
  - **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
  - **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
  - **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
  - **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
  - **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.
-

# **STAAR/EOC Results for CTE Students**



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### ALGEBRA I

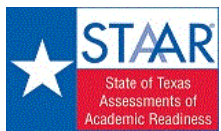
#### All Students

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
													1		2		3		4		5	
Number	Percent											Number and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations		
Legend			Number of Items Tested																			
--- = No Data Reported For Fewer Than Five Students			11		12		14		11		6		Avg. # of Items / % Correct									
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>			308	3994	49	16	259	84	157	51	70	23	6.7	61	7.0	59	8.4	60	6.7	61	3.7	62
Male			164	3972	34	21	130	79	75	46	38	23	6.5	59	7.0	58	8.1	58	6.4	58	3.6	60
Female			144	4019	15	10	129	90	82	57	32	22	6.9	63	7.1	59	8.7	62	7.0	64	3.8	64
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			86	3949	14	16	72	84	36	42	20	23	6.5	60	6.6	55	8.0	57	6.6	60	3.7	61
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			41	3877	9	22	32	78	18	44	7	17	6.6	60	6.0	50	7.8	56	5.9	54	3.4	57
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			176	4044	24	14	152	86	100	57	42	24	6.8	62	7.5	62	8.7	62	6.9	62	3.8	63
Two or More Races			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			Yes 196	3904	38	19	158	81	80	41	33	17	6.4	58	6.5	54	7.7	55	6.4	58	3.5	58
			No 112	4151	11	10	101	90	77	69	37	33	7.3	66	8.0	66	9.5	68	7.2	65	4.0	67
			No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants 307	3995	49	16	258	84	157	51	70	23	6.7	61	7.0	59	8.4	60	6.7	61	3.7	62
			No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No 308	3994	49	16	259	84	157	51	70	23	6.7	61	7.0	59	8.4	60	6.7	61	3.7	62
			No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			Current LEP 30	3685	7	23	23	77	3	10	1	3	5.6	51	5.2	43	5.9	42	5.4	49	3.1	52
			Non-LEP (Monitored 1st Year) 4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 2nd Year) 3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Other Non-LEP 271	4030	41	15	230	85	151	56	68	25	6.8	62	7.2	60	8.7	62	6.8	62	3.8	63
			No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants 308	3994	49	16	259	84	157	51	70	23	6.7	61	7.0	59	8.4	60	6.7	61	3.7	62
			No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants 31	3669	8	26	23	74	3	10	1	3	5.5	50	5.1	42	5.8	42	5.3	48	3.1	51
			Nonparticipants 277	4030	41	15	236	85	154	56	69	25	6.8	62	7.2	60	8.6	62	6.8	62	3.8	63
			No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes 42	3485	23	55	19	45	2	5	1	2	4.2	38	4.0	33	4.9	35	4.3	39	2.4	40
			No 266	4074	26	10	240	90	155	58	69	26	7.1	64	7.5	63	8.9	64	7.0	64	3.9	65
			No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants 4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants 304	3986	49	16	255	84	154	51	67	22	6.7	61	7.0	58	8.3	59	6.6	60	3.7	61
			No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes 160	3765	45	28	115	72	45	28	14	9	5.6	51	5.8	49	6.9	49	5.6	51	3.1	52
			No 148	4242	4	3	144	97	112	76	56	38	7.9	72	8.3	69	9.9	71	7.8	71	4.3	72
			No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education			Participants 275	4009	42	15	233	85	143	52	64	23	6.8	62	7.1	59	8.4	60	6.7	61	3.7	62
			Nonparticipants 33	3872	7	21	26	79	14	42	6	18	5.8	52	6.2	52	7.8	56	6.3	57	3.5	59
			No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



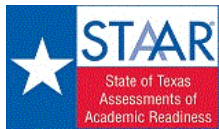


**STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS**  
**Summary Report**  
**ALGEBRA I**  
**First-Time Tested Students**

District: 112-901 SULPHUR SPRINGS  
 Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
 Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category																	
					Number		Percent										1		2		3		4		5					
					Students Tested	Students Not Tested	Absent	Other	Total Documents Submitted	1		2		3		4		5		Number and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations		
					Legend		--- = No Data Reported For Fewer Than Five Students																							
													Number of Items Tested																	
													11		12		14		11		6									
													Avg. # of Items / % Correct																	
													#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>			282	4045	33	12	249	88	157	56	70	25	7.0	63	7.3	61	8.8	63	6.9	63	3.8	64								
Male			146	4043	21	14	125	86	75	51	38	26	6.8	62	7.3	61	8.6	62	6.7	61	3.8	63								
Female			136	4047	12	9	124	91	82	60	32	24	7.1	64	7.2	60	8.9	64	7.2	65	3.8	64								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Hispanic/Latino			78	3985	12	15	66	85	36	46	20	26	6.7	60	6.8	56	8.3	59	6.9	63	3.7	62								
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Asian			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Black or African American			36	3945	5	14	31	86	18	50	7	19	7.0	64	6.3	52	8.4	60	6.2	56	3.6	60								
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
White			165	4088	16	10	149	90	100	61	42	25	7.0	64	7.7	64	9.0	65	7.1	64	3.9	65								
Two or More Races			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Economically Disadvantaged			Yes	174	3966	24	14	150	86	80	46	33	19	6.7	61	6.8	57	8.2	59	6.7	61	3.6	60							
No			108	4173	9	8	99	92	77	71	37	34	7.4	67	8.0	67	9.7	69	7.3	66	4.1	69								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Title I, Part A			Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Nonparticipants			281	4047	33	12	248	88	157	56	70	25	6.9	63	7.3	61	8.8	63	6.9	63	3.8	64								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
No			282	4045	33	12	249	88	157	56	70	25	7.0	63	7.3	61	8.8	63	6.9	63	3.8	64								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Limited English Proficient			Current LEP	23	3706	5	22	18	78	3	13	1	4	5.6	51	5.0	42	6.1	44	5.9	54	3.1	52							
Non-LEP (Monitored 1st Year)			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Non-LEP (Monitored 2nd Year)			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Other Non-LEP			253	4078	27	11	226	89	151	60	68	27	7.1	64	7.5	62	9.0	64	7.0	64	3.9	65								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Nonparticipants			282	4045	33	12	249	88	157	56	70	25	7.0	63	7.3	61	8.8	63	6.9	63	3.8	64								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
ESL			Participants	24	3683	6	25	18	75	3	13	1	4	5.5	50	4.9	41	6.0	43	5.7	52	3.1	51							
Nonparticipants			258	4079	27	10	231	90	154	60	69	27	7.1	64	7.5	62	9.0	64	7.0	64	3.9	65								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Special Education			Yes	34	3543	15	44	19	56	2	6	1	3	4.5	41	4.2	35	5.4	39	4.7	43	2.5	42							
No			248	4114	18	7	230	93	155	63	69	28	7.3	66	7.7	64	9.2	66	7.2	66	4.0	67								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Gifted/Talented			Participants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Nonparticipants			278	4037	33	12	245	88	154	55	67	24	6.9	63	7.2	60	8.7	62	6.9	63	3.8	63								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
At-Risk			Yes	137	3818	31	23	106	77	45	33	14	10	5.9	53	6.1	51	7.4	53	5.9	53	3.3	55							
No			145	4260	2	1	143	99	112	77	56	39	8.0	72	8.4	70	10.1	72	7.9	72	4.3	72								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Career/Technical Education			Participants	252	4058	29	12	223	88	143	57	64	25	7.1	64	7.4	61	8.8	63	6.9	63	3.8	64							
Nonparticipants			30	3936	4	13	26	87	14	47	6	20	6.1	55	6.5	54	8.3	59	6.7	61	3.7	62								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### ALGEBRA I

#### Retested Students

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category										
					#	%	#	%	#	%	#	%	1		2		3		4		5		
Number	Percent												Number of Items Tested										
Students Tested			26	100									11		12		14		11		6		
Students Not Tested													Avg. # of Items / % Correct										
Absent			0	0									#	%	#	%	#	%	#	%	#	%	
Other			0	0									#	%	#	%	#	%	#	%	#	%	
Total Documents Submitted			26	100									#	%	#	%	#	%	#	%	#	%	
Legend			--- = No Data Reported For Fewer Than Five Students																				
<b>All Students</b>			26	3438	16	62	10	38	0	0	0	0	4.0	36	4.3	36	4.0	29	3.8	35	2.4	40	
Male			18	3390	13	72	5	28	0	0	0	0	3.7	34	4.2	35	3.8	27	3.8	35	1.8	31	
Female			8	3546	3	38	5	63	0	0	0	0	4.6	42	4.8	40	4.6	33	3.8	34	3.8	63	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			8	3602	2	25	6	75	0	0	0	0	5.5	50	5.4	45	5.0	36	3.6	33	3.4	56	
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			5	3384	4	80	1	20	0	0	0	0	3.8	35	3.6	30	3.2	23	4.0	36	2.4	40	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			11	3383	8	73	3	27	0	0	0	0	3.3	30	4.3	36	4.2	30	3.8	35	1.7	29	
Two or More Races			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	22	3413	14	64	8	36	0	0	0	0	3.9	36	4.0	34	3.9	28	3.5	32	2.6	44
			No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	26	3438	16	62	10	38	0	0	0	4.0	36	4.3	36	4.0	29	3.8	35	2.4	40	
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	26	3438	16	62	10	38	0	0	0	4.0	36	4.3	36	4.0	29	3.8	35	2.4	40	
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Limited English Proficient			Current LEP	7	3618	2	29	5	71	0	0	0	0	5.6	51	5.7	48	5.1	37	3.7	34	3.0	50
			Non-LEP (Monitored 1st Year)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Other Non-LEP	18	3352	14	78	4	22	0	0	0	0	3.3	30	3.8	31	3.6	25	3.8	34	2.1	34
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	26	3438	16	62	10	38	0	0	0	4.0	36	4.3	36	4.0	29	3.8	35	2.4	40	
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL			Participants	7	3618	2	29	5	71	0	0	0	0	5.6	51	5.7	48	5.1	37	3.7	34	3.0	50
			Nonparticipants	19	3371	14	74	5	26	0	0	0	0	3.4	31	3.8	32	3.6	26	3.8	35	2.2	37
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education			Yes	8	3239	8	100	0	0	0	0	0	0	3.0	27	3.0	25	2.8	20	2.6	24	2.1	35
			No	18	3526	8	44	10	56	0	0	0	0	4.4	40	4.9	41	4.6	33	4.3	39	2.6	43
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	26	3438	16	62	10	38	0	0	0	4.0	36	4.3	36	4.0	29	3.8	35	2.4	40	
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk			Yes	23	3447	14	61	9	39	0	0	0	0	4.1	37	4.4	37	4.1	30	3.9	35	2.3	38
			No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Career/Technical Education			Participants	23	3465	13	57	10	43	0	0	0	0	4.2	38	4.5	38	4.2	30	4.0	36	2.5	41
			Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

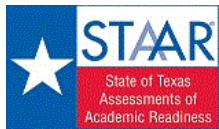
### BIOLOGY

#### All Students

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
Date of Testing: SPRING 2017

Administration Summary	Number	Percent	Number of Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters	Results for Each Reporting Category												
									1		2		3		4		5				
									Cell Structure and Function		Mechanisms of Genetics		Biological Evolution and Classification		Biological Processes and Systems		Interdependence within Environmental Systems				
									Number of Items Tested												
									11		11		10		11		11				
Avg. # of Items / % Correct																					
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
<b>All Students</b>	294	4045	50	17	244	83	154	52	49	17	6.8	62	6.4	58	6.1	61	6.6	60	6.9	62	
<b>Male</b>	149	4002	31	21	118	79	72	48	23	15	6.5	59	6.0	54	5.9	59	6.4	58	6.7	61	
<b>Female</b>	145	4089	19	13	126	87	82	57	26	18	7.0	64	6.8	62	6.4	64	6.8	62	7.1	64	
<b>No Information Provided</b>	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Hispanic/Latino</b>	68	3856	17	25	51	75	24	35	7	10	5.8	53	5.8	52	5.4	54	5.7	51	5.9	53	
<b>American Indian or Alaska Native</b>	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Asian</b>	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Black or African American</b>	27	3793	11	41	16	59	11	41	2	7	5.9	54	5.5	50	5.0	50	5.4	49	5.0	46	
<b>Native Hawaiian or Other Pacific Islander</b>	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>White</b>	188	4155	20	11	168	89	114	61	40	21	7.3	66	6.7	61	6.6	66	7.2	65	7.5	68	
<b>Two or More Races</b>	7	4010	1	14	6	86	4	57	0	0	6.6	60	6.1	56	6.4	64	6.3	57	7.1	65	
<b>No Information Provided</b>	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Economically Disadvantaged</b>	Yes	161	3863	43	27	118	73	64	40	11	7	6.0	55	5.6	51	5.5	55	5.8	52	5.9	54
	No	133	4265	7	5	126	95	90	68	38	29	7.7	70	7.4	67	7.0	70	7.6	69	8.0	72
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Title I, Part A</b>	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	294	4045	50	17	244	83	154	52	49	17	6.8	62	6.4	58	6.1	61	6.6	60	6.9	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Migrant</b>	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No	294	4045	50	17	244	83	154	52	49	17	6.8	62	6.4	58	6.1	61	6.6	60	6.9	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Limited English Proficient</b>	Current LEP	20	3523	10	50	10	50	2	10	0	0	4.3	39	4.6	42	3.7	37	3.5	32	4.4	40
	Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Other Non-LEP	269	4089	39	14	230	86	151	56	49	18	7.0	64	6.5	59	6.3	63	6.8	62	7.1	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Bilingual</b>	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	294	4045	50	17	244	83	154	52	49	17	6.8	62	6.4	58	6.1	61	6.6	60	6.9	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>ESL</b>	Participants	20	3523	10	50	10	50	2	10	0	0	4.3	39	4.6	42	3.7	37	3.5	32	4.4	40
	Nonparticipants	274	4083	40	15	234	85	152	55	49	18	7.0	63	6.5	59	6.3	63	6.8	62	7.0	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Special Education</b>	Yes	29	3459	19	66	10	34	0	0	0	0	4.0	36	4.0	36	3.5	35	3.6	32	3.7	33
	No	265	4109	31	12	234	88	154	58	49	18	7.1	64	6.6	60	6.4	64	6.9	63	7.2	66
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Gifted/Talented</b>	Participants	16	4571	0	0	16	100	14	88	9	56	8.8	80	8.9	81	8.0	80	8.6	78	9.4	85
	Nonparticipants	278	4015	50	18	228	82	140	50	40	14	6.7	60	6.2	57	6.0	60	6.5	59	6.7	61
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>At-Risk</b>	Yes	140	3766	42	30	98	70	41	29	4	3	5.5	50	5.1	46	5.1	51	5.3	48	5.5	50
	No	154	4299	8	5	146	95	113	73	45	29	7.9	72	7.6	69	7.1	71	7.8	71	8.1	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Career/Technical Education</b>	Participants	272	4057	43	16	229	84	145	53	46	17	6.8	62	6.5	59	6.2	62	6.6	60	6.9	63
	Nonparticipants	22	3897	7	32	15	68	9	41	3	14	6.0	55	5.4	49	5.8	58	6.1	55	6.0	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### BIOLOGY

#### First-Time Tested Students

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category										
													1		2		3		4		5		
Number	Percent				#	%	#	%	#	%	#	%	Cell Structure and Function		Mechanisms of Genetics		Biological Evolution and Classification		Biological Processes and Systems		Interdependence within Environmental Systems		
Students Tested	285	100																					
Students Not Tested																							
Absent	1	0																					
Other	0	0																					
Total Documents Submitted	286	100																					
Legend														Number of Items Tested									
--- = No Data Reported For Fewer Than Five Students														11		11		10		11		11	
														Avg. # of Items / % Correct									
														#	%	#	%	#	%	#	%	#	%
<b>All Students</b>			285	4063	45	16	240	84	154	54	49	17	6.9	63	6.4	59	6.2	62	6.7	61	6.9	63	
Male			141	4034	26	18	115	82	72	51	23	16	6.7	61	6.1	55	6.1	61	6.5	59	6.8	62	
Female			144	4091	19	13	125	87	82	57	26	18	7.0	64	6.8	62	6.3	63	6.8	62	7.1	64	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			64	3883	14	22	50	78	24	38	7	11	5.9	54	5.9	54	5.6	56	5.8	53	6.0	55	
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			27	3793	11	41	16	59	11	41	2	7	5.9	54	5.5	50	5.0	50	5.4	49	5.0	46	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			183	4172	18	10	165	90	114	62	40	22	7.4	67	6.8	62	6.6	66	7.2	66	7.6	69	
Two or More Races			7	4010	1	14	6	86	4	57	0	0	6.6	60	6.1	56	6.4	64	6.3	57	7.1	65	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes		155	3880	39	25	116	75	64	41	11	7	6.1	56	5.7	51	5.6	56	5.9	53	6.0	55	
	No		130	4280	6	5	124	95	90	69	38	29	7.8	71	7.4	67	7.0	70	7.7	70	8.0	73	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants		285	4063	45	16	240	84	154	54	49	17	6.9	63	6.4	59	6.2	62	6.7	61	6.9	63	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No		285	4063	45	16	240	84	154	54	49	17	6.9	63	6.4	59	6.2	62	6.7	61	6.9	63	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Limited English Proficient	Current LEP		18	3525	9	50	9	50	2	11	0	0	4.3	39	4.8	43	3.9	39	3.4	31	4.2	38	
	Non-LEP (Monitored 1st Year)		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 2nd Year)		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Other Non-LEP		262	4105	35	13	227	87	151	58	49	19	7.1	65	6.6	60	6.4	64	6.9	63	7.2	65	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants		285	4063	45	16	240	84	154	54	49	17	6.9	63	6.4	59	6.2	62	6.7	61	6.9	63	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants		18	3525	9	50	9	50	2	11	0	0	4.3	39	4.8	43	3.9	39	3.4	31	4.2	38	
	Nonparticipants		267	4099	36	13	231	87	152	57	49	18	7.1	64	6.6	60	6.4	64	6.9	63	7.1	65	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes		28	3457	19	68	9	32	0	0	0	0	4.0	36	3.9	36	3.5	35	3.5	32	3.6	33	
	No		257	4129	26	10	231	90	154	60	49	19	7.2	65	6.7	61	6.5	65	7.0	64	7.3	66	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants		16	4571	0	0	16	100	14	88	9	56	8.8	80	8.9	81	8.0	80	8.6	78	9.4	85	
	Nonparticipants		269	4032	45	17	224	83	140	52	40	15	6.8	61	6.3	57	6.1	61	6.6	60	6.8	62	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes		131	3785	37	28	94	72	41	31	4	3	5.6	51	5.2	47	5.2	52	5.4	49	5.6	51	
	No		154	4299	8	5	146	95	113	73	45	29	7.9	72	7.6	69	7.1	71	7.8	71	8.1	73	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Career/Technical Education	Participants		263	4076	38	14	225	86	145	55	46	17	6.9	63	6.5	59	6.3	63	6.7	61	7.0	64	
	Nonparticipants		22	3897	7	32	15	68	9	41	3	14	6.0	55	5.4	49	5.8	58	6.1	55	6.0	55	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

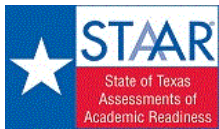
### BIOLOGY

#### Retested Students

**District:** 112-901 SULPHUR SPRINGS  
**Campus:** 002 SULPHUR SPRINGS

**Report Date:** SPRING 2017  
**Date of Testing:** SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
					#	%	#	%	#	%	#	%	1		2		3		4		5	
Number	Percent												Cell Structure and Function		Mechanisms of Genetics		Biological Evolution and Classification		Biological Processes and Systems		Interdependence within Environmental Systems	
Students Tested			9	100																		
Students Not Tested																						
Absent			0	0																		
Other			0	0																		
Total Documents Submitted			9	100																		
Legend			---																			
--- = No Data Reported For Fewer Than Five Students																						
			Number of Items Tested		Avg. # of Items / % Correct																	
					11		11		10		11		11									
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>			9	3482	5	56	4	44	0	0	0	0	3.3	30	4.3	39	3.7	37	3.9	35	4.1	37
Male			8	3431	5	63	3	38	0	0	0	0	3.0	27	4.1	38	3.3	33	3.8	34	3.9	35
Female			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			5	3534	2	40	3	60	0	0	0	0	2.6	24	5.2	47	4.6	46	4.2	38	4.2	38
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			6	3418	4	67	2	33	0	0	0	0	3.5	32	3.7	33	3.0	30	3.5	32	3.8	35
Yes			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			9	3482	5	56	4	44	0	0	0	0	3.3	30	4.3	39	3.7	37	3.9	35	4.1	37
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			9	3482	5	56	4	44	0	0	0	0	3.3	30	4.3	39	3.7	37	3.9	35	4.1	37
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Current LEP			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP			7	3477	4	57	3	43	0	0	0	0	3.1	29	4.7	43	4.1	41	3.7	34	3.6	32
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			9	3482	5	56	4	44	0	0	0	0	3.3	30	4.3	39	3.7	37	3.9	35	4.1	37
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			7	3477	4	57	3	43	0	0	0	0	3.1	29	4.7	43	4.1	41	3.7	34	3.6	32
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			8	3477	5	63	3	38	0	0	0	0	3.4	31	4.1	38	3.8	38	3.9	35	4.1	38
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			9	3482	5	56	4	44	0	0	0	0	3.3	30	4.3	39	3.7	37	3.9	35	4.1	37
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			9	3482	5	56	4	44	0	0	0	0	3.3	30	4.3	39	3.7	37	3.9	35	4.1	37
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education			9	3482	5	56	4	44	0	0	0	0	3.3	30	4.3	39	3.7	37	3.9	35	4.1	37
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

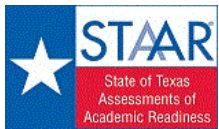
### ENGLISH I

#### All Students

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																				
					Number		Percent		1		2		3		4		5		6						
Students Tested		Students Not Tested			Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts		Composition		Revision		Editing										
Absent		Other			Did Not Meet		Approaches		Meets		Masters		Number of Points Possible		Number of Points Scored										
Total Documents Submitted		Legend			#		#		#		#		#		#		#								
--- = No Data Reported For Fewer Than Five Students																									
All Students			391	3983	146	37	245	63	194	50	42	11	5.5	69	7.9	61	8.2	63	9.3	58	6.1	68	6.3	70	
Male			217	3874	95	44	122	56	98	45	15	7	5.1	64	7.4	57	7.8	60	8.5	53	5.9	66	5.9	66	
Female			174	4119	51	29	123	71	96	55	27	16	5.9	74	8.5	66	8.6	66	10.3	65	6.3	70	6.8	76	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			100	3854	45	45	55	55	40	40	6	6	5.0	62	7.3	56	8.0	62	8.7	54	5.5	61	6.0	66	
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			50	3763	30	60	20	40	15	30	2	4	4.8	61	6.6	51	6.8	52	8.2	52	5.6	62	5.9	65	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			231	4091	66	29	165	71	135	58	34	15	5.9	73	8.5	65	8.5	66	9.9	62	6.4	72	6.6	73	
Two or More Races			7	3945	3	43	4	57	4	57	0	0	5.6	70	7.6	58	8.3	64	8.6	54	6.4	71	6.1	68	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	235	3825	113	48	122	52	88	37	15	6	5.0	62	7.1	55	7.6	58	8.6	54	5.6	62	5.9	65
			No	156	4221	33	21	123	79	106	68	27	17	6.3	78	9.1	70	9.1	70	10.4	65	6.8	76	7.0	77
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	390	3985	145	37	245	63	194	50	42	11	5.5	69	7.9	61	8.2	63	9.3	58	6.1	68	6.3	70
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	391	3983	146	37	245	63	194	50	42	11	5.5	69	7.9	61	8.2	63	9.3	58	6.1	68	6.3	70
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			Current LEP	36	3529	29	81	7	19	2	6	0	0	3.8	48	5.1	39	6.3	48	7.3	45	4.4	49	5.0	56
			Non-LEP (Monitored 1st Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Other Non-LEP	349	4032	115	33	234	67	190	54	42	12	5.7	71	8.2	63	8.4	64	9.6	60	6.3	70	6.4	72
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	391	3983	146	37	245	63	194	50	42	11	5.5	69	7.9	61	8.2	63	9.3	58	6.1	68	6.3	70
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	38	3514	31	82	7	18	2	5	0	0	3.8	47	5.0	38	6.1	47	7.2	45	4.4	49	4.9	55
			Nonparticipants	353	4033	115	33	238	67	192	54	42	12	5.7	71	8.2	63	8.4	65	9.6	60	6.3	70	6.5	72
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	53	3408	49	92	4	8	2	4	0	0	3.4	42	4.8	37	5.4	42	6.3	39	4.0	45	4.5	49
			No	338	4073	97	29	241	71	192	57	42	12	5.8	73	8.4	65	8.6	66	9.8	61	6.4	71	6.6	73
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	15	4666	0	0	15	100	15	100	6	40	7.5	93	10.7	83	10.9	84	12.3	77	8.1	90	8.3	92
			Nonparticipants	376	3955	146	39	230	61	179	48	36	10	5.4	68	7.8	60	8.1	62	9.2	58	6.0	67	6.2	69
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	194	3673	123	63	71	37	38	20	2	1	4.5	57	6.2	48	6.6	51	8.1	50	5.1	57	5.4	60
			No	197	4287	23	12	174	88	156	79	40	20	6.4	80	9.6	74	9.7	75	10.6	66	7.1	78	7.2	80
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education			Participants	350	3981	128	37	222	63	175	50	37	11	5.5	69	7.9	61	8.2	63	9.4	59	6.1	68	6.3	70
			Nonparticipants	41	3994	18	44	23	56	19	46	5	12	5.5	69	7.8	60	8.3	64	9.1	57	6.0	66	6.2	69
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Constructed Responses Summary Report

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

**ENGLISH I**  
All Students

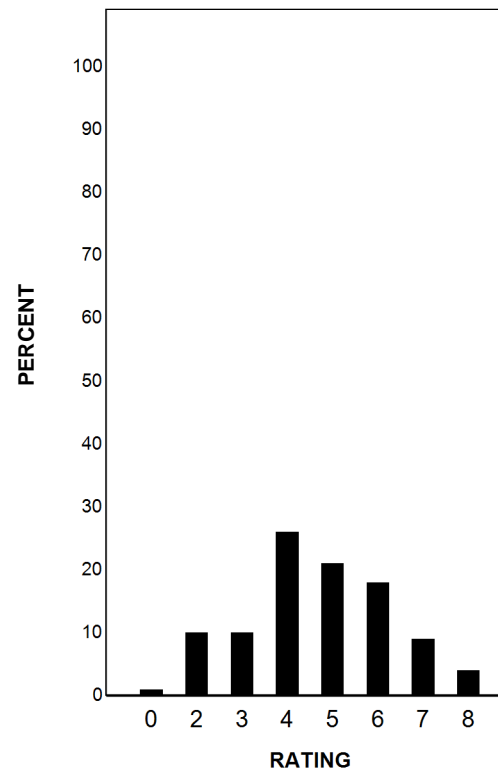
Report Date: SPRING 2017  
Date of Testing: SPRING 2017

--- = No Data Reported For Fewer Than Five Students

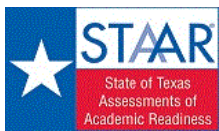
## Written Composition Rating Summary

### Expository Composition

Rating	#	%
0	5	1
2	38	10
3	41	10
4	100	26
5	84	21
6	72	18
7	35	9
8	16	4
Total	391	100



Each Composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### ENGLISH I

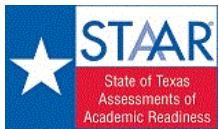
#### First-Time Tested Students

**District:** 112-901 SULPHUR SPRINGS  
**Campus:** 002 SULPHUR SPRINGS

**Report Date:** SPRING 2017  
**Date of Testing:** SPRING 2017

Administration Summary				Number of Students Tested	Average Scale Score	Did Not Meet				Approaches				Meets				Masters				Results for Each Reporting Category											
																						Number		Percent	1		2		3		4		5
Students Tested	328	99	Understanding/Analysis Across Genres			Understanding/Analysis of Literary Texts		Understanding/Analysis of Informational Texts		Composition		Revision		Editing																			
	Students Not Tested					Number of Points Possible																											
	Absent					8		13		13		16		9		9																	
	Other					Number of Points Scored																											
	Total Documents Submitted					#		#		#		#		#		#		#		#		#		#		#		#					
Legend						%		%		%		%		%		%		%		%		%		%		%							
--- = No Data Reported For Fewer Than Five Students						---		---		---		---		---		---		---		---		---		---		---							
<b>All Students</b>						328	4079	90	27	238	73	193	59	42	13	5.9	73	8.5	65	8.7	67	9.7	61	6.4	71	6.6	74						
<b>Male</b>						172	3990	53	31	119	69	97	56	15	9	5.7	71	8.1	62	8.5	65	9.0	56	6.3	70	6.3	70						
<b>Female</b>						156	4177	37	24	119	76	96	62	27	17	6.1	76	8.9	68	9.0	69	10.5	66	6.5	72	6.9	77						
<b>No Information Provided</b>				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
<b>Hispanic/Latino</b>				81	3929	29	36	52	64	39	48	6	7	5.3	66	7.8	60	8.5	65	9.0	56	5.7	64	6.2	69								
<b>American Indian or Alaska Native</b>				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
<b>Asian</b>				1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
<b>Black or African American</b>				38	3866	19	50	19	50	15	39	2	5	5.3	67	7.2	55	7.4	57	8.6	54	5.8	64	6.2	69								
<b>Native Hawaiian or Other Pacific Islander</b>				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
<b>White</b>				203	4177	41	20	162	80	135	67	34	17	6.2	77	9.0	69	9.0	69	10.2	64	6.7	75	6.9	76								
<b>Two or More Races</b>				5	4171	1	20	4	80	4	80	0	0	6.6	83	9.6	74	9.8	75	9.2	58	7.2	80	6.2	69								
<b>No Information Provided</b>				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
<b>Economically Disadvantaged</b>				Yes	184	3920	68	37	116	63	87	47	15	8	5.4	67	7.7	60	8.1	63	9.0	56	5.9	65	6.2	69							
				No	144	4282	22	15	122	85	106	74	27	19	6.5	81	9.4	72	9.4	73	10.6	66	7.0	78	7.2	80							
				No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
<b>Title I, Part A</b>				Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
				Nonparticipants	327	4081	89	27	238	73	193	59	42	13	5.9	73	8.5	65	8.7	67	9.7	61	6.4	71	6.6	74							
				No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
<b>Migrant</b>				Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
				No	328	4079	90	27	238	73	193	59	42	13	5.9	73	8.5	65	8.7	67	9.7	61	6.4	71	6.6	74							
				No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
<b>Limited English Proficient</b>				Current LEP	23	3559	17	74	6	26	2	9	0	0	4.0	51	5.3	41	6.5	50	7.5	47	4.2	47	5.1	57							
				Non-LEP (Monitored 1st Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
				Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
				Other Non-LEP	299	4124	71	24	228	76	189	63	42	14	6.0	75	8.7	67	8.9	68	9.9	62	6.5	73	6.7	75							
				No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
<b>Bilingual</b>				Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
				Nonparticipants	328	4079	90	27	238	73	193	59	42	13	5.9	73	8.5	65	8.7	67	9.7	61	6.4	71	6.6	74							
				No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
<b>ESL</b>				Participants	24	3538	18	75	6	25	2	8	0	0	4.0	50	5.3	41	6.3	48	7.2	45	4.3	48	5.0	55							
				Nonparticipants	304	4121	72	24	232	76	191	63	42	14	6.0	75	8.7	67	8.9	68	9.9	62	6.5	73	6.7	75							
				No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
<b>Special Education</b>				Yes	34	3379	30	88	4	12	2	6	0	0	3.5	43	4.7	36	5.3	41	6.0	38	3.7	41	4.1	46							
				No	294	4160	60	20	234	80	191	65	42	14	6.1	77	8.9	69	9.1	70	10.1	63	6.7	74	6.9	77							
				No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
<b>Gifted/Talented</b>				Participants	15	4666	0	0	15	100	15	100	6	40	7.5	93	10.7	83	10.9	84	12.3	77	8.1	90	8.3	92							
				Nonparticipants	313	4050	90	29	223	71	178	57	36	12	5.8	72	8.4	64	8.6	66	9.6	60	6.3	70	6.5	73							
				No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
<b>At-Risk</b>				Yes	140	3749	74	53	66	47	37	26	2	1	4.9	62	6.7	52	7.1	55	8.3	52	5.3	59	5.6	63							
				No	188	4324	16	9	172	91	156	83	40	21	6.6	82	9.8	75	9.9	76	10.8	67	7.1	79	7.4	82							
				No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
<b>Career/Technical Education</b>				Participants	294	4079	78	27	216	73	174	59	37	13	5.9	73	8.5	65	8.7	67	9.7	61	6.4	71	6.7	74							
				Nonparticipants	34	4072	12	35	22	65	19	56	5	15	5.8	72	8.4	64	8.7	67	9.5	59	6.1	67	6.2	69							
				No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						





# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Constructed Responses Summary Report

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

## ENGLISH I First-Time Tested Students

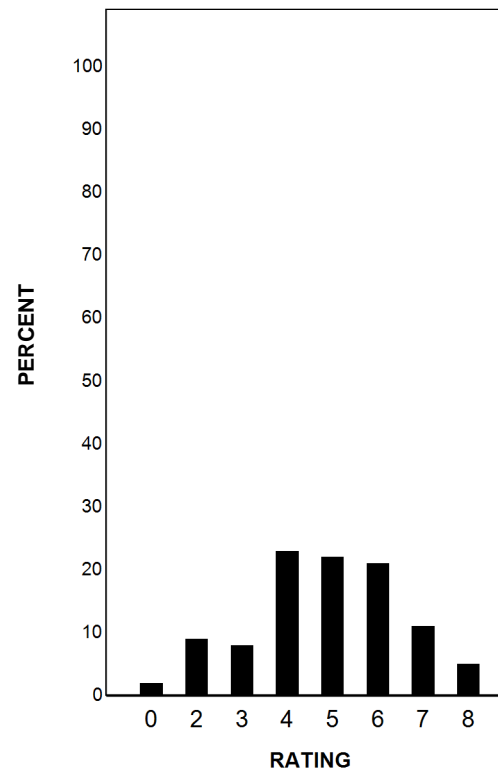
Report Date: SPRING 2017  
Date of Testing: SPRING 2017

--- = No Data Reported For Fewer Than Five Students

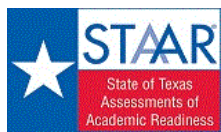
### Written Composition Rating Summary

#### Expository Composition

Rating	#	%
0	5	2
2	28	9
3	25	8
4	77	23
5	72	22
6	70	21
7	35	11
8	16	5
Total	328	100



Each Composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

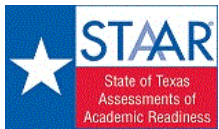
### ENGLISH I

#### Retested Students

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																							
					Number		Percent		Did Not Meet		Approaches		Meets		Masters		1		2		3		4		5		6	
					Students Tested	Students Not Tested	Absent	Other	Total Documents Submitted	Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts		Composition		Revision		Editing								
					8	13	13	16	9	9																		
Legend			Number of Points Possible																									
--- = No Data Reported For Fewer Than Five Students			Number of Points Scored																									
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%				
<b>All Students</b>			63	3482	56	89	7	11	1	2	0	0	3.5	44	4.9	38	5.4	42	7.4	46	4.6	51	4.7	53				
<b>Male</b>			45	3429	42	93	3	7	1	2	0	0	3.2	40	4.6	36	5.3	41	6.8	42	4.6	52	4.4	48				
<b>Female</b>			18	3615	14	78	4	22	0	0	0	0	4.3	54	5.6	43	5.7	44	8.9	56	4.5	50	5.7	63				
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>Hispanic/Latino</b>			19	3533	16	84	3	16	1	5	0	0	3.7	46	5.4	41	6.3	48	7.4	46	4.6	51	4.8	54				
<b>American Indian or Alaska Native</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>Asian</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>Black or African American</b>			12	3438	11	92	1	8	0	0	0	0	3.3	41	4.6	35	4.6	35	7.0	44	4.9	55	4.8	54				
<b>Native Hawaiian or Other Pacific Islander</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>White</b>			28	3473	25	89	3	11	0	0	0	0	3.6	46	5.0	38	5.1	40	7.6	47	4.5	50	4.5	50				
<b>Two or More Races</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>Economically Disadvantaged</b>	Yes		51	3481	45	88	6	12	1	2	0	0	3.6	45	4.8	37	5.5	42	7.2	45	4.7	52	4.8	53				
	No		12	3487	11	92	1	8	0	0	0	0	3.3	42	5.3	41	5.3	40	8.2	51	4.3	47	4.4	49				
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>Title I, Part A</b>	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants		63	3482	56	89	7	11	1	2	0	0	3.5	44	4.9	38	5.4	42	7.4	46	4.6	51	4.7	53				
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>Migrant</b>	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	No		63	3482	56	89	7	11	1	2	0	0	3.5	44	4.9	38	5.4	42	7.4	46	4.6	51	4.7	53				
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>Limited English Proficient</b>	Current LEP		13	3477	12	92	1	8	0	0	0	0	3.4	42	4.6	36	5.9	46	6.9	43	4.7	52	4.9	55				
	Non-LEP (Monitored 1st Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Non-LEP (Monitored 2nd Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Other Non-LEP		50	3483	44	88	6	12	1	2	0	0	3.6	45	5.0	38	5.3	41	7.5	47	4.6	51	4.7	52				
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>Bilingual</b>	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants		63	3482	56	89	7	11	1	2	0	0	3.5	44	4.9	38	5.4	42	7.4	46	4.6	51	4.7	53				
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>ESL</b>	Participants		14	3474	13	93	1	7	0	0	0	0	3.4	43	4.4	34	5.9	45	7.1	45	4.6	51	4.9	55				
	Nonparticipants		49	3484	43	88	6	12	1	2	0	0	3.6	44	5.1	39	5.3	41	7.4	46	4.6	51	4.7	52				
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>Special Education</b>	Yes		19	3460	19	100	0	0	0	0	0	0	3.3	41	4.9	38	5.6	43	6.7	42	4.6	51	5.0	56				
	No		44	3492	37	84	7	16	1	2	0	0	3.6	45	4.9	38	5.4	41	7.6	48	4.6	51	4.6	51				
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>Gifted/Talented</b>	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants		63	3482	56	89	7	11	1	2	0	0	3.5	44	4.9	38	5.4	42	7.4	46	4.6	51	4.7	53				
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>At-Risk</b>	Yes		54	3476	49	91	5	9	1	2	0	0	3.5	44	4.8	37	5.3	41	7.5	47	4.5	50	4.8	53				
	No		9	3517	7	78	2	22	0	0	0	0	3.4	43	5.4	42	6.2	48	6.7	42	5.2	58	4.6	51				
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
<b>Career/Technical Education</b>	Participants		56	3466	50	89	6	11	1	2	0	0	3.4	43	4.9	38	5.3	41	7.4	46	4.5	50	4.6	51				
	Nonparticipants		7	3610	6	86	1	14	0	0	0	0	4.1	52	5.1	40	6.6	51	7.1	45	5.6	62	6.0	67				
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Constructed Responses Summary Report

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

## ENGLISH I Retested Students

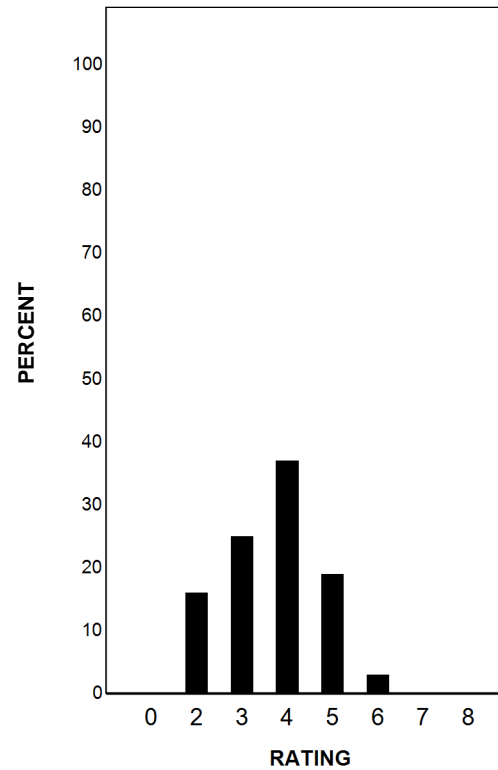
Report Date: SPRING 2017  
Date of Testing: SPRING 2017

--- = No Data Reported For Fewer Than Five Students

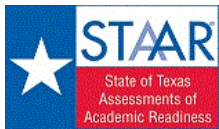
### Written Composition Rating Summary

#### Expository Composition

Rating	#	%
0	0	0
2	10	16
3	16	25
4	23	37
5	12	19
6	2	3
7	0	0
8	0	0
Total	63	100



Each Composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

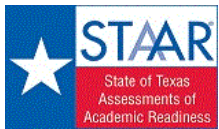
### ENGLISH II

#### All Students

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category													
													1	2	3	4	5	6								
Number	Percent											Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts		Composition		Revision		Editing				
Legend			Number of Points Possible																							
--- = No Data Reported For Fewer Than Five Students			8		13		13		16		9		9		Number of Points Scored											
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
<b>All Students</b>			367	3988	125	34	242	66	185	50	23	6	5.5	69	8.6	66	8.3	64	9.9	62	6.3	70	6.2	69		
Male			196	3904	82	42	114	58	82	42	11	6	5.4	68	8.2	63	8.1	62	9.2	58	6.1	68	5.8	64		
Female			171	4084	43	25	128	75	103	60	12	7	5.6	70	9.0	70	8.5	66	10.7	67	6.4	71	6.7	75		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino			86	3882	36	42	50	58	34	40	6	7	5.1	64	8.0	61	7.9	61	9.6	60	5.7	63	6.0	67		
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American			37	3683	22	59	15	41	11	30	0	0	4.5	56	7.0	54	7.3	56	8.1	50	5.5	61	5.5	61		
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White			230	4089	61	27	169	73	134	58	17	7	5.9	73	9.1	70	8.7	67	10.4	65	6.7	74	6.4	71		
Two or More Races			10	3962	3	30	7	70	5	50	0	0	5.7	71	8.8	68	7.5	58	10.6	66	6.2	69	6.4	71		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes		192	3818	88	46	104	54	69	36	7	4	5.1	64	7.8	60	7.5	58	8.9	56	5.8	64	5.6	63		
	No		175	4174	37	21	138	79	116	66	16	9	5.9	74	9.4	72	9.2	71	11.0	69	6.8	75	6.8	76		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		366	3989	124	34	242	66	185	51	23	6	5.5	69	8.6	66	8.3	64	9.9	62	6.3	70	6.2	69		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No		367	3988	125	34	242	66	185	50	23	6	5.5	69	8.6	66	8.3	64	9.9	62	6.3	70	6.2	69		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Limited English Proficient	Current LEP		27	3438	22	81	5	19	2	7	0	0	3.5	44	5.5	42	5.9	45	7.0	44	4.1	46	5.0	55		
	Non-LEP (Monitored 1st Year)		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Non-LEP (Monitored 2nd Year)		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Other Non-LEP		336	4032	102	30	234	70	180	54	23	7	5.7	71	8.8	68	8.5	65	10.1	63	6.4	71	6.3	70		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		367	3988	125	34	242	66	185	50	23	6	5.5	69	8.6	66	8.3	64	9.9	62	6.3	70	6.2	69		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants		27	3438	22	81	5	19	2	7	0	0	3.5	44	5.5	42	5.9	45	7.0	44	4.1	46	5.0	55		
	Nonparticipants		340	4032	103	30	237	70	183	54	23	7	5.7	71	8.8	68	8.5	65	10.1	63	6.4	71	6.3	70		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes		39	3315	37	95	2	5	1	3	0	0	3.2	40	5.2	40	5.1	39	6.9	43	3.9	43	3.7	41		
	No		328	4068	88	27	240	73	184	56	23	7	5.8	72	9.0	69	8.7	67	10.3	64	6.5	73	6.5	72		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented	Participants		24	4714	0	0	24	100	24	100	10	42	7.4	92	11.5	88	11.1	86	13.1	82	8.0	89	8.3	93		
	Nonparticipants		343	3937	125	36	218	64	161	47	13	4	5.4	67	8.4	64	8.1	62	9.7	61	6.1	68	6.1	67		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk	Yes		172	3688	96	56	76	44	42	24	2	1	4.6	57	7.1	54	7.1	54	8.6	54	5.4	60	5.1	57		
	No		195	4253	29	15	166	85	143	73	21	11	6.3	79	9.9	76	9.4	72	11.1	69	7.1	78	7.2	80		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Career/Technical Education	Participants		346	4005	111	32	235	68	180	52	21	6	5.6	69	8.7	67	8.4	65	10.0	62	6.3	70	6.3	70		
	Nonparticipants		21	3715	14	67	7	33	5	24	2	10	4.7	58	6.7	52	6.6	51	8.7	54	5.3	59	5.1	57		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Constructed Responses Summary Report

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

**ENGLISH II**  
All Students

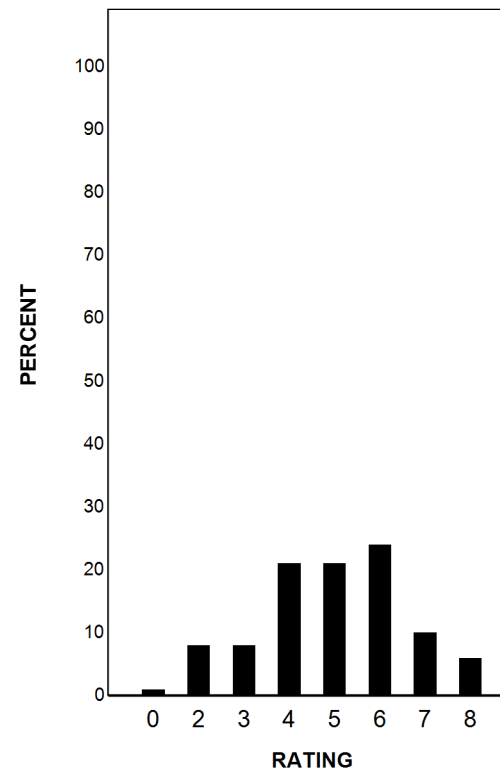
Report Date: SPRING 2017  
Date of Testing: SPRING 2017

--- = No Data Reported For Fewer Than Five Students

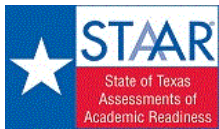
## Written Composition Rating Summary

### Persuasive Composition

Rating	#	%
0	4	1
2	30	8
3	29	8
4	78	21
5	78	21
6	88	24
7	37	10
8	23	6
Total	367	100



Each Composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

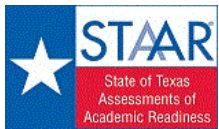
### ENGLISH II

### First-Time Tested Students

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																															
					Number Percent		Did Not Meet		Approaches		Meets		Masters		1		2		3		4		5		6											
Students Tested	326	100			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%												
																									Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts		Composition		Revision		Editing	
																									Number of Points Possible						Number of Points Scored					
Legend					--- = No Data Reported For Fewer Than Five Students																															
<b>All Students</b>			326	4055	89	27	237	73	183	56	23	7	5.8	72	8.9	69	8.7	67	10.1	63	6.5	72	6.5	72												
Male			170	3977	60	35	110	65	81	48	11	6	5.7	71	8.6	66	8.5	65	9.4	59	6.3	70	6.1	68												
Female			156	4141	29	19	127	81	102	65	12	8	5.8	73	9.4	72	8.9	68	10.9	68	6.6	73	6.9	76												
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---												
Hispanic/Latino			72	3976	23	32	49	68	34	47	6	8	5.4	68	8.6	66	8.5	65	9.9	62	5.9	66	6.3	70												
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Black or African American			31	3719	16	52	15	48	11	35	0	0	4.8	60	7.3	56	7.4	57	8.0	50	5.5	61	5.8	65												
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
White			210	4148	45	21	165	79	132	63	17	8	6.1	76	9.4	72	9.0	69	10.5	66	6.8	76	6.6	74												
Two or More Races			9	4002	2	22	7	78	5	56	0	0	5.9	74	8.9	68	7.7	59	10.9	68	6.4	72	6.4	72												
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Economically Disadvantaged			164	3883	64	39	100	61	68	41	7	4	5.3	67	8.2	63	7.9	61	9.1	57	6.0	67	5.9	66												
No Information Provided			162	4229	25	15	137	85	115	71	16	10	6.2	77	9.7	74	9.5	73	11.2	70	6.9	77	7.0	78												
Title I, Part A			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Participants			325	4057	88	27	237	73	183	56	23	7	5.8	72	8.9	69	8.7	67	10.1	63	6.5	72	6.5	72												
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Yes			326	4055	89	27	237	73	183	56	23	7	5.8	72	8.9	69	8.7	67	10.1	63	6.5	72	6.5	72												
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Limited English Proficient			19	3500	14	74	5	26	2	11	0	0	3.9	49	5.8	45	6.4	49	7.2	45	4.3	48	5.2	58												
Current LEP			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Non-LEP (Monitored 1st Year)			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Non-LEP (Monitored 2nd Year)			303	4091	74	24	229	76	178	59	23	8	5.9	74	9.1	70	8.8	68	10.3	64	6.6	73	6.5	73												
Other Non-LEP			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Participants			326	4055	89	27	237	73	183	56	23	7	5.8	72	8.9	69	8.7	67	10.1	63	6.5	72	6.5	72												
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
ESL			19	3500	14	74	5	26	2	11	0	0	3.9	49	5.8	45	6.4	49	7.2	45	4.3	48	5.2	58												
Participants			307	4090	75	24	232	76	181	59	23	7	5.9	73	9.1	70	8.8	68	10.3	64	6.6	73	6.5	73												
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Special Education			32	3291	30	94	2	6	1	3	0	0	3.0	37	5.2	40	4.8	37	6.7	42	3.7	41	3.8	42												
Yes			294	4139	59	20	235	80	182	62	23	8	6.1	76	9.4	72	9.1	70	10.5	66	6.7	75	6.8	75												
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Gifted/Talented			24	4714	0	0	24	100	24	100	10	42	7.4	92	11.5	88	11.1	86	13.1	82	8.0	89	8.3	93												
Participants			302	4003	89	29	213	71	159	53	13	4	5.6	70	8.7	67	8.5	65	9.9	62	6.3	70	6.3	70												
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
At-Risk			138	3755	66	48	72	52	41	30	2	1	4.9	61	7.5	58	7.5	58	8.7	55	5.5	61	5.4	60												
Yes			188	4276	23	12	165	88	142	76	21	11	6.4	80	10.0	77	9.5	73	11.2	70	7.1	79	7.2	80												
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
Career/Technical Education			306	4077	76	25	230	75	178	58	21	7	5.8	73	9.1	70	8.8	68	10.2	64	6.5	73	6.6	73												
Participants			20	3719	13	65	7	35	5	25	2	10	4.8	59	6.7	52	6.6	51	8.7	54	5.3	58	5.1	56												
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---											



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Constructed Responses Summary Report

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

## ENGLISH II First-Time Tested Students

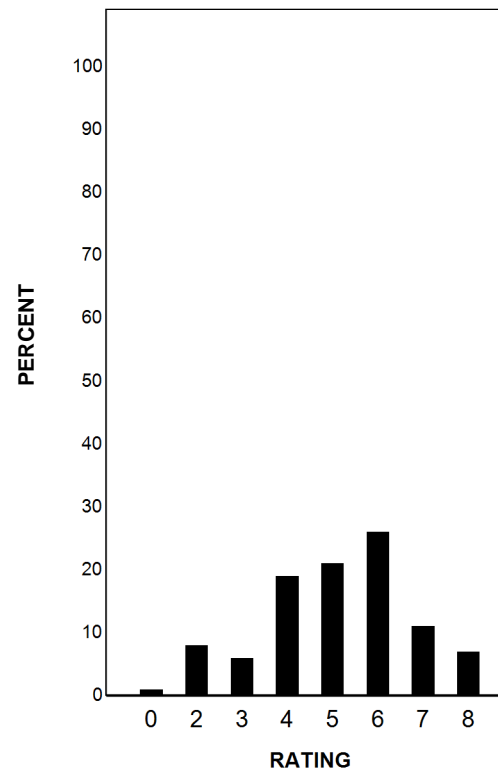
Report Date: SPRING 2017  
Date of Testing: SPRING 2017

--- = No Data Reported For Fewer Than Five Students

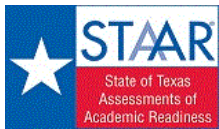
### Written Composition Rating Summary

#### Persuasive Composition

Rating	#	%
0	4	1
2	27	8
3	21	6
4	62	19
5	68	21
6	85	26
7	36	11
8	23	7
Total	326	100



Each Composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### ENGLISH II

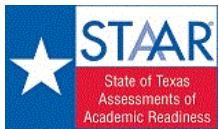
#### Retested Students

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																			
					Did Not Meet		Approaches		Meets		Masters		1		2		3		4		5		6	
Number	Percent				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested	41	95																						
Students Not Tested																								
Absent	2	5																						
Other	0	0																						
Total Documents Submitted	43	100																						
Legend																								
--- = No Data Reported For Fewer Than Five Students																								
<b>All Students</b>			41	3453	36	88	5	12	2	5	0	0	3.5	43	5.6	43	5.5	42	8.2	52	4.8	53	4.1	46
Male			26	3426	22	85	4	15	1	4	0	0	3.5	44	5.5	43	5.5	43	7.8	49	5.0	55	3.5	39
Female			15	3500	14	93	1	7	1	7	0	0	3.4	43	5.7	44	5.3	41	8.9	56	4.4	49	5.2	58
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			14	3398	13	93	1	7	0	0	0	0	3.3	41	4.9	38	5.2	40	7.7	48	4.3	48	4.6	51
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			6	3498	6	100	0	0	0	0	0	0	3.0	38	5.7	44	6.7	51	8.3	52	5.5	61	3.8	43
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			20	3471	16	80	4	20	2	10	0	0	3.7	46	6.0	46	5.3	40	8.6	54	4.9	54	3.8	42
Two or More Races			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			28	3438	24	86	4	14	1	4	0	0	3.7	46	5.5	43	5.4	41	8.1	50	4.5	50	3.9	44
Yes			13	3485	12	92	1	8	1	8	0	0	2.9	37	5.8	44	5.6	43	8.6	54	5.2	58	4.5	50
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			41	3453	36	88	5	12	2	5	0	0	3.5	43	5.6	43	5.5	42	8.2	52	4.8	53	4.1	46
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			41	3453	36	88	5	12	2	5	0	0	3.5	43	5.6	43	5.5	42	8.2	52	4.8	53	4.1	46
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			8	3292	8	100	0	0	0	0	0	0	2.4	30	4.9	38	4.8	37	6.8	42	3.8	42	4.4	49
Current LEP			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP			33	3492	28	85	5	15	2	6	0	0	3.7	47	5.8	45	5.6	43	8.6	54	5.0	56	4.1	45
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			41	3453	36	88	5	12	2	5	0	0	3.5	43	5.6	43	5.5	42	8.2	52	4.8	53	4.1	46
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			8	3292	8	100	0	0	0	0	0	0	2.4	30	4.9	38	4.8	37	6.8	42	3.8	42	4.4	49
Participants			33	3492	28	85	5	15	2	6	0	0	3.7	47	5.8	45	5.6	43	8.6	54	5.0	56	4.1	45
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			7	3426	7	100	0	0	0	0	0	0	4.1	52	5.0	38	6.1	47	8.0	50	4.6	51	3.3	37
Yes			34	3459	29	85	5	15	2	6	0	0	3.3	42	5.7	44	5.3	41	8.3	52	4.8	53	4.3	48
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			41	3453	36	88	5	12	2	5	0	0	3.5	43	5.6	43	5.5	42	8.2	52	4.8	53	4.1	46
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			34	3414	30	88	4	12	1	3	0	0	3.3	41	5.3	41	5.1	39	8.2	51	4.7	52	3.9	43
Yes			7	3644	6	86	1	14	1	14	0	0	4.4	55	7.1	55	7.1	55	8.3	52	5.0	56	5.3	59
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education			40	3448	35	88	5	13	2	5	0	0	3.5	43	5.6	43	5.5	42	8.3	52	4.7	53	4.1	45
Participants			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---





# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Constructed Responses Summary Report

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

## ENGLISH II Retested Students

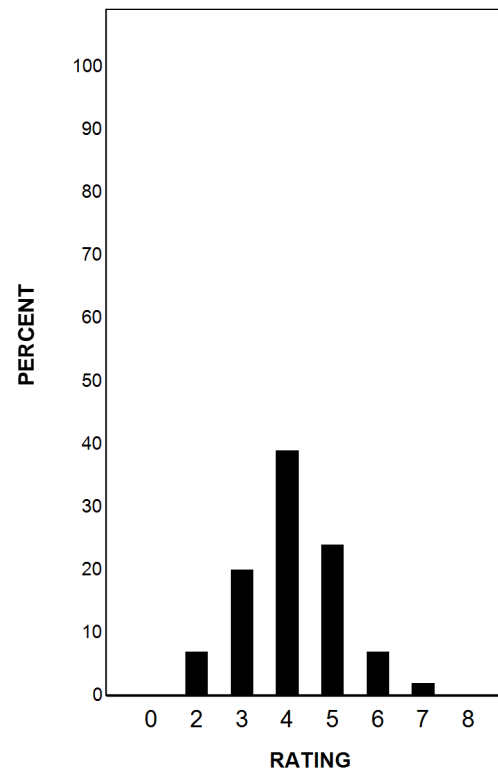
Report Date: SPRING 2017  
Date of Testing: SPRING 2017

--- = No Data Reported For Fewer Than Five Students

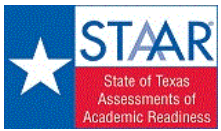
### Written Composition Rating Summary

#### Persuasive Composition

Rating	#	%
0	0	0
2	3	7
3	8	20
4	16	39
5	10	24
6	3	7
7	1	2
8	0	0
Total	41	100



Each Composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

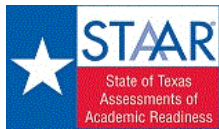
### U.S.HISTORY

#### All Students

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category				Masters				Number of Items Tested				Avg. # of Items / % Correct			
					Did Not Meet		Approaches		Meets		Masters		30		12		10		16	
1	2	3			4	#	%	#	%	#	%	#	%	#	%	#	%			
History	Geography and Culture	Government and Citizenship			Economics, Science, Technology, and Society	#	%	#	%	#	%	#	%	#	%	#	%			
Legend																				
--- = No Data Reported For Fewer Than Five Students																				
Students Tested	Number	Percent	261	98																
Students Not Tested																				
Absent			5	2																
Other			0	0																
Total Documents Submitted			266	100																
Legend			--- = No Data Reported For Fewer Than Five Students																	
All Students			261	4184	26	10	235	90	166	64	93	36	20.7	69	7.7	64	6.3	63	11.4	71
Male			142	4189	16	11	126	89	88	62	56	39	20.8	69	7.5	63	6.3	63	11.4	71
Female			119	4177	10	8	109	92	78	66	37	31	20.4	68	7.8	65	6.4	64	11.4	71
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			64	4097	7	11	57	89	37	58	18	28	20.2	67	7.4	61	6.0	60	11.0	69
American Indian or Alaska Native			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			34	4008	4	12	30	88	16	47	6	18	18.5	62	7.0	59	6.1	61	10.4	65
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			151	4257	12	8	139	92	105	70	62	41	21.3	71	7.9	66	6.6	66	11.8	74
Two or More Races			7	4244	1	14	6	86	5	71	4	57	20.1	67	9.0	75	6.4	64	11.6	72
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		114	4033	17	15	97	85	59	52	29	25	19.1	64	7.0	59	5.9	59	10.5	66
	No		147	4300	9	6	138	94	107	73	64	44	21.9	73	8.1	68	6.7	67	12.1	76
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		261	4184	26	10	235	90	166	64	93	36	20.7	69	7.7	64	6.3	63	11.4	71
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		261	4184	26	10	235	90	166	64	93	36	20.7	69	7.7	64	6.3	63	11.4	71
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	Current LEP		14	3722	3	21	11	79	3	21	1	7	15.4	51	5.9	49	4.4	44	8.6	54
	Non-LEP (Monitored 1st Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP		246	4213	22	9	224	91	163	66	92	37	21.0	70	7.8	65	6.5	65	11.6	72
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		261	4184	26	10	235	90	166	64	93	36	20.7	69	7.7	64	6.3	63	11.4	71
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		14	3722	3	21	11	79	3	21	1	7	15.4	51	5.9	49	4.4	44	8.6	54
	Nonparticipants		247	4210	23	9	224	91	163	66	92	37	21.0	70	7.8	65	6.5	65	11.6	72
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		21	3574	9	43	12	57	2	10	1	5	13.1	44	5.1	42	4.0	40	7.9	49
	No		240	4237	17	7	223	93	164	68	92	38	21.3	71	7.9	66	6.5	65	11.7	73
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants		17	4637	0	0	17	100	16	94	12	71	25.1	84	10.1	84	7.5	75	13.7	86
	Nonparticipants		244	4152	26	11	218	89	150	61	81	33	20.3	68	7.5	62	6.3	63	11.2	70
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes		100	3910	20	20	80	80	42	42	13	13	17.9	60	6.3	52	5.3	53	9.9	62
	No		161	4354	6	4	155	96	124	77	80	50	22.4	75	8.5	71	7.0	70	12.4	77
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education	Participants		256	4182	24	9	232	91	163	64	90	35	20.6	69	7.7	64	6.4	64	11.4	71
	Nonparticipants		5	4288	2	40	3	60	3	60	3	60	21.0	70	7.8	65	6.0	60	11.0	69
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

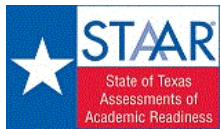
### U.S.HISTORY

#### First-Time Tested Students

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category								
					#	%	#	%	#	%	#	%	1		2		3		4		
Number	Percent											History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society			
Students Tested			255	98																	
Students Not Tested																					
Absent			5	2																	
Other			0	0																	
Total Documents Submitted			260	100																	
Legend			--- = No Data Reported For Fewer Than Five Students																		
													30		12		10		16		
													Avg. # of Items / % Correct								
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>All Students</b>			255	4202	21	8	234	92	166	65	93	36	20.9	70	7.7	65	6.4	64	11.5	72	
Male			137	4219	12	9	125	91	88	64	56	41	21.2	71	7.7	64	6.4	64	11.6	72	
Female			118	4183	9	8	109	92	78	66	37	31	20.5	68	7.9	65	6.5	65	11.4	72	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			63	4106	7	11	56	89	37	59	18	29	20.3	68	7.4	62	6.0	60	11.0	69	
American Indian or Alaska Native			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American			31	4068	1	3	30	97	16	52	6	19	19.3	64	7.4	61	6.4	64	10.7	67	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White			149	4270	10	7	139	93	105	70	62	42	21.5	72	7.9	66	6.6	66	11.9	75	
Two or More Races			7	4244	1	14	6	86	5	71	4	57	20.1	67	9.0	75	6.4	64	11.6	72	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged			Yes	112	4044	16	14	96	86	59	53	29	26	19.3	64	7.1	59	5.9	59	10.6	66
No			143	4326	5	3	138	97	107	75	64	45	22.2	74	8.3	69	6.8	68	12.3	77	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Nonparticipants			255	4202	21	8	234	92	166	65	93	36	20.9	70	7.7	65	6.4	64	11.5	72	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No			255	4202	21	8	234	92	166	65	93	36	20.9	70	7.7	65	6.4	64	11.5	72	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Limited English Proficient			Current LEP	13	3735	3	23	10	77	3	23	1	8	15.5	52	6.1	51	4.4	44	8.7	54
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-LEP (Monitored 2nd Year)			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Other Non-LEP			241	4230	17	7	224	93	163	68	92	38	21.2	71	7.9	66	6.5	65	11.7	73	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Nonparticipants			255	4202	21	8	234	92	166	65	93	36	20.9	70	7.7	65	6.4	64	11.5	72	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL			Participants	13	3735	3	23	10	77	3	23	1	8	15.5	52	6.1	51	4.4	44	8.7	54
Nonparticipants			242	4227	18	7	224	93	163	67	92	38	21.2	71	7.8	65	6.5	65	11.7	73	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education			Yes	21	3574	9	43	12	57	2	10	1	5	13.1	44	5.1	42	4.0	40	7.9	49
No			234	4259	12	5	222	95	164	70	92	39	21.6	72	8.0	67	6.6	66	11.8	74	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented			Participants	17	4637	0	0	17	100	16	94	12	71	25.1	84	10.1	84	7.5	75	13.7	86
Nonparticipants			238	4171	21	9	217	91	150	63	81	34	20.6	69	7.6	63	6.3	63	11.4	71	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk			Yes	94	3942	15	16	79	84	42	45	13	14	18.3	61	6.4	53	5.4	54	10.1	63
No			161	4354	6	4	155	96	124	77	80	50	22.4	75	8.5	71	7.0	70	12.4	77	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Career/Technical Education			Participants	251	4197	20	8	231	92	163	65	90	36	20.8	69	7.7	65	6.4	64	11.5	72
Nonparticipants			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### U.S.HISTORY

#### Retested Students

District: 112-901 SULPHUR SPRINGS  
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2017  
Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																				
					Did Not Meet		Approaches		Meets		Masters		1				2				3				4
History		Geography and Culture											Government and Citizenship		Economics, Science, Technology, and Society		Number of Items Tested				Number of Items Tested				Number of Items Tested
30		12			10		16		Avg. # of Items / % Correct				Avg. # of Items / % Correct				Avg. # of Items / % Correct								
#		%			#		%		#		%		#		%		#		%		#		%		
<b>All Students</b>			6	3397	5	83	1	17	0	0	0	0	10.5	35	3.8	32	3.7	37	6.5	41					
<b>Male</b>			5	3393	4	80	1	20	0	0	0	0	10.6	35	4.0	33	3.6	36	6.2	39					
<b>Female</b>			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Hispanic/Latino</b>			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>American Indian or Alaska Native</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Asian</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Black or African American</b>			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Native Hawaiian or Other Pacific Islander</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>White</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Two or More Races</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Economically Disadvantaged</b>																									
			Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Title I, Part A</b>																									
			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			Nonparticipants	6	3397	5	83	1	17	0	0	0	10.5	35	3.8	32	3.7	37	6.5	41					
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Migrant</b>																									
			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			No	6	3397	5	83	1	17	0	0	0	10.5	35	3.8	32	3.7	37	6.5	41					
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Limited English Proficient</b>																									
			Current LEP	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			Other Non-LEP	5	3366	5	100	0	0	0	0	0	10.0	33	3.8	32	3.6	36	6.2	39					
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Bilingual</b>																									
			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			Nonparticipants	6	3397	5	83	1	17	0	0	0	10.5	35	3.8	32	3.7	37	6.5	41					
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>ESL</b>																									
			Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			Nonparticipants	5	3366	5	100	0	0	0	0	0	10.0	33	3.8	32	3.6	36	6.2	39					
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Special Education</b>																									
			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			No	6	3397	5	83	1	17	0	0	0	10.5	35	3.8	32	3.7	37	6.5	41					
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Gifted/Talented</b>																									
			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			Nonparticipants	6	3397	5	83	1	17	0	0	0	10.5	35	3.8	32	3.7	37	6.5	41					
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>At-Risk</b>																									
			Yes	6	3397	5	83	1	17	0	0	0	10.5	35	3.8	32	3.7	37	6.5	41					
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
<b>Career/Technical Education</b>																									
			Participants	5	3386	4	80	1	20	0	0	0	10.4	35	3.4	28	4.0	40	6.4	40					
			Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					

# Student Certifications

## Student Certifications by Area

### Agriculture

Boater's Education Certification – Wildlife & Fisheries students. 28 students took the exam, 14 passed. Those students were:

- |                      |                     |                    |
|----------------------|---------------------|--------------------|
| 1. Karlee Adams      | 6. Miguel Chavez    | 11. Matthew Thorn  |
| 2. Peyton Arden      | 7. Blaine Flemens   | 12. Hunter Walker  |
| 3. Anthony Bayne     | 8. Mollie Gibbins   | 13. Kyle Watson    |
| 4. Jady Booth        | 9. Marissa Greenway | 14. Darby Williams |
| 5. Adrianna Burleson | 10. David Reyes     |                    |

Floral Design Level 1 Certifications – Floral Design students. Six students took the exam, 5 passed. Those students were:

1. Benjamin Brown
2. Marissa Greenway
3. Andrew Latham
4. Brennan Murray
5. Emily Nance

Hunter's Education Certification – Wildlife & Fisheries students. 36 students took the exam, 18 passed. Those students were:

- |                      |                         |                     |
|----------------------|-------------------------|---------------------|
| 1. Karlee Adams      | 7. Miguel Chavez        | 13. David Reyes     |
| 2. Peyton Arden      | 8. Madison Deaton       | 14. Sydney Swatsell |
| 3. Anthony Bayne     | 9. Blaine Flemens       | 15. Matthew Thorn   |
| 4. Seddrick Berry    | 10. Mollie Gibbins      | 16. Hunter Walker   |
| 5. Jady Booth        | 11. Marissa Greenway    | 17. Kyle Watson     |
| 6. Adrianna Burleson | 12. Klarissa Nottingham | 18. Darby Williams  |

OSHA 10-Hour Safety Training Certifications – Welding students. 100 students took the exam, 94 passed. Those students were:

- |                      |                             |                        |
|----------------------|-----------------------------|------------------------|
| 1. Jesus Abrego      | 14. Jermond Bryant-<br>Amos | 26. Pacen Edwards      |
| 2. Kadadrian Abron   | 15. Connor Burgin           | 27. Norris English     |
| 3. Karlee Adams      | 16. Mason Burgin            | 28. Christopher Finney |
| 4. Kyle Alexander    | 17. Jorge Cardona           | 29. Blaine Flemens     |
| 5. Jairo Aranda      | 18. Joshua Carrillo         | 30. Hunter Freeman     |
| 6. Tyler Armstrong   | 19. Cason Churchman         | 31. Zachary Dunken     |
| 7. Mason Arnold      | 20. Dustin Crabtree         | 32. Michael Gilbert    |
| 8. Michael Arrington | 21. Brady Crouse            | 33. Javier Gonzalez    |
| 9. Taylor Arrington  | 22. Hayden Daniel           | 34. Dylan Simmons      |
| 10. Rio Becerra      | 23. Tanner Davis            | 35. Marissa Greenway   |
| 11. Jose Bojorquez   | 24. D'Idrec Dugan           | 36. Noah Hemby         |
| 12. Jady Booth       | 25. Andrew Eddins           | 37. Jaime Hernandez    |
| 13. Spencer Brewer   |                             | 38. Clayton Hill       |
-

- |                       |                          |                       |
|-----------------------|--------------------------|-----------------------|
| 39. Kyle Hudgins      | 58. Kaleb Mills          | 77. Bryan Roque       |
| 40. Zachery Hudson    | 59. Vincent Morales      | 78. James Rushing     |
| 41. Hanna Irby        | 60. Brayden Morgan       | 79. Hunter Salverino  |
| 42. Arian Jaboneta    | 61. Cameron Morris       | 80. Jose Santacruz    |
| 43. Lucas Johnson     | 62. Brennan Murray       | 81. Dietrich Schmoyer |
| 44. Layton Keller     | 63. Tyler Neal           | 82. Dawson Sears      |
| 45. Nathaniel Keller  | 64. Kevin Negrete        | 83. Breanna Sells     |
| 46. Cy Killam         | 65. Conner Nix           | 84. Sierra Sells      |
| 47. Luke Killgore     | 66. Colten Nolen         | 85. Drake Smith       |
| 48. Jase Kirkpatrick  | 67. Colby Pace           | 86. Bryson Tennison   |
| 49. Branson Ledbetter | 68. Dequarian Pitts      | 87. Jace Thompson     |
| 50. Blade Looney      | 69. Samuel Ponce Bonilla | 88. Matthew Thorn     |
| 51. Ty Lopez          | 70. Jaden Price          | 89. Hunter Walker     |
| 52. Luis Lucio        | 71. Kasen Price          | 90. Kenneth Wilks     |
| 53. Triston McCormick | 72. Phillip Rater        | 91. Lawrence Worth    |
| 54. William McCrary   | 73. Jaxon Reneau         | 92. Dustin Wren       |
| 55. Austin McKinney   | 74. Alexander Robinson   | 93. Cameron Zahn      |
| 56. Brandon Knight    | 75. Julio Robles         | 94. Kiowa Burnett     |
| 57. Bryce McQueen     | 76. Luis Rojas           |                       |

Structural Steel Welding Certification (AWS D1.1) – Advanced Welding student. One student took and passed. That student was:

1. Jake Couch

Texas Beef Quality Assurance Certification – Livestock Production students. 16 students took the exam, 15 students passed. Those students were:

- |                    |                   |                      |
|--------------------|-------------------|----------------------|
| 1. Karlee Adams    | 6. Abbigail Hale  | 11. Drake Smith      |
| 2. Kendell Blake   | 7. Mary Harris    | 12. Jessica Smithers |
| 3. Spencer Brewer  | 8. Hannah Irby    | 13. Syndey Swatsell  |
| 4. Madison Carrell | 9. Maci Merrell   | 14. Harlee Williams  |
| 5. Molly Clegg     | 10. Breanna Sells | 15. Lincoln Wyly     |

### Auto Repair

AllDATA Automotive Information Specialist Certifications – Auto Tech II students. 8 students took and passed the exam. Those students were:

- |                       |                         |                    |
|-----------------------|-------------------------|--------------------|
| 1. Justin Bryant      | 4. Ryan McKinney        | 7. Eduardo Ramirez |
| 2. Coleton Harrington | 5. Daniel Murillo       | 8. Jesus Zar       |
| 3. Austin McKinney    | 6. Samuel Ponce Bonilla |                    |

### Business, Marketing, & Finance

Microsoft Office Specialist (MOS) Word 2013 Certifications – BIM students. 56 students took the exam, 46 passed. Those students were:

- |                     |                |                   |
|---------------------|----------------|-------------------|
| 1. Hannah Adams     | 3. Chase Berry | 5. Carson Bridges |
| 2. Jackelyn Alvarez | 4. Jacy Booth  | 6. Mia Carney     |
-

- |                        |                      |                     |
|------------------------|----------------------|---------------------|
| 7. Lana Colley         | 21. Kaci Kellye      | 35. Kaylee Thomas   |
| 8. Jacob Couch         | 22. Kaylee Malone    | 36. Jacob Voyles    |
| 9. Jacquelyn Cruz      | 23. Taylor Mcelfresh | 37. Raye Weir       |
| 10. Chandler Eichenour | 24. Sloan McGaHee    | 38. Lainey Whittle  |
| 11. Alexis Escobedo    | 25. Connor Miller    | 39. Haylie Whorton  |
| 12. Mason Cillem       | 26. Jose Pacheco     | 40. Daisyia Wies    |
| 13. Danielle Godbolt   | 27. Nick Porter      | 41. Brooke Williams |
| 14. Destiny Godbolt    | 28. Elizabeth Reyes  | 42. Olivia Wood     |
| 15. David Grinnan      | 29. Cheslee Roberts  | 43. Cameron Woodall |
| 16. Ignacio Guerrero   | 30. Jeremiah Roland  | 44. Caleb Yanez     |
| 17. David Helfferich   | 31. Dawson Sears     | 45. Daniel Yanez    |
| 18. Cameraon Horton    | 32. Sierra Smith     | 46. Lucia Yanez     |
| 19. Anna Irving        | 33. Daniel Sosa      |                     |
| 20. Von'Tese Johnson   | 34. Gillian Thomas   |                     |

Microsoft Office Specialist (MOS) Excel 2013 Certifications – BIM students. 36 students took the exam, 27 passed. Those students were:

- |                       |                      |                     |
|-----------------------|----------------------|---------------------|
| 1. Hannah Adams       | 10. David Grinnan    | 19. Gillian Thomas  |
| 2. Carson Bridges     | 11. Von'Tese Johnson | 20. Kaylee Thomas   |
| 3. Mia Carney         | 12. Charlie Maddux   | 21. Jacob Voyles    |
| 4. Jacquelyn Cruz     | 13. Taylor Mcelfresh | 22. Lainey Whittle  |
| 5. Pacen Edwards      | 14. Connor Miller    | 23. Daisyia Wies    |
| 6. Chandler Eichenour | 15. Jose Pacheco     | 24. Cameron Woodall |
| 7. Mason Gillem       | 16. Nick Porter      | 25. Caleb Yanez     |
| 8. Danielle Godbolt   | 17. Dawson Sears     | 26. Daniel Yanez    |
| 9. Destiny Godbolt    | 18. Daniel Sosa      | 27. Lucia Yanez     |

Microsoft Office Specialist (MOS) Access 2013 Certifications – BIM students. 25 students took the exam, 21 passed. Those students were:

- |                       |                      |                    |
|-----------------------|----------------------|--------------------|
| 1. Hannah Adams       | 8. Destiny Godbolt   | 15. Daniel Sosa    |
| 2. Carson Bridges     | 9. David Grinnan     | 16. Gillian Thomas |
| 3. Zackery Burgin     | 10. Israel Hernandez | 17. Kaylee Thomas  |
| 4. Mia Carney         | 11. Charlie Maddux   | 18. Jacob Voyles   |
| 5. Jacquelyn Cruz     | 12. Taylor Mcelfresh | 19. Lainey Whittle |
| 6. Chandler Eichenour | 13. Connor Miller    | 20. Daisyia Wies   |
| 7. Mason Gillem       | 14. Jose Pacheco     | 21. Lucia Yanez    |

Microsoft Office Specialist (MOS) PowerPoint 2013 Certifications – BIM students. 51 students took the exam, 48 passed. Those students were:

- |                      |                            |                        |
|----------------------|----------------------------|------------------------|
| 1. Hannah Adams      | 5. Jermond Bryant-<br>Amos | 9. Mia Carney          |
| 2. Alejandra Arana   | 6. Connor Burgin           | 10. Jacquelyn Cruz     |
| 3. Kaden Argenbright | 7. Mason Burgin            | 11. Rodrickus Dunn     |
| 4. Chase Berry       | 8. Zackery Burgin          | 12. Pacen Edwards      |
|                      |                            | 13. Chandler Eichenour |
-



- |                      |                      |                     |
|----------------------|----------------------|---------------------|
| 14. Tyler Elias      | 26. Autumn Neighbors | 38. Jacob Voyles    |
| 15. Danielle Godbolt | 27. Nayeli Osornio   | 39. Raye Weir       |
| 16. Destiny Godbolt  | 28. Jose Pacheco     | 40. Lainey Whittle  |
| 17. David Grinnan    | 29. Nick Porter      | 41. Haylie Whorton  |
| 18. Israel Hernandez | 30. Camri Price      | 42. Daisyia Wies    |
| 19. Cameron Horton   | 31. Cheslee Roberts  | 43. Cassidy Winborn |
| 20. Aleberto Ibarra  | 32. Dawson Sears     | 44. Olivia Wood     |
| 21. Von'Tese Johnson | 33. Ralea Seagraves  | 45. Caleb Yanez     |
| 22. Kaci Kelley      | 34. Daniel Sosa      | 46. Daniel Yanez    |
| 23. Kaylee Malone    | 35. Gillian Thomas   | 47. Lucia Yanez     |
| 24. Taylor Mcelfresh | 36. Kaylee Thomas    | 48. Tyler Young     |
| 25. Connor Miller    | 37. Elizabeth Vega   |                     |

### Education & Training

AAFCS – Education Fundamentals Certifications – Practicum in Education students. Five students took the exam, 4 passed. Those students were:

1. Lauren Helm
2. Jamal Hobson-Cox
3. Marlene Martinez
4. Emily Nance

### IT/Arts AV

Adobe Certified Associate Adobe Photoshop – DIM students. 92 students took the exam, 17 passed. Those students were:

- |                             |                                   |                                |
|-----------------------------|-----------------------------------|--------------------------------|
| 1. Dino Garcia Saldivar     | 7. Brandon Luna                   | 13. Weston Vasquez             |
| 2. Johnny Guzman le         | 8. Maddie Milsap                  | 14. Wesley Wade Parks          |
| 3. Christain O’Ryan<br>Huff | 9. Josh Rissman                   | 15. Joshua Whitten-<br>Edwards |
| 4. Emma Johnson             | 10. Blake Talmage                 | 16. Autumn Wilson              |
| 5. Lucas Johnson            | 11. Kristopher Thomas<br>Williams | 17. Christopher Womack         |
| 6. Simon Le                 | 12. Haven Tennison                |                                |

Adobe Certified Associate Adobe Photoshop – Graphic Design students. 39 students took the exam, 32 passed. Those students were:

- |                      |                       |                      |
|----------------------|-----------------------|----------------------|
| 1. Laura Alsobrook   | 11. Jaci Glenn        | 21. Aryln Negron     |
| 2. Abbigael Baier    | 12. Ann Marie Gunn    | 22. Nailyn Negron    |
| 3. Joseph Baxley     | 13. Noah Hammons      | 23. Porly Prom       |
| 4. Hunter Blanchard  | 14. Sarah Harper      | 24. Travis Pundt     |
| 5. Mariana Bottello  | 15. Wendy Harrington  | 25. Maddie Ray       |
| 6. Taylor Coppage    | 16. Hayley Haygood    | 26. Jeremy Shearon   |
| 7. Natalie Cruz      | 17. Tommy Helfresh    | 27. Allison Stephens |
| 8. Miranda Daehn     | 18. Mariela Henriques | 28. Austin Street    |
| 9. Abbie De Leon     | 19. Grace Kane        | 29. Hector Tavera    |
| 10. Vanessa Diosdado | 20. Jessica Matthews  | 30. Taylor Ursay     |
-

31. Jacelyn Wilkinson

32. Christian Yanez

### Health Science

Certified Medical Assistant (CMA) – Practicum in Health Science students. 13 students took the exam, 5 passed. Those students were:

1. Allison Bledsoe
2. Miranda Daehn
3. Diana Gonzales
4. Tori Mattison
5. Payton Pierce

Healthcare Provider CPR & AED & Standard First Aid Certifications – Health Science students. 61 took and passed the exam. Those students were:

- |                        |                      |                       |
|------------------------|----------------------|-----------------------|
| 1. Laura Alsobrook     | 22. Tahja Gilbert    | 42. Autumn Neighbors  |
| 2. Peyton Arden        | 23. D'Angela Godbolt | 43. Stephanie Olguin  |
| 3. Kayla Arneson       | 24. Bailey Haggerty  | 44. Alexis Patton     |
| 4. Abbigael Baier      | 25. Wendy Harrington | 45. Abbie Peckham     |
| 5. Abbie Beggs         | 26. Diana Herrera    | 46. David Penson      |
| 6. Alejandro Benitez   | 27. Macee Hollins    | 47. Camri Price       |
| 7. Angela Brown        | 28. Tessa Holt       | 48. Cheslee Roberts   |
| 8. Aaron Bryant        | 29. Cameron Horton   | 49. Te'Arria Rose     |
| 9. Abigail Diaz Deleon | 30. Alexis Howard    | 50. Ralea Seagraves   |
| 10. Paiten Daniel      | 31. Keeley Hudgins   | 51. Noah Sells        |
| 11. Shenneka Dial      | 32. Hagen Hunt       | 52. Sierra Smith      |
| 12. Brinklee Driver    | 33. Brianna Keener   | 53. Willingham Stroud |
| 13. N'Sya Dugan        | 34. Kaci Kelley      | 54. Imani Taylor      |
| 14. De'Ontae Dunn      | 35. John C. Lewis    | 55. Kaylee Thomas     |
| 15. Ke'Ontae Dunn      | 36. Alexis Lopez     | 56. Megan Turman      |
| 16. Joanna Duran       | 37. Jennifer Lopez-  | 57. Madison Vickery   |
| 17. Jacqueline Esparza | Cervantes            | 58. Kelsey Wallace    |
| 18. Jaqueline Espinoza | 38. Beverly Luna     | 59. Darby Williams    |
| 19. Allison Fain       | 39. Ashley Moore     | 60. Olivia Wood       |
| 20. Madisyn Franks     | 40. Amanda Morris    | 61. Breana Wooten     |
| 21. Cinthya Gaytan     | 41. Sadavia Mosley   |                       |

### Hospitality Services

Texas Food Handler Certification – Culinary students. 17 students took the exam, 16 passed. Those students were:

- |                      |                       |                     |
|----------------------|-----------------------|---------------------|
| 1. Thomas Adkins     | 8. Chevy Gordon       | 14. Dayjavian Smith |
| 2. Anthony Bayne     | 9. Mary Harris        | 15. Phatranit       |
| 3. Destiny Carver    | 10. Jose Munoz        | Teotachadacha       |
| 4. Madison Clark     | 11. Kyndal Norfleet   | 16. Caleb Yanez     |
| 5. Gabrielle Collins | 12. Maria Beatriz D.  |                     |
| 6. Treylyn Desira    | Oliveira              |                     |
| 7. Hunter Goodson    | 13. Cor'Tavius Pruitt |                     |

AAFCS Pre-PAC – Culinary Arts Certifications – Culinary students. Seven students took the exam, six passed. Those students were:

1. Hailie Cruz
2. Ashley Franklin
3. Autumn Hammans
4. Lacosha Hood
5. Alexis Hooton
6. Arlyn Negron

CPR/First Aid Certifications – Culinary students. 19 students took and passed. Those students were:

- |                      |                     |                               |
|----------------------|---------------------|-------------------------------|
| 1. Thomas Adkins     | 8. Lilith Crocker   | 15. Maria Beatriz D. Oliveira |
| 2. Anthony Bayne     | 9. Treylyn Desira   | 16. Cor'Tavius Pruitt         |
| 3. Macie Buckland    | 10. Hunter Goodson  | 17. Dayjavian Smith           |
| 4. Destiny Carver    | 11. Chevy Gordon    | 18. Phatranit Teotachadacha   |
| 5. Madison Clark     | 12. Mary Harris     | 19. Caleb Yanez               |
| 6. Gabrielle Collins | 13. Jose Munoz      |                               |
| 7. Cinthya Cortez    | 14. Kyndal Norfleet |                               |

# Survey Results - Program Evaluation

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## CTE Program Evaluation Surveys

Evaluation of our CTE programs is vital to improvement. Surveys with program evaluation questions were provided to CTE Advisory Committee members, school administration, teachers, and students. The results of the surveys are as follows:

### CTE Advisory Committee Members

There were 25 responses made to the survey.

1. The Advisory Committee meets as a group in scheduled meetings, maintains records of each meeting (agenda, sign-in sheet, and reports/minutes), and includes appropriate industry representatives.

[Details](#)

Exemplary	19
Above Expectations	4
Proficient	1
Below Expectations	1
Unsatisfactory	0



2. The Advisory Committee includes representatives from school administration, counselors, parents and/or students, academic faculty, and appropriate industry representatives.

[Details](#)

Exemplary	14
Above Expectations	9
Proficient	2
Below Expectations	0
Unsatisfactory	0



3. The recommendations from the advisory committee are acted upon and/or incorporated into the curriculum and the results relayed to all committee members.

[Details](#)

Exemplary	13
Above Expectations	9
Proficient	3
Below Expectations	0
Unsatisfactory	0



4. Informative materials and/or meetings are used to enlighten educators, parents, students, businesses/industries, and the general public concerning CTE programs.

[Details](#)

Exemplary	14
Above Expectations	8
Proficient	3
Below Expectations	0
Unsatisfactory	0



5. A sound public relations program is being conducted in the school and community (radio, TV, news stories, brochures, civic appearances, etc.).

[Details](#)

Exemplary	9
Above Expectations	9
Proficient	6
Below Expectations	0
Unsatisfactory	0



6. Advisory committee members are encouraged to review facilities, courses, and instructional materials.

[Details](#)

Exemplary	10
Above Expectations	8
Proficient	6
Below Expectations	0
Unsatisfactory	0



7. The CTE programs have a mission and measurable performance targets that are aligned with industry expectations.

[Details](#)

Exemplary	13
Above Expectations	11
Proficient	1
Below Expectations	0
Unsatisfactory	0



8. A process is in place to review CTE goals, performance targets, and evaluate CTE programs on an annual basis.

[Details](#)

Exemplary	19
Above Expectations	4
Proficient	1
Below Expectations	0
Unsatisfactory	0



9. The computer hardware, software, lab equipment, tools, etc. provided in the CTE programs are comparable to those used in the industry.

[Details](#)

Above Expectations	9
Exemplary	8
Proficient	7
Below Expectations	0
Unsatisfactory	0



10. It is important that the CTE programs provide opportunities for students to earn industry certifications.

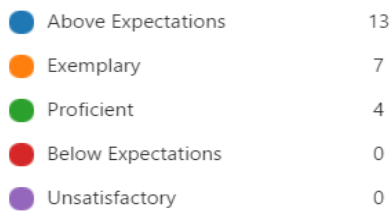
[Details](#)

Very Important	22
Somewhat Important	3
Not Important	0
Undecided	0



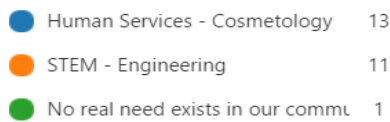
11. There is adequate communication between the CTE programs and business partners.

[Details](#)



12. The following list represents Career Pathways/Endorsements that we currently do NOT offer. Which do you feel, if any, should be offered to satisfy needs in employment within our community?

[Details](#)



13. How do you feel our CTE programs are building community, business, and/or industry partnerships?

21 Responses

ID	Name	Responses
1	anonymous	The community members provide contacts and input for students regarding "real world" requirements and expectationions. Gives the students some real world experience and an avenue for networking.
2	anonymous	The CTE programs train students for what is needed in business and/ or industry.
3	anonymous	By involving members of the community they can see what we are doing, have input on it and take some ownership in our kids' education.
4	anonymous	I believe our CTE programs do an excellent job in building community, business, and/or industry partnerships in that we offer hands-on, real-world experiences in the classroom and beyond by inviting relevant leaders in the field as well as via our practicum programs.



5	anonymous	exposing the students to IN MOMENT work situations
6	anonymous	the personal touch meeting them and giving them an opportunity to communicate, and participate
7	anonymous	You are connecting student projects to community businesses, providing value to both student and employer.
8	anonymous	By partnering with local businesses, we are able to incorporate what businesses are looking for in employees into our curriculum. For me, this is resulting in paid internships after my students graduate and are in college.
9	anonymous	Quality guest speakers (groups of speakers - Lowe's)
10	anonymous	I believe our CTE programs are doing a great job building community partnerships that help our students.
11	anonymous	By having many aspects of the community communicate their desires and focuses, we help students become successful.
12	anonymous	I think there is a very strong relationship between key industry and business members with the school. They are very interested in partnering with the school to produce employable citizens to serve our community through gainful employment. These partners give time and money to our school to support programs and goals of the CTE program. They are very receptive to new ideas and opportunities with our district.
13	anonymous	Letting Industry and the Community know we exist, and are here to help them, and not just looking for a hand out.
14	anonymous	I think it is developing wonderfully!
15	anonymous	The CTE is making a great effort to to bring together the community and businesses to work together as partners to assist with helping the students find career path.
16	anonymous	The most beneficial partnership I feel this year were the days students and teacher got to visit Chilis, Lyndsay's, and Saputo. This is the closest to real partnerships taking place.

17	anonymous	By determining what business and industry need in future employees and by working to meet those needs.
18	anonymous	Partnering on a home building project for 2017/18
19	anonymous	We can hire our home town people for for local jobs.
20	anonymous	It prepares our students for local employment.
21	anonymous	The CTE programs offer a foundation and awareness for community, business and/or industry partnerships.

14. Do school administrators actively participate in the CTE Advisory Committee?

[Details](#)



15. What recommendations could you suggest to improve the quality of the CTE Advisory Committee (participants, meetings, etc.)?

15 Responses

ID	Name	Responses
1	anonymous	I have just started, so I don't have any suggestions at this point; I am impressed with the program thus far!
2	anonymous	Our meetings seemed to be organized and prepared.
3	anonymous	Not sure.
4	anonymous	I believe we are doing an excellent job, however I believe community members should also be involved in the hands-on areas of the programs... i.e.. seeking out scholarships, acting as mentors within the program.
5	anonymous	Split off groups to tour facilities by content area (IT, Culinary, Construction, etc.) Have some groups work together on projects for some real-world experience.
6	anonymous	I think we are on target as we are.

7	anonymous	None at the moment
8	anonymous	Only those which I discussed in our small group meeting.
9	anonymous	Publicize the collaborative efforts via media coverage to allow the public to see the standards students and industry are achieving within our community.
10	anonymous	Keep Keep building our relationship with the community so they can see something besides athletics coming from this campus
11	anonymous	None at this time.
12	anonymous	Let each advisor submit goals. Lyndsay submitted goals in the Spring and they are totally different from the goals I submitted. They are much more difficult and require more rigor on the part of the student and teacher to accommodate learning.
13	anonymous	Our group could have had better participation from businesses.
14	anonymous	More reps here for transportation . Maybe try retired employees who have time to come to our meetings
15	anonymous	Quality of meetings are good. Alot of information is covered, but meetings are not too long.

SSHS Administrators and Counselors  
Five administrators/counselors responded to the survey.

1. LEA has a clearly stated mission for CTE that is consistent with the state plan for CTE.

[Details](#)



2. Public notice of nondiscrimination in CTE programs was issued prior to the beginning of school and included grievance procedures to resolve alleged discrimination complaints as required by law.

[Details](#)



3. A statement of nondiscrimination is included in publications and other materials distributed or accessible by students, parents, employees, and applicants.

[Details](#)



4. The LEA is offering coherent sequences of CTE courses selected from at least 3 of the 16 Career Clusters.

[Details](#)



5. Teachers understand and utilize CTE course TEKS and reinforce priority academic TEKS in the classroom.

[Details](#)

Compliant	5
Non-Compliant	0
Partially Compliant	0
Not Known	0



6. Teachers comprehend and are fluent in the sequence and design of local career clusters, including articulation and certification opportunities.

[Details](#)

Compliant	5
Non-Compliant	0
Partially Compliant	0
Not Known	0



7. Teachers create lesson plans with a focus on student engagement, instructional activities, and a variety of assessment types.

[Details](#)

Compliant	4
Partially Compliant	1
Non-Compliant	0
Not Known	0



8. Qualified and certified CTE teachers are recruited and retained.

[Details](#)

Compliant	4
Partially Compliant	1
Non-Compliant	0
Not Known	0



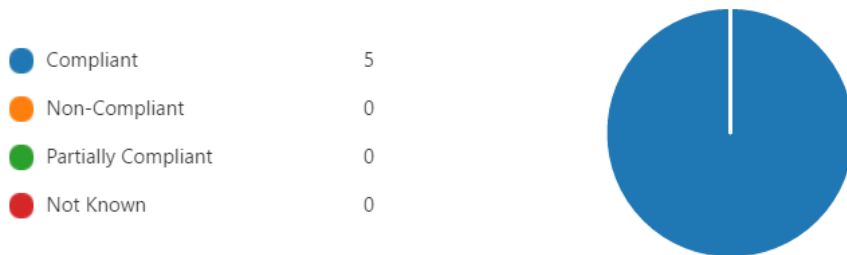
9. An inventory of all equipment purchased with local (state) and federal CTE funds is maintained and updated yearly.

[Details](#)



10. CTE teachers promote industry certification, dual/concurrent credit, or articulated credits as a means of encouraging students to pursue post-secondary education.

[Details](#)



11. A process for ensuring CTE clusters provide industry certification opportunities for all students exists.

[Details](#)



12. CTE student performance data is regularly used to assess program effectiveness.

[Details](#)



13. Gender Equity is reflected in student enrollment.

Compliant	2
Not Known	2
Non-Compliant	0
Partially Compliant	0



14. Teachers are provided training opportunities to ensure the needs of special populations are met.

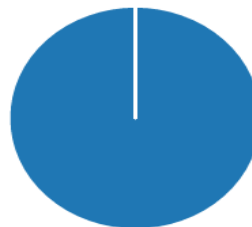
Compliant	4
Not Known	1
Non-Compliant	0
Partially Compliant	0



15. The CTE program is open to all students regardless of race, gender, ethnicity, religion, or disability.

[Details](#)

Compliant	5
Non-Compliant	0
Partially Compliant	0
Not Known	0



16. Advisory committee membership reflects the diversity of the CTE program.

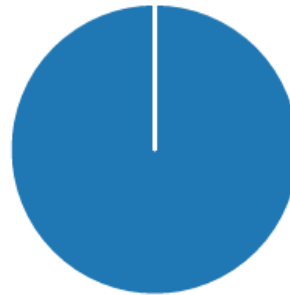
[Details](#)

Compliant	3
Not Known	1
Non-Compliant	0
Partially Compliant	0



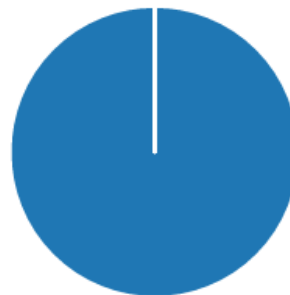
17. Advisory committee agenda and reports are kept on file.

Compliant	5
Non-Compliant	0
Partially Compliant	0
Not Known	0



18. Advisory committee reviews the goals and performance targets annually.

Compliant	5
Non-Compliant	0
Partially Compliant	0
Not Known	0



19. A process is in place to evaluate CTE programs on an annual basis.

[Details](#)

Compliant	4
Not Known	1
Non-Compliant	0
Partially Compliant	0



20. A CTE financial plan (budget) that includes the role of all revenue streams is in place.

[Details](#)

Compliant	5
Non-Compliant	0
Partially Compliant	0
Not Known	0





21. CTE teachers understand and comply with requirements related to signage, safety, program access and access to CTE facilities.

[Details](#)



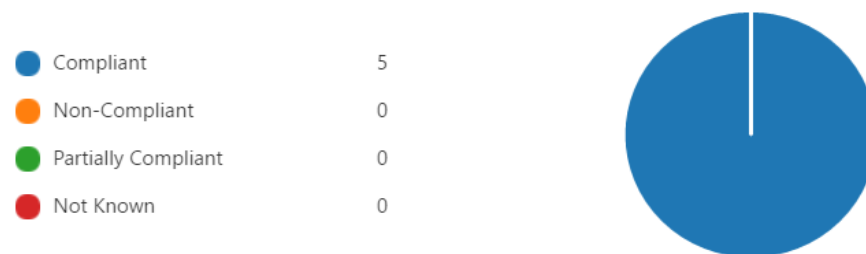
22. CTE needs to support student achievement are reflected in the school/district budget.

[Details](#)



23. Federal funds (Perkins) are used to strengthen the academic, career, and technical skills of CTE students.

[Details](#)



24. CTE staff is aware of federal, state, and discretionary grant funds and understand the process for using allocations appropriately.

[Details](#)



25. Counselors and administrators are familiar with instructional time required as documented in the Student Attendance Accounting Handbook for CTE courses.



SSHS CTE Teachers

Nineteen teachers responded to the survey.

1. The instructional planning and organization provided in the courses I teach allow adequate opportunity for each student to develop the necessary skills and competencies for successful employment.

[Details](#)



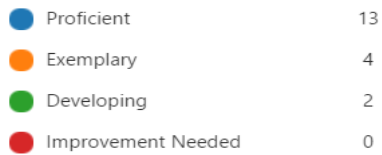
2. My instruction is delivered toward appropriate and clearly formulated objectives with input from partnerships such as community, business/industry, and local administration.

[Details](#)



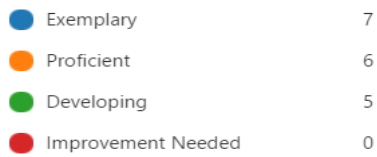
3. I maintain an annual plan of instruction with specific goals and objectives (Scope and Sequence).

[Details](#)



4. I utilize a well-defined grading system and a copy was provided to each student at the beginning of the school year/semester (Syllabus).

[Details](#)



✕

5. Please rate how thoroughly you have addressed industry standards and needs within your curriculum based on recommendations from the community, Advisory members, industry reports, etc. (5 being the highest rating).

19 Responses

ID	Name	Responses
1	John Holland	4
2	Brad Abell	4
3	Gina Wilder	5
4	Debbie Stribling	4
5	Heath Robinson	3
6	Bob Halter	4
7	John Luper	4
8	Christina Davis	4
9	Demetra Robinson	4
10	Megan Price	3

11	Jennifer Carter	4
12	Harold Smithson	3
13	Nancy Reese	4
14	Tracy Stewart	5
15	Lacie Stracener	5
16	Nicky Wiggins	4
17	Lynn Smith	4
18	Brandon Nelson	4
19	Melissa Evert	4

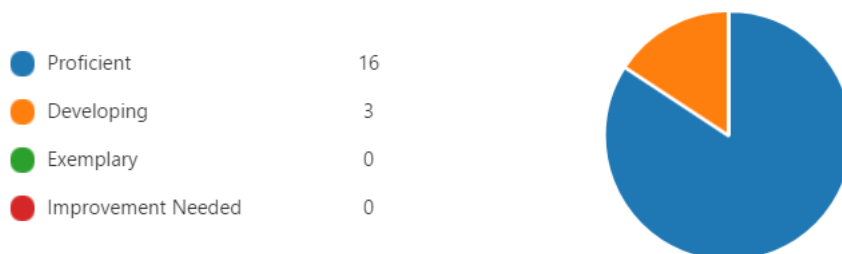
6. Do you use rubrics to score performance based tasks or assessments?

[Details](#)



7. The curriculum I use is enriched with related resources (audiovisuals, guest speakers, field trips, other community resources, internet activities, etc).

[Details](#)



8. I have documentation to support that I am teaching the state-approved curriculum and all of the TEKS for the instructional programs assigned to me.

[Details](#)



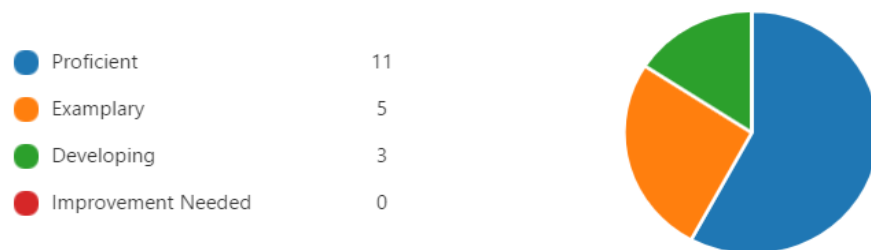
9. How often do you reinforce core academic TEKS within your CTE lessons?

[Details](#)



10. My lesson plans were created with a focus on student engagement, instructional activities, and a variety of assessment types.

[Details](#)



11. I have been trained on using instructional strategies in the classroom utilizing technology.

[Details](#)



12. I have received training opportunities and been advised of how to implement strategies to ensure the needs of special populations are met.

[Details](#)



13. I would benefit from working together in a Career Cluster team to help align instruction to better serve students working through a career pathway/endorsement.

[Details](#)



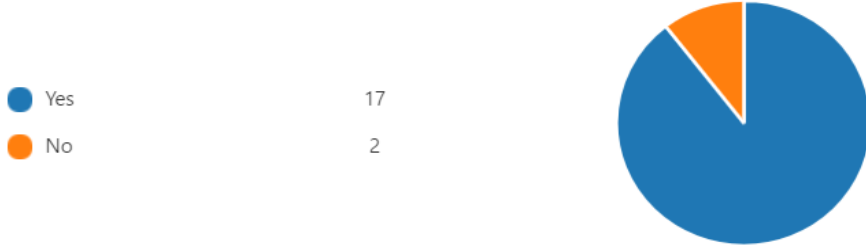
14. I hold a valid teacher certification for the classes I teach.

[Details](#)

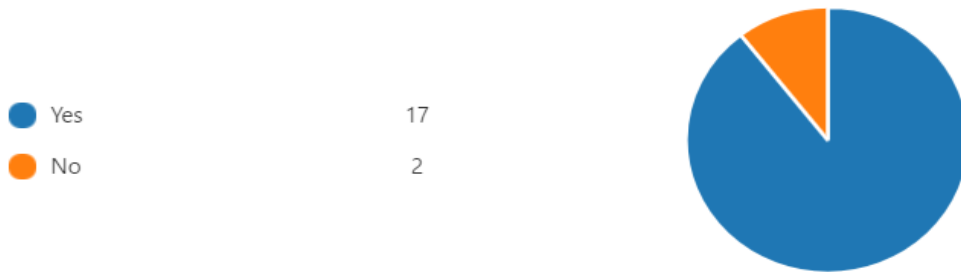


15. I have attended or am planning to attend a professional development conference or program specific workshop(s).

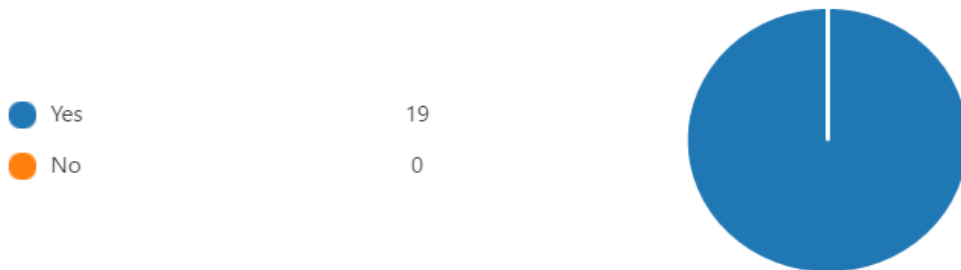
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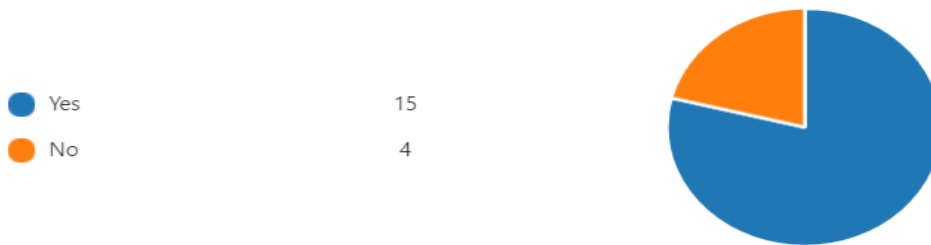
16. I maintain membership with a related professional organization.



17. My teaching methods are periodically evaluated by administrators.



18. Has the enrollment in the courses you teach increased this year from last year?



19. What is the average class size for your courses?



20. I have a recruitment plan in place, and students are provided equal opportunities to participate in all activities regardless of race, color, national origin, gender, or disability.

[Details](#)



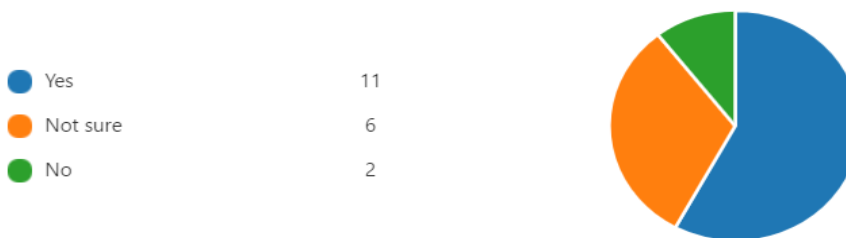
21. I understand the sequence of my courses in relation to the Endorsement plans for students and could help students in planning the courses for their four-year-plan.

[Details](#)



22. I understand and know what CTE courses are articulated with PJC?

[Details](#)



23. There is adequate equipment and supplies that are representative of those used in the industry used by students in the courses that I teach.

[Details](#)





24. I maintain a current inventory of equipment and/or tools and update annually.

[Details](#)



25. There are procedures and sufficient funds for replacement and/or immediate repair of malfunctioning equipment and/or tools.

[Details](#)



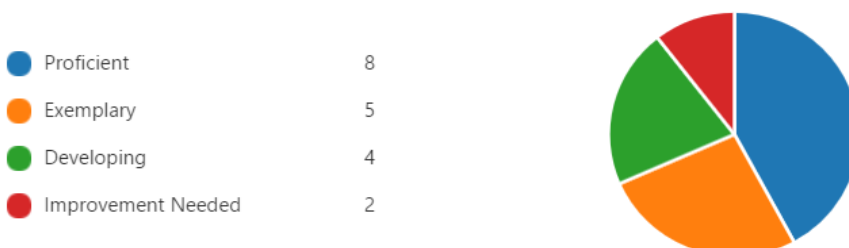
26. Facilities are arranged in a manner as to maximize instructional function, supervision, class control, and student safety and simulate an industry environment as appropriate.

[Details](#)



27. Storage space is functional and adequate for instructional materials, supplies, equipment, and projects of the program.

[Details](#)



28. Is an appropriate storage area or locked cabinet provided for storing hazardous materials where appropriate?

[Details](#)



29. The present facility can be changed/adapted to accommodate a change in the direction of curriculum or to accommodate other modifications in equipment, safety, etc.

[Details](#)



30. Safety instruction is planned, presented, demonstrated, and practiced by the teacher in instructional and laboratory activities.

[Details](#)



31. Has a safety checklist been completed for the student environment (shop areas and labs)?

[Details](#)



32. Is a hazardous waste disposal system in place for the program where appropriate (shop, labs)

[Details](#)



33. Are student safety tests (OSHA, teacher developed, etc.) indicating 100% accuracy on file for each student and evidence of hazardous material handling and right-to-know instruction retained on file to verify that appropriate training has taken place (shop areas and labs).

[Details](#)



34. The instructional facility provides adequate heat, light, ventilation, dust control, and noise control to provide a safe environment conducive to learning.

[Details](#)



35. Are facilities readily accessible to people with disabilities?

[Details](#)



36. Each student is encouraged and afforded the opportunity to become a member of a Career & Technical Student Organization (CTSO) in the courses that I teach.

[Details](#)



37. The statement of nondiscrimination is included on promotional publications and other materials that I distribute to students and parents.

[Details](#)



38. CTSO activities are an integral part of my instructional program.

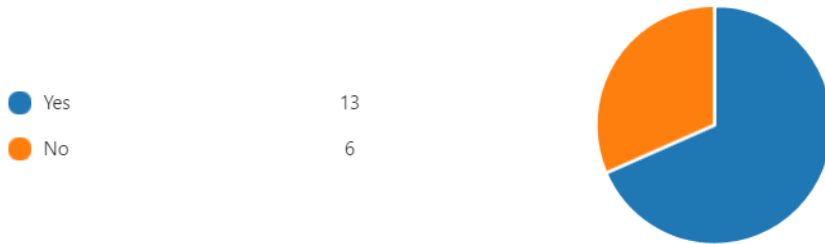


39. Each CTSO member was encouraged and provided an opportunity to attend and/or participate in local, state, and/or national level activities/competitions.



40. Students are provided the opportunity to gain industry certifications in the program area in which I teach.

[Details](#)



41. If you answered yes above and your students took a certification exam, please indicate the name of the certification, the number of students who took a certification test this year, and the number of students who passed.

12 Responses

ID	Name	Responses
1	John Holland	Beef Quality Assurance, 16 students took certification test, and 15 passed.
2	Brad Abell	Not industry but Healthcare Professional CPR & AED/Standard First Aid = 64 students; Adult CPR & AED (culinary) = 19 students
3	Debbie Stribling	Pre-Pac Education Fundamentals 5 took 1 still to take 2 passed 2 to re-test
4	Heath Robinson	Premiere Pro CC 2015 - So far 14 - 0 so far
5	John Luper	OSHA 10 hour safety training
6	Jennifer Carter	CMA 5/13 passed
7	Harold Smithson	All Data Certification, eight students have taken the exam and seven have passed the exam.
8	Nancy Reese	pending completion of testing
9	Tracy Stewart	Will submit when students complete certification for the school year.
10	Lacie Stracener	NA
11	Brandon Nelson	ACA Certification Programs
12	Melissa Evert	TSFA Level 1 Floral Design Certification, 6 students took, 5 passed

42. Please provide any ideas you may have for improving current CTE programs or developing new CTE programs.

10 Responses

ID	Name	Responses
1	John Holland	If we had good working facilities for animal handling that would help improve instruction tremendously. We need more space and up to date equipment so that we can properly teach and train these students. In order to grow the Ag/FFA program we would need to hire on a 4th teacher so that we can continue to grow and be successful.
2	Brad Abell	Keep working with PJC on adding industry certifications.
3	Heath Robinson	I have a lot of growth personally to do. As a program I believe the current CTE programs are great and well supported. I've heard a few different students wish we had a cosmetology program.
4	Bob Halter	Residential Wiring. We used to teach it.
5	Demetra Robinson	I believe we are on the correct course in providing a Practicum course for CTE students. If I were to indicate one measure that we could implement, I would suggest the ability for students to obtain college credit for specific CTE courses in which instructors hold a Masters degree or higher.
6	Harold Smithson	Up grade needed to facility and or structure
7	Nancy Reese	purchase a POS system students can practice with in classroom.
8	Tracy Stewart	None at this time
9	Brandon Nelson	I believe we are all going in the right direction. If we can continue to grow and keep up to date with current tech relevant to our individual areas of instruction, we will be in great shape moving forward.
10	Melissa Evert	New facilities that would include state of the art labs for hands on learning.

# 2016-17 SSHS Student CTE Program Evaluation

934 Responses

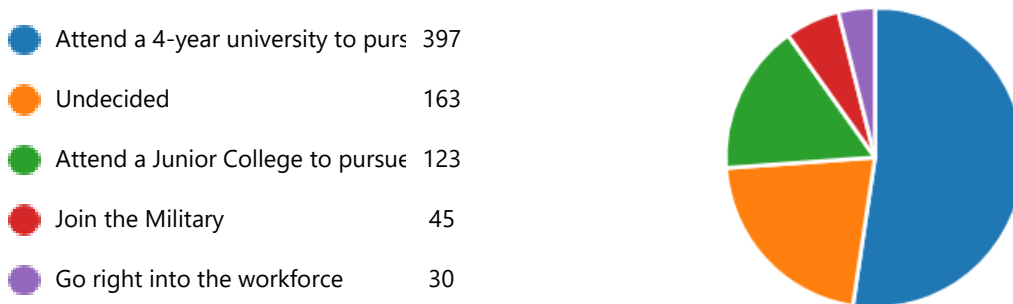
08:00  
Average time to complete

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Status

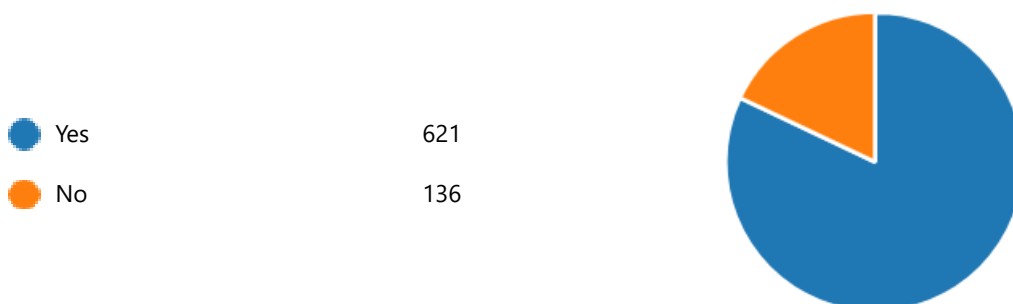
1. Have you already completed this survey in another CTE class?



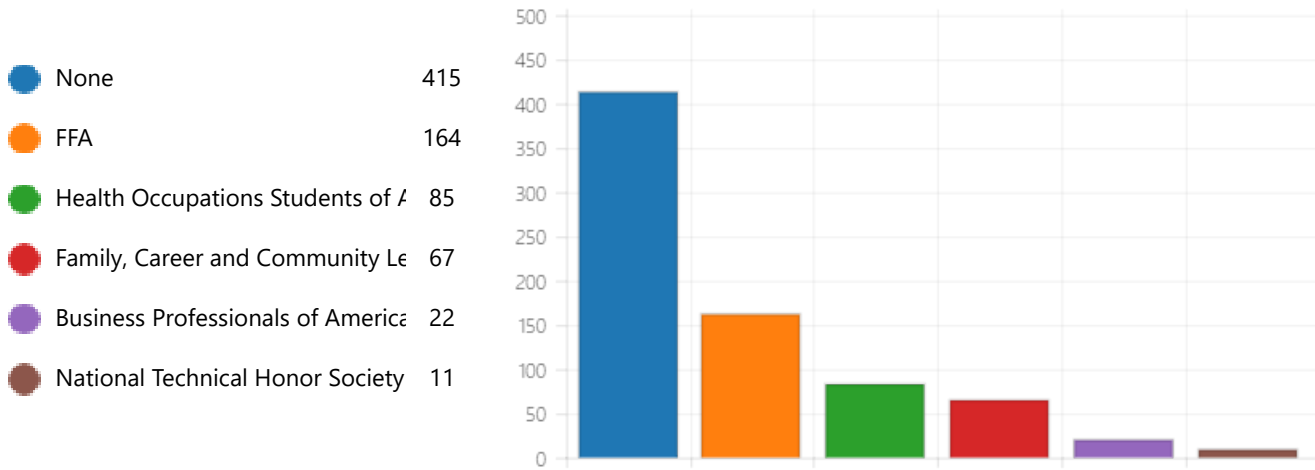
2. What are your plans after graduation?



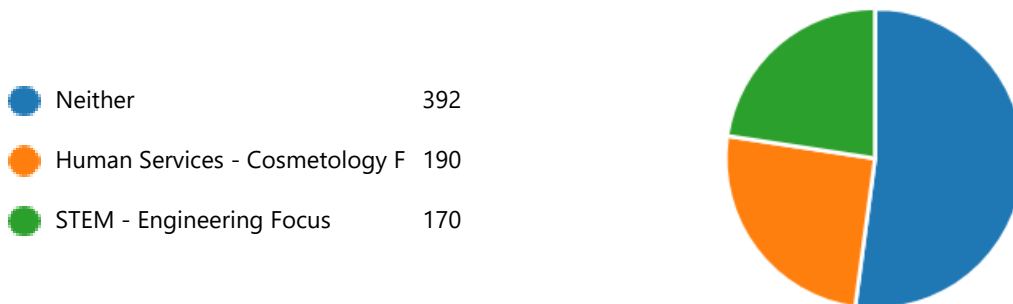
3. I have reviewed my 4-Year Plan in Career Cruising this year.



4. What Career & Technical Student Organization (CTSO) were you a member of this year?



5. The following list represents Career Pathways/Endorsements that we currently do NOT offer at SSHS. If offered, which would you have been interested in pursuing if they had been offered?



6. What is the CTE course title that you are currently enrolled this period?

934 Responses

Latest Responses

"DIM"

"DIM (photoshop)"

"dim"



7. What is the last name of the instructor for this course?

926 Responses

Latest Responses

"Bailey"

"Bailey "

"baily"

8. The instructor clearly outlined the objectives of the course at the beginning of the school year/semester.

Well Above Expectations	332
At Expectations	301
Above Expectations	226
Below Expectations	42
Well Below Expectations	26



9. The instructor was prepared for class with organized materials for the content being taught.

Well Above Expectations	337
At Expectations	267
Above Expectations	247
Below Expectations	51
Well Below Expectations	24



10. The learning and teaching methods encouraged student participation.

Well Above Expectations	297
At Expectations	295
Above Expectations	208
Below Expectations	81



Well Below Expectations 45



11. I felt free to ask questions, agree, disagree, and express ideas in this class.

Well Above Expectations 381  
At Expectations 259  
Above Expectations 185  
Below Expectations 65  
Well Below Expectations 40



12. The units of study in the CTE course enabled me to learn new skills and information that will prepare me for college and for a future career.

At Expectations 309  
Well Above Expectations 308  
Above Expectations 229  
Below Expectations 48  
Well Below Expectations 32



13. The teacher presented/taught the content of the course in a manner that I was able to understand.

Well Above Expectations 312  
At Expectations 295  
Above Expectations 226  
Below Expectations 72  
Well Below Expectations 24



14. I think the class was well organized/structured with a good balance of lectures, practice, and project-based learning activities for me to be successful in learning.

and project assessment results are as follows:

At Expectations	306
Well Above Expectations	300
Above Expectations	200
Below Expectations	74
Well Below Expectations	45



15. The methods of assessments (tests, quizzes, assignments) were reasonable.

At Expectations	338
Well Above Expectations	290
Above Expectations	211
Below Expectations	55
Well Below Expectations	33



16. Assessments (tests, quizzes, assignments) were graded and returned in a timely manner.

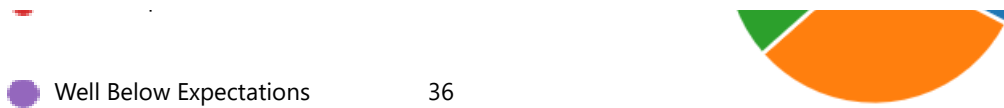
At Expectations	335
Well Above Expectations	318
Above Expectations	211
Below Expectations	36
Well Below Expectations	22



17. The teacher allowed adequate time to cover the material in the course.

At Expectations	301
Well Above Expectations	285
Above Expectations	232
Below Expectations	69





Well Below Expectations 36

18. The textbook and/or learning materials used in the class were relevant and useful.

At Expectations 345  
 Well Above Expectations 284  
 Above Expectations 188  
 Below Expectations 72  
 Well Below Expectations 33



19. The instructor was fair and impartial in his/her evaluations of students in the class.

Well Above Expectations 328  
 At Expectations 301  
 Above Expectations 198  
 Below Expectations 52  
 Well Below Expectations 45



20. The instructor was responsive to student needs and problems in the class.

Well Above Expectations 338  
 At Expectations 275  
 Above Expectations 215  
 Below Expectations 66  
 Well Below Expectations 31



21. Would you consider taking another course taught by this instructor?



● Yes	536
● Maybe	221
● No	168



22. Would you recommend this course to a friend?

● Yes	554
● Maybe	210
● No	160



23. What did you like MOST about this class?

894 Responses

Latest Responses  
*"It taught me lots of stuff"*  
*"i liked manipulating images "*  
*"photo shoping"*

24. What did you like LEAST about this class?

873 Responses

Latest Responses  
*"their is nothing i did not like about this class"*  
*"nothing"*  
*"the test"*

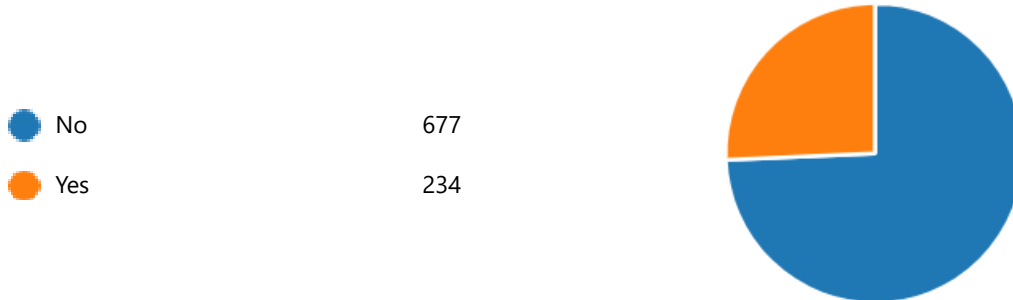
25. How could this course be improved?

841 Responses

Latest Responses  
*"this course would be better if their were more tech."*  
*"more projects kind of like the CTE month posters "*

*"nothing really"*

26. I had an opportunity to earn an industry recognized certification in this course.



27. If you answered "Yes" to the question above, what was the name of the certification that you earned in the course?

**247** Responses

Latest Responses  
*"PowerPoint 2013 Certification"*  
*"CC Photoshop Certification"*  
*"photoshop certification "*