Smithville Independent School District

District Annual Report
and
Texas Academic Performance Report
2022-2023

Cheryl Burns, Superintendent
January 2024

2022-2023
Texas Academic Performance Report
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Foreword

Texas Education Code (TEC), §39.306, requires each district's board of trustees to publish an annual report that includes the Texas Academic Performance Report, district accreditation, campus performance objectives, information on violent or criminal incidents, and information on the performance of the previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board. The district's board of trustees must hold a public hearing to discuss the district's annual report, and they must widely publish the annual report within the district and other public places.

Information is presented in this report in a variety of formats; however statistical data from the Texas Education Agency is presented in a standardized format so that our annual performance report will appear very much the same as other school districts in the State of Texas. This is required so that the public can more easily compare performance data for two or more school districts.

The specific intent of the annual TAPR is to establish accountability of individual school districts for the quality of educational services they provide to their students and communities. While reviewing the data you may have questions about specific items in the report. There is a glossary at the end of the report that defines most indicators in the report and usually explains how they are calculated. This is very helpful in understanding the data contained in the report.

If you have questions about anything contained in the report, then please contact the central administrative office at 512-237-2487. The assistant superintendent will provide you with answers to your specific questions about the annual TAPR for 2022-2023.

Smithville Independent School District

PART I

Locally Developed
Smithville ISD Information

2022-2023
Texas Academic Performance Report

Smithville I.S.D. Mission Statement

The mission of Smithville I.S.D. is to improve the academic performance of students. To achieve this goal the school district will provide effective instructional leadership, responsible fiscal management, and an atmosphere in which all students can develop and mature academically, physically, emotionally, and socially.

Smithville I.S.D. Vision Statement

Smithville Independent School District serves the community by equipping all students with the quality of education that prepares them to be successful in a changing society.

Vision Statement Adopted by the Smithville ISD Board of Trustees November 17, 2014

Smithville I.S.D. District Goals

Goal I: The district will provide a safe and educationally effective environment for students and staff.

Goal II: The district will meet and exceed state and federal accountability standards.

Goal III: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Goal IV: The district will maintain a strategic, efficient operational fiscal plan.

Goals adopted by the Smithville ISD Board of Trustees on August 23, 2021.

Smithville Independent School District 2023-2024

Board of Trustees

Chris Hinnant, Board President
Grant Gutierrez, Board Vice President
Nancy Towry, Board Secretary
Michael Hancock, Board Member
Alan Hemphill, Board Member
Josh Magden, Board Member
Candice Parsons, Board Member

School Administration

Cheryl Burns, Superintendent
Dr. Michael Caudill, Assistant Superintendent
Jean Ann McCarthy, Director of Business
Zack Harris, Director of Operations
Whitney Brown, Special Programs Coordinator
Dr. Tracy Johnson, Director of Special Education
Candy Biehle, Director of Child Nutrition
Erin Seale, Director of Nurses
Lindsey Saunders, District Information Officer
Dr. Bethany Logan, Director of Curriculum
Cyril Adkins, Athletic Director
Tucker Copeland, High School Principal
Brenda Ricketts, High School Assistant Principal
Amanda Hudspeth, Junior High Principal
Greg Maxwell, Junior High Assistant Principal
Stephanie Foster, Elementary Principal
Erin O'Rourke, Elementary Assistant Principal
Holly Brockman, Elementary Assistant Principal
Sarah Vinklarek, Brown Primary Principal

Smithville Independent School District
District Site-Based Decision Making and Planning Committee
2023-2024

Committee Membership	**Term Expires**
Brown Primary	
Rachel Hurst, Teacher	2025
Shelly Naylor, Teacher	2025
Margaret Lake, Parent	2025
Smithville Elementary	
Julie Bishop, Teacher	2024
Molly Armstrong, Teacher	2025
Kim Brockenbush, Teacher	2025
Debbie Blackwell, Teacher	2025
Amanda Brantley, Parent	2025
Lora Jones, Parent	2025
Jessica Hodges, Parent	2025
Sharon Welch, Parent	2025
Smithville Junior High	
Patricia Hawkins, Teacher	2025
Dianna King, Teacher	2025
Chelsea Vinklarek, Parent	2025
Anna Diltz, Paraprofessional	2025
Smithville High School	
Jennifer Berry, Teacher	2024
Sophie Weinheimer, Teacher	2025
Cari Ulrich, Non-Teaching Professional	2024
David Edwards, Parent	2025
Justin Bezner, Parent	2025
District-Level Professional Staff	
Dr. Bethany Logan, District Level Professional Staff	2025
Cheryl Burns, Superintendent District-Wide Representative	
Dr. Michael Caudill, Assistant Superintendent	
Community Representative	
Cinda Wilkey	2025
Andra Sparks	2025
Athena Corby	2025
Samella Williams	2025
Business Representative	
Dr. Pete Nguyen	2025
Dr. Judy Bergeron	2025
District Site-Based Support Team (Non-voting)	
Tucker Copeland, SHS Principal	
Amanda Hudspeth, SJHS Principal	
Stephanie Foster, SES Principal	
Sarah Vinklarek, BP Principal	
Lindsey Saunders, District Communications Officer	

District and Campus Performance Objectives
2023-2025

The Texas Education Code requires each school campus to review and revise its campus improvement plan each year (Section 11.253). The campus improvement plans must set campus performance objectives based upon the academic excellence system. Section 39.053 of the Texas Education Code further requires the inclusion of these performance objectives in the annually published Texas Academic Performance Report for the school district. Performance objectives for each of the district's campuses are listed below. Also included are the performance objectives for the district improvement plan.

District Improvement Plan

Goals and Performance Objectives

I. The district will provide a safe and educationally effective environment for students and staff.
   SISD will:
   - ➢ 60% of all professional development opportunities will be related to an identified area of district need for improvement
   - ➢ develop a district and campus protocols for MTSS (Multi-Tiered Systems of Supports) for academics, behavior and attendance
   - ➢ 100% of the new SISD teachers (0-3 years) will participate in the New Teacher Academy prior to the 23-24 school year
   - ➢ 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and stated-mandated levels by September 1st
   - ➢ staff will have access to high quality instructional support funded through local, state, and federal funds
   - ➢ students will participate district-wide in the Coordinated Approach to Childhood Health (CATCH) which includes managing emotions, positive relationships, healthy lifestyle choices (diet and exercise) and positive school climates
   - ➢ employees will participate in targeted professional development to address learning gaps, best practices in teaching, Special Education students, Emergent Bilingual students, and At-Risk students
   - ➢ SISD will participate in the Title IV Part A program. Program Objective Includes: Provide all students access to a well-rounded education. Outcomes of Title IV participation include-students having a variety of well-rounded experiences through fine arts community events, and improve overall school climate
   - ➢ utilizing Title II funds, new to profession teachers (0-3 years) will be assigned a mentor to ensure teacher induction, professional practice, curriculum and instruction development, growing leadership among veteran teachers etc. Title II funds will be

used for campus professional development first identified as needing improvement and for campuses with high percentages of economically disadvantaged students
- ➢ Smithville ISD will complete the Application for the Teacher Incentive Allotment (TIA) to recruit, support and retain teachers. Title II funds will be used to support the calibration of TTESS among administrators and implementation of the TIA application requirements

II. The district will meet and exceed state and federal accountability standards.
SISD will:
- ➢ obtain an accountability rating of B or better at the district level and at each campus
- ➢ ensure 80% or more of students attain the approaches level on STAAR/EOC math and reading assessments
- ➢ ensure 60% or more of students attain the meets level on STAAR/EOC math and reading assessments
- ➢ close achievement gaps to no greater than 10% percentage points for all subpopulations in comparison to the all student groups
- ➢ increase the percentage of SHS students who achieve College, Career, & Military Readiness (CCMR) marker to 95% of graduating seniors
- ➢ increase Emergent Bilingual student exit rates by 5%
- ➢ increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading from 49% to 53%
- ➢ increase the percentage of 3rd grade students that score meets grade level or above on STAAR Math from 43% to 46%
- ➢ Special Education students will meet federal accountability standards in Domain 3 for reading and math
- ➢ PreK students will exceed the Texas standards for readiness

III. The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.
SISD will:
- ➢ provide and conduct quarterly District Site-based Decision Meetings (DSBDM)
- ➢ provide and conduct a minimum of two surveys per year
- ➢ provide and conduct quarterly Health Advisory Committee meetings (SHAC)
- ➢ produce a quarterly newsletter (Tiger Insider)
- ➢ update the Family Engagement Plan yearly for the district and each campus as Part of Title I Part A
- ➢ conduct 100% of the state/federal mandated public forums, meetings and hearings including ESSA, ESSER, Perkins etc.
- ➢ provide regular communication through district apps, school website, and SISD social media sites
- ➢ conduct student recognitions each grade reporting period for each campus

IV. The district will maintain a strategic, efficient, and operational fiscal plan.
SISD will:
- ➢ maintain FIRST rating of Superior

- ➢ maintain attendance rate of 95% or greater
- ➢ increase teacher retention to 85%
- ➢ maintain annual improvement plans at the district and campus levels and provide yearly updates with status reports in each goal area

Smithville High School
Campus Performance Objectives

Smithville Independent School District

Smithville High School

2023-2025 Formative Review with Notes

Mission Statement

Smithville High School cultivates respectful relationships among our students, staff, families, and community in order to create a safe, inclusive learning environment. We empower growth through an innovative curriculum and relevant instruction. We consistently model high expectations for character and citizenship in order to support and inspireexcellence.

Vision

Smithville High School cultivates positive relationships, empowers growth, and inspires excellence.

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Goals

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 1: 50% of all professional development opportunities will be related to an identified area of district need for improvement

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue the implement of the short cycle curriculum based assessment regimen for Core Tested and Advanced Placement courses, additionally, all other core core courses will implement this regimen at the start of the 2023-2024 school year. Data reveiw meetings will be held the week after short cycle test to review areas of strength and weaknesses and plan for remediation of TEKS not meeting the sixty percent Meets standard.	**Dec** 90%	**December Evidence of Progress** All short-cycles , Progress checks, and data review meetings have been held as scheduled.	
Strategy's Expected Result/Impact: Increase student success on state testing and advanced placement testing. Increase teacher knowledge of strategies/techniques that can be incorporated into daily planning and interventions. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Curriculum DIrector.	**May** 90%	**May Evidence of Progress**	
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Aug** 90%	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews
Strategy 2: The instructional coach will provide up-to-date training and support for all teachers, to include data review, of all student groups (including Sped, Emergent Bilingual, Eco Dis & At Risk) strategy sharing, and implementation of technology. The instructional coach will support new and veteran teachers in areas of need and, along with administration, will support teacher in implementing the Fundamental 5 with fidelity. **Strategy's Expected Result/Impact:** Standardize effective teaching practice across the campus to provide a high quality, and consistent academic atmosphere thoughout Smithville High School. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Curriculum Director **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability**	**Dec** **December Evidence of Progress** 50% Instructional coch has reviewed all special pops data with students during short-cycle data meetings, and has supported new and veteran teachers on his coaching cycle. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress**

Strategy 3 Details	Formative Reviews
Strategy 3: CTE staff will attend high quality staff development to align program offerings with industry standards. **Strategy's Expected Result/Impact:** Alignment of CTE classes with industry standards. Increase in the number of students completing pathways and receiving IBC's. **Staff Responsible for Monitoring:** Principal, Curriculum Director **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	**Dec** **December Evidence of Progress** 55% CTE teacher have identified appropriate IBC's for thier course, and the students who will be sitting for exams. CTE teachers are also completing the certifications. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress**

Strategy 4 Details	Formative Reviews
Strategy 4: High Quality Staff Development will be available to all teachers. **Strategy's Expected Result/Impact:** Improved instruction in the classroom **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction	**Dec** **December Evidence of Progress** 50% English and Science teacher have attended training over new teks. All teachers have access to any region 13 training they choose. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 2: Implement Social and Emotional Learning (SEL) and Character Education programs at each campus

Strategy 1 Details	Formative Reviews		
Strategy 1: The high school will offer a Character Strong SEL lessons , weekly, throughout the school year. **Strategy's Expected Result/Impact:** Improve student behavior and interactions, student to student, and student to adult. **Staff Responsible for Monitoring:** Principal, Counselors **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	**Dec** 90%	**December Evidence of Progress** All lessons have been presented through Tiger-Time weekly, to all students.	
	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		
Strategy 2: Social Emotional Learning newsletter sent monthly to parents and students through BlackBoard addressing SEL topic such as Suicide Prevention, Dating Violence, Bullying, Child Abuse, and Trafficking. **Strategy's Expected Result/Impact:** Increase awareness of SEL topics, and prevention. **Staff Responsible for Monitoring:** Principal, Counselors **Title I:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Dec** 50%	**December Evidence of Progress** All scheduled SEL Newletters have been published and sent.	
	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 3: Develop a campus Positive Behavioral Intervention and Supports (PBIS) team and regularly review campus discipline, PBIS strategies and quarterly data

Strategy 1 Details	Formative Reviews		

Strategy 1: Smithville High School will implement PBIS strategies developed by the PBIS committee, and will meet regularly to review discipline data.
     Strategy's Expected Result/Impact: Decrease the number of disciplinary infractions overall and among targeted groups, and increase positive interactions amongst students and teachers.
     Staff Responsible for Monitoring: Principal, Assistant Principal, PBIS committee members.
 	
     Title I:
     2.5, 2.6
    - **ESF Levers:**
     Lever 3: Positive School Culture, Lever 5: Effective Instruction
	Dec
	
	 50%
		December Evidence of Progress
		 4 PBIS meetings have been held. Positive behavior supports have been implemented. The first reward day was designed utilizing student input.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 4: 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and stated-mandated levels by September 1st

Strategy 1 Details	Formative Reviews		

Strategy 1: Train all staff on safety drills using SRP protocols prior to the start of the school year. Train all students on SRP drills during the first week of school. Conduct regular safety drills as required.
    Strategy's Expected Result/Impact: Staff and students trained to respond appropriately in the event of an emergency situation.
    Staff Responsible for Monitoring: Principal, Assistant Principal.
	Dec
	
	95%
		December Evidence of Progress
		Late hires were not complete my Sept 1, all others were complete.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 5: Access to high quality instructional materials will be supported by campus budgets, including campus allocations from ESSA & ESSER funds.

    Evaluation Data Sources: Campus budgets

Strategy 1 Details	Formative Reviews		

Strategy 1: Provide CollegeBoard's-SpringBoard curriculum for English 1-4 teachers, and Algebra 1 and Geometry teachers, to increase rigor and align teaching to TEKS Scope and Sequence.
    Strategy's Expected Result/Impact: Improve student learning in ELA and Math.
    Staff Responsible for Monitoring: Campus Principal
English 1-4 Teachers
Algebra 1 and Geometry teachers
 	
    Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	Dec
	
	75%
		December Evidence of Progress
		English 1-4 have consistently used spring-board materials Alg.1 and Advance Geometry are utiizing. On-level geometry implementation has been delayed due to certified teacher being on FMLA leave.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		

Strategy 2: Tiger Academy will continue to provide opportunities for students who are at-risk of not graduating to accelerate credit recovery.
    Strategy's Expected Result/Impact: Reduce drop-out rate
    Staff Responsible for Monitoring: Tiger Academy Staff, HS principal, Director of Curriculum
 	
    Title I:
2.4, 2.6
 - **ESF Levers:**
Lever 5: Effective Instruction
	Dec
	
	80%
		December Evidence of Progress
		4 students have completed coursework required for graduation as of the end of the first semester.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	

Strategy 3 Details	Formative Reviews

Strategy 3: Credit Recovery program at Smithville High School will allow students who are behind on their credits to accelerate.
    Strategy's Expected Result/Impact: On-time graduation
    Staff Responsible for Monitoring: Credit Recovery teacher, HS principal
 	
    Title I:
    2.6
	Dec **December Evidence of Progress**
	Credit recovery students have met first semester targets.
	
	50%
	
	May **May Evidence of Progress**
	
	Aug **August Evidence of Progress**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 6: Develop a campus Multi-Tiered System of Support (MTSS) Team to meet regularly to review indivdual student academic, discipline, and SEL data.

    Evaluation Data Sources: Academic and behavior data for students at Tier II and Tier III.

Strategy 1 Details	Formative Reviews		

Strategy 1: MTSS team will meet regularly to dicuss data, an intervention strategies for students who may be experience difficulties in the areas of behavior, academics, or social emotional learning. The team will be made up of a combination of administrators, counselors, general education teachers, and special education teachers, and any other individuals deemed necessary.
 	
     Strategy's Expected Result/Impact: Provide interventions that result in improved academics, behavior, or SEL, and consider next steps when strategies are not successful.
     Staff Responsible for Monitoring: Principal and Assistant Principal
 	
     ESF Levers:
 Lever 3: Positive School Culture
	Dec
	
	 50%
	
	 May
	
	 Aug
	 N/A
		December Evidence of Progress
		 4 MTSS meetings have been held and student data discussed, all have been with campus level members. Interventions have been implemented.
		
		 May Evidence of Progress
		
		 August Evidence of Progress	

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 1: Obtain an accountability rating of B or better at the district level and at Smithville High School.

Strategy 1 Details		Formative Reviews	
Strategy 1: Smithville HS will engage in TIL and Fundamental 5 strategies in all classrooms to improve student performance.		**Dec**	**December Evidence of Progress**
Staff Responsible for Monitoring: Campus Principal, Director of Curriculum		50%	
TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools		**May**	**May Evidence of Progress**
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		**Aug**	**August Evidence of Progress**
- Results Driven Accountability			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 2: Ensure 85% or more of students attain the approaches level on STAAR/EOC math and reading assessments

Strategy 1 Details	Formative Reviews		

Strategy 1: Through implementation of Curriculum Based Assessments at three week intervals, Interim Assessments, and PLC meetings, staff will regularly adjust instruction methods and intervention techniques to attain the goal of 85% or more of students attain the approaches level on Algebra and English EOC.
    Strategy's Expected Result/Impact: 85% or more students attain the approaches level on EOC exam.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach
 	
Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	Dec
	
	50%
		December Evidence of Progress
		All data meeting address student strengths and weaknesses, and intervention strategies.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 3: Increase the percentage of students who attain the meets level on STAAR/EOC math and reading assessments To sixty percent.

Strategy 1 Details	Formative Reviews		

Strategy 1: Through the implementation of Curriculum Based Assessments at Three week intervals, Interim Assessments, and PLC meetings, staff will regularly adjust instructional methods and intervention techniques to increase the percentage of students who attain the meets level on Algebra and English EOC to sixty percent.
    Strategy's Expected Result/Impact: Increase the percentage of students who attain the meets level on Algebra and English EOC to sixty percent.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director.
 	
Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	Dec
	
	90%
		December Evidence of Progress
		All data meeting address student strengths and weaknesses, and intervention strategies.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 4: Close achievement gaps to no greater than 10% points for all subpopulations in comparison to the all students group

    Evaluation Data Sources: Closing the Gaps

Strategy 1 Details	Formative Reviews		

Strategy 1: PLC meetings will analyze short-cycle, Interim Assessments, and prior testing for all subpopulation and develop strategies to increase achievement among all student groups.
    Strategy's Expected Result/Impact: Close achievement gaps to no greater than 10%
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director, Teachers
 	
Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	Dec
	
	90%
		December Evidence of Progress
		Plc meetings held weekly for all core, cte, and fine arts classes.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 5: Increase the percentage of SHS students who achieve the College, Career, & Military Readiness (CCMR) standard to 95 percent of the overall population of each graduating class.

    Evaluation Data Sources: Certifications, Dual Credit and AP markers, Completion Rates of College Bridge.

Strategy 1 Details	Formative Reviews		

Strategy 1: SHS will increase student opportunities to achieve college, career and military readiness by increasing the number of options students have to engage in Dual Credit courses through the addition of McMurry University.
 SHS will also ensure that all CTE Pathways lead to Industry Based Certification. SHS wiil ensure that all students not involved in dual credit, UTonramps, or a CTE Pathway, will enroll in the Texas College Bridge Program through English four and Economics classes in order to meet the college readiness standard in ELA and Math.
 	
   Strategy's Expected Result/Impact: 95% of SHS seniors will meet the College, Career, and Military Readiness Standard.
   Staff Responsible for Monitoring: Principal, Director of Curriculum, Campus Counselors
 	
   Title I:
 2.4
  - TEA Priorities:
 Connect high school to career and college
  - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	Dec
	
	 90%
	
	 May
	
	 Aug
		December Evidence of Progress
		 On track to meet goal of 95 percent of graduating seniors meet CCMR. All students who are enrolled in College Bridge are enrolled through english 4 and economics.
		
		 May Evidence of Progress
		
		 August Evidence of Progress	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 6: Increase Emergent Bilingual student exit rates by 5%.

Strategy 1 Details	Formative Reviews		

Strategy 1: EB support will take place as a push in strategy. EB specialist will pull students out as student needs dictate.
    Strategy's Expected Result/Impact: Increase student knowledge and improve student participation in class as an active learner.
    Staff Responsible for Monitoring: Principal, EB Support Teacher
 	
Title I:
2.5, 2.6
 - **ESF Levers:**
Lever 5: Effective Instruction
	Dec
	
	50%
		December Evidence of Progress
		New EB teacher has been secured and is in training. All EB students are assigned a common tiger time and receive in class supports.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		

Strategy 2: Smithville High School will increase the support of English Language Learners (ELL) through an English for Speaker of Other Languages (ESOL) class.
    Strategy's Expected Result/Impact: ELL will increase thier proficiency in listening, speaking, reading, and writing skills.
    Staff Responsible for Monitoring: Principal, ESOL teacher,
 	
Title I:
2.5, 2.6
 - **ESF Levers:**
Lever 5: Effective Instruction
	Dec
	
	50%
		December Evidence of Progress
		Due to loss of certified staff, we are not able to offer ESOL class this year. We have assigned all EB students into common Tiger-time classes to recieve support.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 1: Provide and conduct quarterly District Site-based Decision Meetings (DSBDM)

Strategy 1 Details	Formative Reviews		

Strategy 1: SHS will conduct campus site-based decision meeting and will bring forward information from those meeting to the District Site-Based meetings. The committee will look at all aspects of the high school campus.
    Strategy's Expected Result/Impact: Provide feedback from campus to the district site-based team.
    Staff Responsible for Monitoring: Principal
 	
    Title I:
4.1, 4.2
    - ESF Levers:
Lever 3: Positive School Culture
	Dec
	
	50%
		December Evidence of Progress
		Participation in District SBDM	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 2: Provide and conduct a minimum of two surveys per year

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 3: Provide regular communication through   school website, Rooms, and SISD social media sites

Strategy 1 Details	Formative Reviews		

Strategy 1: SHS will regularly update the school website and social media pages to keep parents informed and celebrate student and staff success.
    Strategy's Expected Result/Impact: Inform parents and create a positive environment for parents, students, and staff.
    Staff Responsible for Monitoring: Principal, Counselors, Campus Staff, Directors, Sponsors/ Coaches
	Dec
	
	90%
		December Evidence of Progress
		All information dispursed through approved district channels.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 4: Conduct student recognitions each grade reporting period for SHS students at board meetings.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will nominate 2 students of the nine-weeks each nine week grading period. Students will be nominated by their teachers and then will be recognized by the Superintendent and School board at the corresponding school board meeting. **Strategy's Expected Result/Impact:** Student recognition, increase in Tiger Pride. **Staff Responsible for Monitoring:** Principal, Teachers.	**Dec** 90%	**December Evidence of Progress** Board meeting participation.	
	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 1: Maintain attendance rate of 95% or greater

    Evaluation Data Sources: Attendance rates

Strategy 1 Details	Formative Reviews		

Strategy 1: SISD truant officer will do routine follow up check and make parent/guardian contacts on all SHS students with three or more absences.
    Strategy's Expected Result/Impact: Increase student attendance, facilitate parent/guardian awareness.
    Staff Responsible for Monitoring: Truancy Officer-Letter mail outs, Principal
	Dec
	
	90%
	
	May
	
	Aug
		December Evidence of Progress
		Mrs. Gutierrez monitors all student absences, and makes contact on all unexcused absences over 3.
		
		May Evidence of Progress
		
		August Evidence of Progress	

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 2: Increase teacher retention to 85%

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with staff individually a minimum of twice per year to discuss performance and provide support. **Strategy's Expected Result/Impact:** Reduce staff turnover and improve performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	**Dec** 50%	**December Evidence of Progress** 2nd meeting will be at conclusion of summative evaluation.	
	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for team building and support for all staff. **Strategy's Expected Result/Impact:** Improve staff moral and reduce turnover. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	**Dec** 50%	**December Evidence of Progress** Montly activities providing opportunities for teacher participation.	
	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 3: Maintain annual improvement plans at the district and campus levels and provide yearly updates with status reports in each goal area

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete a comprehensive campus needs assessment, through the campus SBDM, yearly. **Strategy's Expected Result/Impact:** Focus on, and address, trends in state assessment, climate, and other areas relating to campus improvement. **Staff Responsible for Monitoring:** Campus Administration. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Dec** 10% **May** **Aug**	**December Evidence of Progress** Beginning this years CNA with January Campus SBDM team meeting. **May Evidence of Progress** **August Evidence of Progress**	
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Smithville Jr. High
Campus Performance Objectives

Smithville Independent School District

Smithville Junior High

2023-2025 Formative Review with Notes

Mission Statement

SMITHVILLE JUNIOR HIGH SCHOOL BUILDS RESPECTFUL RELATIONSHIPS AND POSITIVE CONNECTIONS AMONG STAFF, STUDENTS, FAMILIES, AND COMMUNITY. WE CREATE A SAFE, INCLUSIVE, AND SUPPORTIVE LEARNING ENVIRONMENT. WE CONSISTENTLY MODEL HIGH EXPECTATIONS AND INDIVIDUAL ACCOUNTABILITY. WE PROVIDE AN INNOVATIVE CURRICULUM AND RELEVANT INSTRUCTION TO ENCOURAGE CREATIVITY AND SUPPORT STUDENT SUCCESS.

Vision

Smithville Junior High School builds respectful relationships in a safe learning enviornment to inspire success.

Table of Contents

Goals

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 1: Implement CATCH strategies including Social and Emotional Learning (SEL), Character Education, and physical education programs to provide for emotionally and physically healthy students

    Evaluation Data Sources: Master Schedule, PLC Rotations, Counseling Topic Schedule, SHAC committee

Strategy 1 Details	Formative Reviews		
Strategy 1: The teachers will present Character Strong lessons during Tiger Time class. **Strategy's Expected Result/Impact:** Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting. **Staff Responsible for Monitoring:** Edwards, Hudspeth, Maxwell **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture	**Dec** 40%	**December Evidence of Progress** Character Strong lessons during Tiger Time on Wednesday teachers present lessons. The teachers are currently on lesson fourteen.	
	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	
Strategy 2 Details	**Formative Reviews**		
Strategy 2: The counselor will provide lessons for Character Strong Material to the teachers. **Strategy's Expected Result/Impact:** Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting. **Staff Responsible for Monitoring:** Edwards, Hudspeth, Maxwell **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture	**Dec** 40%	**December Evidence of Progress** The couselor provides Character Strong updates in the weekly newsletter.	
	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative Reviews		

Strategy 3: Coordinate with an outside organization to implement Bullying Prevention lessons for students and families.
 	
    Strategy's Expected Result/Impact: Give students and parents the opportunity to learn more about the effects of bullying, warning signs to look for, and how to help your child if they are involved in a bully situation.
 	
    Staff Responsible for Monitoring: Edwards, Hudspeth, Maxwell
 	
    Title I:
    2.5, 4.2
    - **ESF Levers:**
    Lever 3: Positive School Culture
	Dec
	
	50%
		December Evidence of Progress
		Couselor created bullying lessons for 6th, 7th, and 8th graders including going over the bullying check sheet. She talked to each grade level about the following topics which was requested from teachers and admin. Sixth graders about mean talk, seventh graders positive communication, and eighth graders thinking before speak.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 2: Implement a campus MTSS, focusing on the whole child, including Positive Behavioral Intervention and Support systems, team meetings and regular review of campus discipline, PBIS strategies, attendance, academic performance, and dropout data.

Evaluation Data Sources: PBIS Committee Presentations, Google Calendar, Discipline Data, Attendance Data, and Dropout Data

Strategy 1 Details	Formative Reviews	
Strategy 1: Implement staff and student PBIS committees. **Strategy's Expected Result/Impact:** Increase positive behaviors on campus and decrease office referrals and reflections. **Staff Responsible for Monitoring:** Maxwell, Hudspeth **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture	**Dec** 25%	**December Evidence of Progress** PBIS team has been created and had two meetings in the first semester. Teachers are rewarding students with tiger tickets. Plan to reorganize the team to add students. Meetings have been schedule for 2nd Tuesday every month.
	May	**May Evidence of Progress**
	Aug	**August Evidence of Progress**

Strategy 2 Details	Formative Reviews	
Strategy 2: Implement PBIS systems (CHAMPS) into the classroom and common areas. **Strategy's Expected Result/Impact:** Increase positive behaviors on campus and decrease office referrals and reflections. **Staff Responsible for Monitoring:** Maxwell, Hudspeth **ESF Levers:** Lever 3: Positive School Culture	**Dec** 20%	**December Evidence of Progress** CHAMPS posters are posted in the hallways and classroom. At the beginning of the year reviewed CHAMPS posters with staff.
	May	**May Evidence of Progress**
	Aug	**August Evidence of Progress**

Strategy 3 Details		Formative Reviews	

Strategy 3 Details	Formative Reviews
Strategy 3: Review discipline data to promote positive behaviors by rewarding students. **Strategy's Expected Result/Impact:** Increase positive behaviors on campus and decrease office referrals and reflections. **Staff Responsible for Monitoring:** Maxwell, Hudspeth **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture	**Dec** 20% — **December Evidence of Progress** Currently have a decrease in referrals from last year. Admin meetings review data. **May** — **May Evidence of Progress** **Aug** — **August Evidence of Progress**
Strategy 4 Details	**Formative Reviews**
Strategy 4: Review At-Risk student data to implement Tier 1, Tier II and Tier III strategies through MTSS team. **Strategy's Expected Result/Impact:** Increase of the performance of at-risk students. **Staff Responsible for Monitoring:** Hudspeth, Maxwell **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools	**Dec** 50% — **December Evidence of Progress** Monthly meetings with teachers to discuss Tier I behavior students. Teachers sit in grade level groups to discuss students and implement strategies from PBIS World. Work with Region 13 represented to discuss progress making with MTSS team. Counselor works with 6th grade ELAR teacher to determine any academic need for students. **May** — **May Evidence of Progress** **Aug** — **August Evidence of Progress** N/A
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 3: 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and stated-mandated levels by September 1st

Strategy 1 Details	Formative Reviews	
Strategy 1: Train all staff/students on safety drills using SRP (Standard Response Protocol).	**Dec**	**December Evidence of Progress**
Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to emergency situations using SRP. **Staff Responsible for Monitoring:** Hudspeth, Maxwell **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture	50%	Beginning of the year training for staff on all safety drills and procedures. Provided Raptor App training for staff in October. Student training was done begininng of the year during Tiger Time and reminders when drills are scheduled. Campus has done one lockdown, one evacuation, one shelter in place, and two fire evacuation.
	May	**May Evidence of Progress**
	Aug	**August Evidence of Progress**

Strategy 2 Details	Formative Reviews	
Strategy 2: Train all staff on cybersecurity	**Dec**	**December Evidence of Progress**
Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to cybersecurity situations. **Staff Responsible for Monitoring:** Hudspeth, Maxwell **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture	45%	Vector training completed by staff.
	May	**May Evidence of Progress**
	Aug	**August Evidence of Progress**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 4: Increase student engagement opportunities in extra-curricular and enrichment activities.

    Evaluation Data Sources: Student scores, student participation rates

Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase entry level band instruments that will allow low-income students to be a part of the Smithville ISD award winning band program who would otherwise not be able to participate due to monetary issues with purchasing needed instruments. **ESF Levers:** Lever 5: Effective Instruction	**Dec** 35%	**December Evidence of Progress**	
	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		

Strategy 2: Continue to provide support for Project Lead The Way to increase student access to STEM activities and enrichment/elective options.
    Strategy's Expected Result/Impact: Provide additional enrichment/elective option to students.
    Staff Responsible for Monitoring: Hudspeth
 	
    Title I:
2.5
  -
	Dec
	
	50%
		December Evidence of Progress
		Materials were purchased to implement the curriculum in class. Administrators monitor curriculum is followed with lesson plans and walks.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	

Strategy 3 Details	Formative Reviews
Strategy 3: Continue to provide GT support through Tiger Time with Destination Imagination and Tx Future Problem Solvers programs. **Strategy's Expected Result/Impact:** Provide enrichment option to students. **Staff Responsible for Monitoring:** Hudspeth **Targeted Support Strategy**	**Dec** **December Evidence of Progress** 45% GT students are grouped together during Tiger Time and work on problem activities. Parents and students attended a Destination Imagination information session and interest form was sent out. Registration for competitive teams was completed. Texas Future Problem Solvers are working on research topics and relate to DI activities during Tiger Time. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress** N/A

Strategy 4 Details	Formative Reviews
Strategy 4: Continue to provide support for Career Exploration to increase student enrichment/elective options. **Strategy's Expected Result/Impact:** Provide enrichment option to students. **Staff Responsible for Monitoring:** Maxwell, Jones **ESF Levers:** Lever 5: Effective Instruction	**Dec** **December Evidence of Progress** 45% Administrators monitor curriculum is followed with lesson plans and walks. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress** N/A

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 1: Campus will obtain an state accountability rating of B with a scaled score of 80 at the campus level.

> **Evaluation Data Sources:** STAAR Scores, Short Cycle Assessments, I-Ready, Unit Tests, Exit Tickets, Observation Data, Lesson Plans

Strategy 1 Details	Formative Reviews

Strategy 1: Implement year long At-Risk Interventions (including HB 1416) during Tiger Time, Afterschool, and Saturdays utilizing I-Ready and other TEA vetted programs.
    Strategy's Expected Result/Impact: Increase all tested subject areas short cycle scores.
    Staff Responsible for Monitoring: Hudspeth, Maxwell, Jones
 	
    Title I:
2.4, 2.6
    - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
    - ESF Levers:
Lever 5: Effective Instruction
    - Targeted Support Strategy
	Dec **December Evidence of Progress**
	
	45% During Tiger Time students work on IReady using the following schedule Tuesday Reading IReady, Thursday Math IReady, and Friday rotate between two subjects. Some students are placed in a reading intervention class during the school day.
	
	May **May Evidence of Progress**
	
	Aug **August Evidence of Progress**

Strategy 2 Details	Formative Reviews

Strategy 2: Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment by creating well-balanced focus lesson plans and assessments that target the needs of all students and monitor student progress to grow on STAAR.
    Strategy's Expected Result/Impact: Student achievement, as a whole and as student groups, will increase.
    Staff Responsible for Monitoring: Hudspeth, Maxwell, Jones
 	
    Title I:
2.4, 2.6
    - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
    - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    - Targeted Support Strategy
	Dec **December Evidence of Progress**
	
	50% Adminstrators and Instructional Coach supporting 9 teachers and sharing action steps between admin team.
	
	May **May Evidence of Progress**
	
	Aug **August Evidence of Progress**

Strategy 3 Details	Formative Reviews
Strategy 3: Employ fulltime instructional coach to develop instructional skills of teaching staff and collaborate with Instructional Coach for data use, leadership and instructional support so that STAAR "Meets Expectation" scores meet or exceeds 60%. **Strategy's Expected Result/Impact:** Increased learning due to improved teaching performance in the use of data analysis and instructional response to the data **Staff Responsible for Monitoring:** Hudspeth **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability**	**Dec** **December Evidence of Progress** **50%** Instructional Coach provided professional development over the following topics rigor, goal setting with students, tracking sheets, Tier I interventions, IReady implementation, analyzing short cycle data, and framing the lesson. Coaches six teachers with lessons and classroom management. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress**

Strategy 4 Details	Formative Reviews
Strategy 4: Campus administrators will utilize Walkthroughs, at least 10 per week, to provide real time feedback to instructional staff so that 60% of students meet expectations on STAAR. **Strategy's Expected Result/Impact:** Provide valuable feedback to instructional staff on classroom instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction	**Dec** **December Evidence of Progress** **45%** Adminstrators have done 108 walkthroughs and provides feedback within 24 hours of the walk. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress**

Strategy 5 Details	Formative Reviews
Strategy 5: Provide high quality staff development in order to improve instructional outcomes for student groups so that 60% of student will score "Meets Expectation" on STAAR. **Strategy's Expected Result/Impact:** Student achievement increase as a result of weekly use by teachers of data analysis and corresponding instructional response. **Staff Responsible for Monitoring:** Hudspeth **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction	**Dec** **December Evidence of Progress** **50%** Beginning of the year provided professional development regarding PLC and lesson plan components. September training reminder with framing the lesson and proxmity. October faculty meeting reminders of exit tickets. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress**

Strategy 6 Details	**Formative Reviews**

Strategy 6: Provide a vertically aligned curriculum and support the alignment through weekly content PLCs so that core instruction increases rigor and 60% of the students meet expectation on STAAR and campus short cycle tests.	**Dec**	**December Evidence of Progress**
Strategy's Expected Result/Impact: Increased student achievement through a vertically aligned curriculum	50%	End of the 2022 -2023 school year teachers worked on YAG and calendar during curriculum mapping. Content PLCs meet weekly to discuss the rigor of activities. Instructional coach meets with each math teacher on how to implement IReady content which is a HQIM.
Staff Responsible for Monitoring: Hudspeth and Maxwell		
TEA Priorities: Improve low-performing schools	**May**	**May Evidence of Progress**
- **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	**Aug**	**August Evidence of Progress**

Strategy 7 Details	**Formative Reviews**

Strategy 7: Implementing a mentoring program with strategically placing mentor with mentee together on campus. Providing opportunities to observe each other with feedback.	**Dec**	**December Evidence of Progress**
Strategy's Expected Result/Impact: Retention of staff	50%	Principal worked with Director of Curriculum placing new teachers with a mentor. Mentor and Mentee communicate weekly with checking in with new teachers. Monthly mentor and mentee meetings over assigned topics.
Staff Responsible for Monitoring: Hudspeth and Jones		
Title I: 2.5	**May**	**May Evidence of Progress**
- **ESF Levers:** Lever 5: Effective Instruction	**Aug**	**August Evidence of Progress**
	N/A	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 2: We will close the gap in Domain III between student groups.

    Evaluation Data Sources: STAAR Scores, Short Cycle Assessments, I-Ready, Unit Tests, Exit Tickets, Observation Data, Lesson Plans
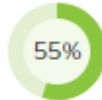
Strategy 1 Details	Formative Reviews	
Strategy 1: Train and implement Sheltered Instruction strategies for ESL students in all classes.	**Dec**	**December Evidence of Progress**
Strategy's Expected Result/Impact: ESL student scores will increase through the implementation of ESL strategies. **Staff Responsible for Monitoring:** Hudspeth, Maxwell	50%	Principal and EB teacher had conversations with individual teachers with discussion of strategies for new EB students. All core teachers have been trained in EB Strategies.
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	**May**	**May Evidence of Progress**
	Aug	**August Evidence of Progress**

Strategy 2 Details	Formative Reviews	
Strategy 2: Monitor student achievement for all student groups, including economically disadvantaged and at-risk, and respond with changes in instructional strategy use and practices.	**Dec**	**December Evidence of Progress**
Strategy's Expected Result/Impact: Student achievement in the various student groups will increase as the campus identifies and implements aligned instructional strategies. **Staff Responsible for Monitoring:** Hudspeth and Maxwell	30%	
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	**May**	**May Evidence of Progress**
	Aug	**August Evidence of Progress**

Strategy 3 Details	Formative Reviews
Strategy 3: Implement Co-teaching instructional strategies for all special educations in inclusion settings.	**Dec** **December Evidence of Progress**
Strategy's Expected Result/Impact: Special Education achievement will increase as measure on state tests.	20% Mid-September meeting with co-teachers discussing expectations in the classroom. District provided co-teach training during professional development.
Staff Responsible for Monitoring: Hudspeth and Maxwell	
	May **May Evidence of Progress**
Title I:	
2.4, 2.6	**Aug** **August Evidence of Progress**
- **TEA Priorities:**	
Build a foundation of reading and math	
- **ESF Levers:**	
Lever 5: Effective Instruction	
- **Targeted Support Strategy - Results Driven Accountability**	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the teachers, administrators, and staff as partners.

Performance Objective 1: Provide regular communication to parents regarding events and opportunities on campus

   Evaluation Data Sources: District Website, Facebook , Rooms

Strategy 1 Details	Formative Reviews	

Strategy 1: Utilize Rooms and District Website to notify parents of events and opportunities on campus.
   Strategy's Expected Result/Impact: Get information to parents through multiple medias.
   Staff Responsible for Monitoring: Hudspeth, Maxwell, Peterson
 	
   Title I:
4.1
   - ESF Levers:
Lever 3: Positive School Culture
	Dec
	
	55%
		December Evidence of Progress
		Teachers had group and individual training on using Rooms to communicate with parents. Events such as open house, book fair, dress up days in October, pep rallies, dance, and interim testing communciate through district websites.

	May	**May Evidence of Progress**
	Aug	**August Evidence of Progress**
Strategy 2 Details	**Formative Reviews**	

Strategy 2: Every nine weeks provide a newsletter to parents focusing on campus events and information.
   Strategy's Expected Result/Impact: Increase parent involvement
   Staff Responsible for Monitoring: Hudspeth, Koch
	Dec
	
	50%
		December Evidence of Progress
		Parent newsletter sent with the first nine weeks report card. Information on the newsletter are important dates, dance information, essay contest, band information, yearbook information, informaiton from teachers, and absent information.

	May	**May Evidence of Progress**
	Aug N/A	**August Evidence of Progress**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the teachers, administrators, and staff as partners.

Performance Objective 2: Provide 2 parent involvement opportunities during the 2023-2024 school year.

    Evaluation Data Sources: Attendance Sheets, Schedule

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent/Counselor Bully Prevention 101 Session **Strategy's Expected Result/Impact:** Allow transparency between the school and the community/ parents on effects of bullying on students, warning signs to look for, and how to help your child if involved in a bully situation. **Staff Responsible for Monitoring:** Edwards, Hudspeth **Title I:** 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Dec** N/A **May** **Aug**	**December Evidence of Progress** **May Evidence of Progress** **August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		
Strategy 2: Meet the Teacher/Open House **Strategy's Expected Result/Impact:** Establish face to face communication between parents, teachers, and staff **Staff Responsible for Monitoring:** Hudspeth and Maxwell **Title I:** 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Dec** 100% **May** 100% **Aug** 100%	**December Evidence of Progress** August 10, 2023 parents attended open house **May Evidence of Progress** **August Evidence of Progress**	

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the teachers, administrators, and staff as partners.

Performance Objective 3: Gather feedback from parents throughout the school year.

    Evaluation Data Sources: Surveys

Strategy 1 Details		Formative Reviews		

Strategy 1: In the parent newsletter create an online survey and use input from parents during the SBDM meetings to improve the campus.
    Strategy's Expected Result/Impact: Gather parent feedback on how the campus can continually improve.
    Staff Responsible for Monitoring: Hudspeth, Maxwell, Jones
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
		Dec
		N/A
		
		May
		
		Aug
				December Evidence of Progress
				
				May Evidence of Progress
				
				August Evidence of Progress

0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 1: Maintain attendance rate of 95% or more for the 2023-2024 school year.

    Evaluation Data Sources: Attendance data

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus will analyze weekly attendance reports, establish clear attendance expectations for parents, communicating attendance concerns through letters and phone calls. The campus will also create and implement an attendance incentive plan for students.
    Strategy's Expected Result/Impact: Improve attendance
    Staff Responsible for Monitoring: Maxwell, Koch
 	
    Title I:
    2.4, 2.6
	Dec
	
	45%
		December Evidence of Progress
		Twice a month run attendance report to review absent students. Calling parents to remind about turning in doctor notes and setting up Saturday School. Sending letters home with attendance information.	

	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Principal, registrars, and counselors will coordinate to ensure all PEIMS data is entered correctly for At-Risk students.
    Strategy's Expected Result/Impact: Ensure correct information in PEIMS data
    Staff Responsible for Monitoring: Hudspeth, Edwards, Koch
 	
    Title I:
    2.6
	Dec
	
	50%
		December Evidence of Progress
		Follow PEIMS check sheet dates and remind couselor and registrar. Check in monthly with counselor and registrar at-risk students getting coded.	

	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 2: The campus will provide high quality professional development to aid in the recruitment and retention of certified staff.

    Evaluation Data Sources: Teacher Certifications, Vacancy lists

Strategy 1 Details	Formative Reviews		

Strategy 1: Coordinate professional development with PLC and campus professional development gear towards areas of growth as identified by walk through data.
    Strategy's Expected Result/Impact: Improvement of teaching strategies within the classroom.
    Staff Responsible for Monitoring: Hudspeth, Maxwell, Jones
 	
    Title I:
2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Strategic Staffing
	Dec
	
	40%
		December Evidence of Progress
		Admin team discussion of growth based on walk data with framing the lesson and exit tickets. During faculty meeting and professional development day provided mini-lesson on topics.	

	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		

Strategy 2: The instructional coach will model and develop coaching cycles to improve and retain teachers.
    Strategy's Expected Result/Impact: Reduction in turnover
    Staff Responsible for Monitoring: Hudspeth, Maxwell, Jones
 	
    Title I:
2.4
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	Dec
	
	40%
		December Evidence of Progress
		Instructional coach developed a coaching cycle with six teachers and two of the teachers are new to the campus. Instructional coach models IReady lessons for 6th grade math teacher.	

	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Smithville Elementary & Brown Primary School
Campus Performance Objectives

Smithville Independent School District

Smithville Elementary-Brown Primary

2023-2025 Formative Review with Notes

Brown Primary & Smithville Elementary

Nurture - Encourage - Inspire

Mission Statement

Brown Primary & Smithville Elementary build positive relationships among staff, families, and students. We work together to create and maintain a safe, nurturing, and inclusive learning environment. We use innovative teaching strategies to honor the individual strengths of our students and support them in the different stages of their educational journey.

Vision

Brown Primary & Smithville Elementary nurture individual growth, encourage inquisitive minds, and inspire excellence in all students.

Value Statement

We Believe:

All students can learn and grow academically, socially, and emotionally.

Relationships with staff and peers are an important part of the educational environment.

Mutually respectful relationships with community & families are important.

Table of Contents

Goals

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 1: SES: By the end of the 23-24 School Year, 50% of Classroom teachers will have participated in coaching cycles using the TIL Observation and Feedback Model.

Evaluation Data Sources: Coaching Trackers

Strategy 1 Details	Formative Reviews		
Strategy 1: SES: Train staff on the TIL Observation and Feedback Model **Strategy's Expected Result/Impact:** Student growth gains based on higher levels of instruction. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Dec** 100%	**December Evidence of Progress** All staff were trained during August professional development days.	
	May 100%	**May Evidence of Progress**	
	Aug 100%	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		
Strategy 2: SES: Plan Monthly Observation and Feedback planning meetings with the Instructional Leadership Team, including the instructional coach. **Strategy's Expected Result/Impact:** Efficient identification of teachers who may need coaching and support. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **Title I:** 2.5 - **ESF Levers:** Lever 5: Effective Instruction	**Dec** 65%	**December Evidence of Progress** Admin meeting agendas for Sept-Dec.	
	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	

Strategy 3 Details	Formative Reviews
Strategy 3: SES: Provide frequent feedback and coaching through Eduphoria walkthroughs and coaching sessions with the administration and the campus instructional coach. **Strategy's Expected Result/Impact:** Frequent feedback will lead to effective instructional adjustments. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 3	**Dec** 75% **May** **Aug** N/A	**December Evidence of Progress** Eduphoria walkthroughs and coaching scripts. **May Evidence of Progress** **August Evidence of Progress**

Strategy 4 Details	Formative Reviews
Strategy 4: SES: New teachers with 0-3 years of service will receive ongoing coaching from mentor teachers. **Strategy's Expected Result/Impact:** New teachers will show instructional and classroom management growth at a faster pace. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **Title I:** 2.5 - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 3	**Dec** 75% **May** **Aug** N/A	**December Evidence of Progress** Mentor/Mentee Meetings **May Evidence of Progress** **August Evidence of Progress**

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 2: SES: By the end of the 23-24 school year, students will participate in at least 10 Social Emotional Learning (SEL) lessons.

Evaluation Data Sources: PLC Schedule

Strategy 1 Details	Formative Reviews		
Strategy 1: SES: Implement CATCH program during PLC time.	**Dec**		**December Evidence of Progress**
Strategy's Expected Result/Impact: Students will have increased growth both socially and emotionally.	75%		PLC Rotation Schedule
Staff Responsible for Monitoring: PE Teachers			
Brockman	**May**		**May Evidence of Progress**
Title I:	**Aug**		**August Evidence of Progress**
2.5	N/A		
- **ESF Levers:**			
Lever 3: Positive School Culture			
Problem Statements: School Processes & Programs 6			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 3: SES: By the end of the 23-24 school year, there will be a 10% decrease in office referrals in comparison to the 22-23 school year.

    Evaluation Data Sources: Discipline Data

Strategy 1 Details	Formative Reviews		
Strategy 1: SES: Implement PBIS Rewards (Tiger Tokens and Tiger Token Store)	**Dec**	**December Evidence of Progress**	
Strategy's Expected Result/Impact: Increased Positive Behaviors		PLC Rotation Schedule	
Staff Responsible for Monitoring: Campus Instructional Leadership Team	90%	PBIS Rewards App Usage Charts	
Campus Teachers			
	May	**May Evidence of Progress**	
Title I:			
2.5	100%		
- **ESF Levers:**			
Lever 3: Positive School Culture			
Problem Statements: School Processes & Programs 5	**Aug**	**August Evidence of Progress**	
	100%		

Strategy 2 Details	Formative Reviews		
Strategy 2: SES: Include expectation reminders in the campus staff newsletter and announcements as areas of success and concern are identified.	**Dec**	**December Evidence of Progress**	
		Announcements	
Strategy's Expected Result/Impact: Decrease of unwanted student behaviors due to reteaching of behavior expectations.	75%		
Staff Responsible for Monitoring: Brockman			
O'Rourke	**May**	**May Evidence of Progress**	
Title I:	**Aug**	**August Evidence of Progress**	
2.5	N/A		
- **ESF Levers:**			
Lever 3: Positive School Culture			
Problem Statements: School Processes & Programs 4, 5			

Strategy 3 Details	**Formative Reviews**
Strategy 3: SES: Implement refined Behavior MTSS practices and data collection for all students, specifically for those students at Tier II and Tier III. **Strategy's Expected Result/Impact:** Identification and intervention for students who struggle with behavior expectations. **Staff Responsible for Monitoring:** Brockman O'Rourke **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4	**Dec** **December Evidence of Progress** 60% MTSS Training Revised District Processes **May** **May Evidence of Progress** **Aug** **August Evidence of Progress** N/A
0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 4: SES: By the end of the 23-24 school year, 80% of parents will report that they are knowledgeable regarding the services available through the campus counselor.
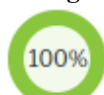
    Evaluation Data Sources: Parent Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: SES: Implement a counselor section on each team's monthly newsletter	**Dec**		**December Evidence of Progress**
Strategy's Expected Result/Impact: Increased Parent Awareness of Counseling Services		100%	Newsletters
Staff Responsible for Monitoring: Williams			
Behrens			
	May		**May Evidence of Progress**
Title I:		100%	
2.5, 2.6			
- **ESF Levers:**			
Lever 3: Positive School Culture			
Problem Statements: Perceptions 3	**Aug**		**August Evidence of Progress**
		100%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 5: SES: By the end of the 23-24 school year, the school counselors will have implemented both individual and group counseling sessions based on student needs.

    Evaluation Data Sources: Counselor Schedule

Strategy 1 Details	Formative Reviews		
Strategy 1: SES: Implement an online counselor referral process.	**Dec**	**December Evidence of Progress**	
Strategy's Expected Result/Impact: Easier counselor referral and tracking process.		Online Counselor Referral	
Staff Responsible for Monitoring: Williams Behrens	100%		
	May	**May Evidence of Progress**	
Title I: 2.5	100%		
- ESF Levers: Lever 3: Positive School Culture			
Problem Statements: School Processes & Programs 6	**Aug**	**August Evidence of Progress**	
	100%		

Strategy 2 Details	Formative Reviews		
Strategy 2: SES: Provide group counseling opportunities for students.	**Dec**	**December Evidence of Progress**	
Strategy's Expected Result/Impact: Increased social and emotional awareness and strategies.		Group Counseling Schedule	
Staff Responsible for Monitoring: Williams Behrens	75%		
	May	**May Evidence of Progress**	
Title I: 2.5			
- ESF Levers: Lever 3: Positive School Culture	**Aug** N/A	**August Evidence of Progress**	
Problem Statements: School Processes & Programs 6			

Strategy 3 Details		**Formative Reviews**	
Strategy 3: SES: 80% of the counselor's day will be in direct support of students.		**Dec**	**December Evidence of Progress**
Strategy's Expected Result/Impact: Increased social and emotional awareness and strategies.		80%	Counselor Logs
Staff Responsible for Monitoring: Williams Behrens			
		May	**May Evidence of Progress**
Title I: 2.5 - **ESF Levers:**		**Aug** N/A	**August Evidence of Progress**
Lever 3: Positive School Culture			
Problem Statements: School Processes & Programs 6			

Strategy 4 Details		**Formative Reviews**	
Strategy 4: SES: Track student effectiveness of counseling sessions through the collection of student data.		**Dec**	**December Evidence of Progress**
Strategy's Expected Result/Impact: Increase in effective counseling strategies		25%	Tracking System
Staff Responsible for Monitoring: Williams Behrens			
		May	**May Evidence of Progress**
Title I: 2.5 - **ESF Levers:**		**Aug** N/A	**August Evidence of Progress**
Lever 3: Positive School Culture			
Problem Statements: School Processes & Programs 6			

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 6: BP: By the end of the 23-24 school year, students will have received direct instruction in various aspects of whole-child wellness.

Evaluation Data Sources: Master schedule, PLC topic schedule, discipline data, counseling referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: BP: Combine components from Kelso's Choices curriculum, CATCH curriculum, and counseling topics to provide a well-rounded, complimentary approach to whole-child wellness. **Strategy's Expected Result/Impact:** Increased student ability to manage emotions and make healthy choices regarding physical and social/emotional wellness. **Staff Responsible for Monitoring:** S. Vinklarek, R. Behrens, Kadlecek **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 3	**Dec** 50%	**December Evidence of Progress** Students receive instruction in whole-child wellness each week during their grade level PLC time.	
	May **Aug** N/A	**May Evidence of Progress** **August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 7: BP: By the end of the 23-24 school year, all teachers will have been provided ongoing coaching opportunities in their field.

Evaluation Data Sources: Walkthrough documentation, mentor program documentation, ESC 13 coaching services

Strategy 1 Details	Formative Reviews		
Strategy 1: BP: PK teachers will receive ESC 13 instructional coaching. **Strategy's Expected Result/Impact:** Increased effectiveness in developmentally appropriate practices and instructional strategies in PK classrooms. **Staff Responsible for Monitoring:** S. Vinklarek, N. Hannath **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Dec** 50%	**December Evidence of Progress** Teachers have met with ESC 13 Early Childhood Support Specialist for coaching and will continue to receive coaching in the Spring semester. Strategies recommended during coaching have been put into place and adjusted to meet the needs of our BP students.	
	May **Aug** N/A	**May Evidence of Progress** **August Evidence of Progress**	
Strategy 2 Details	Formative Reviews		
Strategy 2: BP: Teachers will be coached using the TIL Feedback and Observation model. **Strategy's Expected Result/Impact:** Increased effective instructional practices and strategies across all grade levels. **Staff Responsible for Monitoring:** S. Vinklarek, N. Hannath	**Dec** 50%	**December Evidence of Progress** Teachers have received coaching and feedback based on the TIL Feedback and Observation model. Coaching will continue throughout the Spring semester as well.	
	May **Aug** N/A	**May Evidence of Progress** **August Evidence of Progress**	

Strategy 3 Details	Formative Reviews

Strategy 3: BP: Teachers with 0-3 years teaching experience will participate in the SISD Mentor Program.

Strategy's Expected Result/Impact: New teachers gain knowledge and build essential teaching skills while working with a veteran teacher.

Staff Responsible for Monitoring: S. Vinklarek, N. Hannath

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Strategic Staffing

Dec

50%

December Evidence of Progress

Mentors and Mentees have worked together to support the development of early childhood knowledge, skills, best practices, and campus expectations.

May

May Evidence of Progress

Aug
N/A

August Evidence of Progress

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 1: SES: By the end of the 23-24 school year, Smithville Elementary will obtain a projected accountability rating at least one letter higher than the rating received during the 22-23 school year.

    Evaluation Data Sources: Accountability Rating

Strategy 1 Details	Formative Reviews		

Strategy 1: SES: Implement iReady Reading and Math.
 	
    Strategy's Expected Result/Impact: Increased math and reading performance of all students.
    Staff Responsible for Monitoring: Campus Instructional Leadership Team
 	
    Title I:
 2.4, 2.6
  - ESF Levers:
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 3, 4, 5, 6, 7, 8, 9, 10, 11
	Dec
	
	 80%
		December Evidence of Progress
		 iReady Data Reports	

	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	
Strategy 2 Details	Formative Reviews		

Strategy 2: SES: Implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment Routines.
    Strategy's Expected Result/Impact: Effective planning and assessment routines
    Staff Responsible for Monitoring: Campus Instructional Leadership Team
 	
    Title I:
 2.4, 2.6
  - ESF Levers:
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	Dec
	
	 75%
		December Evidence of Progress
		 PD Calendar	

	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	

Strategy 3 Details	Formative Reviews

Strategy 3 Details		Formative Reviews	

Strategy 3: SES: Implement TIL (Texas Instructional Leadership) Observation & Feedback Routines.
    Strategy's Expected Result/Impact: Increased feedback to teachers for instructional changes.
    Staff Responsible for Monitoring: Campus Instructional Leadership Team
 	
    Title I:
    2.4, 2.6
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	Dec
	
	70%
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		Coaching Videos & Scripts
		
		May Evidence of Progress
		
		August Evidence of Progress

Strategy 4 Details		Formative Reviews	

Strategy 4: SES: Track Short Cycle Data by student and by Student Expectation to determine areas of reteach, intervention and progress in all grade levels.
    Strategy's Expected Result/Impact: Targeted intervention based on student needs.
    Staff Responsible for Monitoring: Campus Instructional Leadership Team
Classroom Teachers
 	
    Title I:
    2.4, 2.6
    - **ESF Levers:**
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 3, 4, 5, 6, 7, 8, 9
	Dec
	
	85%
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		Eduphoria Data
		
		May Evidence of Progress
		
		August Evidence of Progress

Strategy 5 Details		Formative Reviews	

Strategy 5: SES: Provide team based and individualized professional development to staff in areas of identified need.
    Strategy's Expected Result/Impact: Increased knowledge of instructional strategies.
    Staff Responsible for Monitoring: Campus Instructional Leadership Team
 	
    Title I:
    2.4, 2.6
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	Dec
	
	80%
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		PD Calendar
		
		May Evidence of Progress
		
		August Evidence of Progress

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 2: SES: By the end of the 23-24 school year, Smithville Elementary will close achievement gaps to no greater than 10% percentage points for all subpopulations in Domain 3 in comparison to the all-student group.

    Evaluation Data Sources: Short Cycle Data

Strategy 1 Details	Formative Reviews		

Strategy 1: SES: Track short cycle data by subpopulations to identify areas of concern in each sub-population.
    Strategy's Expected Result/Impact: Targeted intervention based on student need.
    Staff Responsible for Monitoring: Campus Instructional Leadership Team
Classroom Teachers
 	
    Title I:
2.4, 2.6
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 9, 10, 11
	Dec
	
	85%
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		Eduphoria Data
		
		May Evidence of Progress
		
		August Evidence of Progress	

Strategy 2 Details	**Formative Reviews**		

Strategy 2: SES: Implement refined MTSS procedures to support students who are not showing adequate progress on short cycles.
    Strategy's Expected Result/Impact: Identification and intervention of students who needs additional support.
    Staff Responsible for Monitoring: Campus Leadership Team
Classroom Teachers
 	
    Title I:
2.4, 2.6
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: School Processes & Programs 4
	Dec
	
	60%
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		MTSS Meeting Schedule
		MTSS Meeting Minutes
		
		May Evidence of Progress
		
		August Evidence of Progress	

	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 3: SES: By the end of the 23-24 school year, Smithville Elementary will Increase the percentage of students that score meets grade level or above on STAAR Reading from 44% to 54% and masters 20% to 25%

    Evaluation Data Sources: STAAR Data
Interim Data

Strategy 1 Details	Formative Reviews		

Strategy 1: SES: Implement iReady Reading.
   Strategy's Expected Result/Impact: Increased reading performance of all students.
   Staff Responsible for Monitoring: Campus Instructional Leadership Team
 	
   Title I:
  2.4, 2.6
  - ESF Levers:
  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
   Problem Statements: Student Learning 3, 4, 5, 7
	Dec
	
	85%
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		iReady Data Reports
		Lesson Plans
		
		May Evidence of Progress
		
		August Evidence of Progress	

Strategy 2 Details	Formative Reviews		

Strategy 2: SES: Track Short Cycle Data by TEK to determine campus wide areas of success and improvement.
   Strategy's Expected Result/Impact: Targeted intervention based on student need.
   Staff Responsible for Monitoring: Campus Instructional Leadership Team
Classroom Teachers
 	
   Title I:
  2.4, 2.6
  - ESF Levers:
  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
   Problem Statements: Student Learning 3, 4, 5, 7
	Dec
	
	85%
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		Eduphoria Data
		
		May Evidence of Progress
		
		August Evidence of Progress	

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative Reviews		
Strategy 3: SES: Increase the frequency of online practice of the new STAAR assessment types.	**Dec**	**December Evidence of Progress**	
Strategy's Expected Result/Impact: Increase student familiarity with the new test design.	90%	Lesson Plans	
Staff Responsible for Monitoring: Campus Instructional Leadership Team		iReady	
Classroom Teachers			
	May	**May Evidence of Progress**	
Title I:			
2.4, 2.6	**Aug**	**August Evidence of Progress**	
- ESF Levers:	N/A		
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
Problem Statements: Student Learning 5			

Strategy 4 Details	Formative Reviews		
Strategy 4: SES: Train staff on and implement Gretchen Barnabi writing strategies across 2nd-5th grade reading classes.	**Dec**	**December Evidence of Progress**	
Strategy's Expected Result/Impact: Increased performance in the area of SCR and ECR.	60%	PD Sessions	
Staff Responsible for Monitoring: Campus Instructional Leadership Team		PD Materials	
Classroom Teachers			
	May	**May Evidence of Progress**	
Title I:			
2.4, 2.6	**Aug**	**August Evidence of Progress**	
- ESF Levers:	N/A		
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
Problem Statements: Student Learning 7			

Strategy 5 Details	Formative Reviews		
Strategy 5: SES: Train teachers in the use of Reading HQIMs.	**Dec**	**December Evidence of Progress**	
Strategy's Expected Result/Impact: Use of higher-level activities within the classroom.	80%	Enrichment Schedule	
Staff Responsible for Monitoring: Instructional Leadership Team		PD Calendar	
Title I:	**May**	**May Evidence of Progress**	
2.4, 2.5, 2.6			
- ESF Levers:	**Aug**	**August Evidence of Progress**	
Lever 4: High-Quality Instructional Materials and Assessments	N/A		
Problem Statements: Student Learning 3, 5, 7			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 4: SES: By the end of the 23-24 school year, Smithville Elementary will increase the percentage of students that score meets grade level or above on STAAR Math from 44% to 54% and masters from 13% to 18%.

Evaluation Data Sources: STAAR Data
Interim Data

Strategy 1 Details		Formative Reviews	
Strategy 1: SES: Implement iReady Math. **Strategy's Expected Result/Impact:** Increased math performance of all students. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **Title I:** 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5, 8		**Dec** 80% **May** **Aug** N/A	**December Evidence of Progress** iReady Reports **May Evidence of Progress** **August Evidence of Progress**

Strategy 2 Details		Formative Reviews	
Strategy 2: SES: Track Short Cycle Data by TEK to determine campus wide areas of success and improvement. **Strategy's Expected Result/Impact:** Targeted intervention based on student need. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team Classroom Teachers **Title I:** 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5, 8		**Dec** 85% **May** **Aug** N/A	**December Evidence of Progress** Eduphoria Data **May Evidence of Progress** **August Evidence of Progress**

Strategy 3 Details		**Formative Reviews**	
Strategy 3: SES: Increase the frequency of online practice of the new STAAR assessment types.		**Dec**	**December Evidence of Progress**
Strategy's Expected Result/Impact: Increase student familiarity with the new test design.		90%	Lesson Plans iReady
Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers			
		May	**May Evidence of Progress**
Title I: 2.4, 2.6		**Aug**	**August Evidence of Progress**
- ESF Levers:		N/A	
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
Problem Statements: Student Learning 5, 8			

Strategy 4 Details		**Formative Reviews**	
Strategy 4: SES: Train teachers in the use of Math HQIMs.		**Dec**	**December Evidence of Progress**
Strategy's Expected Result/Impact: Use of higher-level activities within the classroom.		80%	Enrichment Schedule PD Calendar
Staff Responsible for Monitoring: Instructional Leadership Team			
		May	**May Evidence of Progress**
Title I: 2.4, 2.5, 2.6		**Aug**	**August Evidence of Progress**
- ESF Levers:		N/A	
Lever 4: High-Quality Instructional Materials and Assessments			
Problem Statements: Student Learning 5, 8			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 5: SES: By the end of the 23-24 school year, Smithville Elementary will increase the percentage of students that score meets grade level or above on STAAR Science from 30% to 40%.

Evaluation Data Sources: STAAR Data
Interim Data

Strategy 1 Details	Formative Reviews		
Strategy 1: SES: Track Science Short Cycle Data to determine campus wide areas of success and improvement. **Strategy's Expected Result/Impact:** Targeted intervention based on student need. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team Classroom Teachers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 6	**Dec** 85%	**December Evidence of Progress** Eduphoria Data	
	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		
Strategy 2: SES: Increase implementation of hands-on science exploration in all grade levels. **Strategy's Expected Result/Impact:** Deeper understanding of the scientific process. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team Classroom Teachers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 6	**Dec** 65%	**December Evidence of Progress** Lesson Plans	
	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	

Strategy 3 Details	Formative Reviews

Strategy 3 Details		Formative Reviews	
Strategy 3: SES: Train teachers in the use of Science HQIMs.		**Dec**	**December Evidence of Progress**
Strategy's Expected Result/Impact: Use of higher-level activities within the classroom.			PD Calendar
Staff Responsible for Monitoring: Instructional Leadership Team		80%	
Title I:		**May**	**May Evidence of Progress**
2.4, 2.5, 2.6			
- ESF Levers:		**Aug**	**August Evidence of Progress**
Lever 4: High-Quality Instructional Materials and Assessments		N/A	
Problem Statements: Student Learning 6			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 6: SES: Performance Objective 6: By the end of the 23-24 school year, Smithville Elementary will increase the percentage of students increasing by at least one proficiency level on TELPAS by 10%.

    Evaluation Data Sources: TELPAS Data

Strategy 1 Details	Formative Reviews		

Strategy 1: SES: Track Short Cycle Data of Emergent Bilingual students to determine campus wide areas of success and improvement.
    Strategy's Expected Result/Impact: Targeted intervention based on student need.
    Staff Responsible for Monitoring: Campus Instructional Leadership Team
Classroom Teachers
 	
    Title I:
2.4, 2.6
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 10, 11
	Dec
	
	85%
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		Eduphoria Data
		
		May Evidence of Progress
		
		August Evidence of Progress	

Strategy 2 Details	Formative Reviews		

Strategy 2: SES: Provide professional development in the area of Sheltered Instruction and monitor implementation through walkthroughs.
    Strategy's Expected Result/Impact: Increased use of Sheltered Instruction Strategies
    Staff Responsible for Monitoring: Campus Instructional Leadership Team
 	
    Title I:
2.4, 2.6
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 10, 11
	Dec
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		
		May Evidence of Progress
		
		August Evidence of Progress	

Strategy 3 Details	Formative Reviews
Strategy 3: SES: Determine and implement effective data-driven language accommodations in all subject areas through BOY, MOY, and EOY LPAC meetings. **Strategy's Expected Result/Impact:** Increased assessment scores through language accommodations. **Staff Responsible for Monitoring:** O'Rourke Classroom Teachers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 10, 11	**Dec** **December Evidence of Progress** LPAC Paperwork **50%** **May** **May Evidence of Progress** **Aug** **August Evidence of Progress** N/A

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 7: SES: Performance Objective 7: By the end of the 23-24 school year, Smithville Elementary will increase the percentage of Special Education students reaching at least Approaches Grade level by 10% in all grade levels and subject areas.

 Evaluation Data Sources: STAAR Data
Interim Data

Strategy 1 Details	Formative Reviews		
Strategy 1: SES: Track Short Cycle Data of student receiving Special Education services to determine campus wide areas of success and improvement. **Strategy's Expected Result/Impact:** Targeted intervention based on student need. **Staff Responsible for Monitoring:** O'Rourke Classroom Teachers Special Education Teachers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 9	**Dec** 85%	**December Evidence of Progress** Eduphoria Data
	May	**May Evidence of Progress**
	Aug N/A	**August Evidence of Progress**

Strategy 2 Details	Formative Reviews		
Strategy 2: SES: Evaluate specials education services being provided to each individual student and determine changes based on student short cycle data. **Strategy's Expected Result/Impact:** Accommodations and services are provided based on student areas of qualification. **Staff Responsible for Monitoring:** Brockman O'Rourke Special Education Teachers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 9	**Dec** 80%	**December Evidence of Progress** ARD Paperwork Eduphoria Data
	May	**May Evidence of Progress**
	Aug N/A	**August Evidence of Progress**

Strategy 3 Details	Formative Reviews

Strategy 3: SES: Determine and implement data driven effective academic and behavioral accommodations in all subjects areas through staffings & ARD meetings.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Campus Instructional Leadership Team
Classroom Teachers
Special Education Teachers

Title I:
2.4, 2.6
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 9

Dec 80% **December Evidence of Progress**
ARD Paperwork
Staffing Schedules

May **May Evidence of Progress**

Aug **August Evidence of Progress**
N/A

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 8: BP: By the end of the 23-24 school year, Brown Primary staff will attend professional development in the areas of early childhood and special populations.

    Evaluation Data Sources: Professional development certificates, staff meeting/PLC agendas

Strategy 1 Details	Formative Reviews		

Strategy 1: BP: Professional development provided by ESC 13 directed toward building effective, developmentally appropriate stations/center materials.
    Strategy's Expected Result/Impact: Increased student performance in reading and math.
    Staff Responsible for Monitoring: S. Vinklarek, N. Hannath
 	
TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	Dec
	N/A
		December Evidence of Progress
		PD is being scheduled for February and March and will be aligned with student needs indicated by MOY iReady Diagnostic testing.	

	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Campus administration will continue to attend professional development in the TIL Observation and Feedback model.
    Strategy's Expected Result/Impact: Provide effective feedback and guidance to teachers.
    Staff Responsible for Monitoring: S. Vinklarek, N. Hannath
 	
TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	Dec
	50%
		December Evidence of Progress
		Campus administration continues to attend training and TIL coaching sessions.	

	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 9: BP: By the end of the 23-24 school year, 80% of students will score at the proficient level of their respective state-approved assessments.

    Evaluation Data Sources: GOLD assessment data, iReady assessment data

Strategy 1 Details	Formative Reviews		

Strategy 1: BP: Brown Primary will utilize the MTSS process to identify struggling students and provide effectively tiered intervention strategies.
    Strategy's Expected Result/Impact: Students are given appropriate interventions for academic and behavior challenges reflective within data.
    Staff Responsible for Monitoring: All Brown Primary staff
 	
    ESF Levers:
Lever 5: Effective Instruction
    Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 3
	Dec
	
	50%
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		MTSS meetings are conducted monthly and classroom teachers are continually providing tiered intervention for all students.
		
		May Evidence of Progress
		
		August Evidence of Progress	

Strategy 2 Details	**Formative Reviews**		

Strategy 2: BP: Brown Primary will implement the iReady suite of formative and diagnostic assessments and lesson materials.
    Strategy's Expected Result/Impact: Increased ability to track and measure student progress or lack there of.
    Staff Responsible for Monitoring: S. Vinklarek, N. Hannath, Brown Primary Teachers
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	Dec
	
	50%
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		iReady BOY Diagnostic testing was completed in October and MOY is scheduled to be conducted in late January. iReady lessons/materials have been utilized and students regularly access the iReady student platform to support their learning on their individualized pathway.
		
		May Evidence of Progress
		
		August Evidence of Progress	

Strategy 3 Details	Formative Reviews

Strategy 3: BP: Brown Primary will work with the instructional coach to support teachers and develop highly effective lessons.	Dec	**December Evidence of Progress**

Strategy 3: BP: Brown Primary will work with the instructional coach to support teachers and develop highly effective lessons.

Strategy's Expected Result/Impact: Increased student learning and performance.
Staff Responsible for Monitoring: S. Vinklarek, N. Hannath

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Dec
50%

December Evidence of Progress
Instructional coach attends PLC meetings and works with classroom teachers and administration in the implementation/utilization of HQIMs and best practices.

May   **May Evidence of Progress**

Aug   **August Evidence of Progress**
N/A

Strategy 4 Details	Formative Reviews

Strategy 4: BP: Brown Primary will incorporate High Quality Instructional Materials, including those from HMH, iReady, Stemscopes, etc., into lessons.

Strategy's Expected Result/Impact: Lessons will be aligned to grade level TEKS and support rigorous learning.
Staff Responsible for Monitoring: S. Vinklarek, N. Hannath

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Dec
50%

December Evidence of Progress
HQIMs and their components (specifically iReady and HMH) have been and will continue to be explored and implemented in lessons and stations.

May   **May Evidence of Progress**

Aug   **August Evidence of Progress**
N/A

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 1: SES: By the end of the 23-24 school year, Smithville Elementary will gather data from parents regarding climate/culture, academic/behavior strengths & struggles, and overall performance in the fall and spring semesters.

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: SES: Develop a parent survey to send out in November and April.	**Dec**	**December Evidence of Progress**	
Strategy's Expected Result/Impact: Increased feedback from parents.		Parent Survey Feedback from Campus Improvement Committee	
Staff Responsible for Monitoring: Foster	80%		
Title I:	**May**	**May Evidence of Progress**	
4.1, 4.2			
- ESF Levers:	**Aug**	**August Evidence of Progress**	
Lever 3: Positive School Culture	N/A		
Problem Statements: Perceptions 3, 4, 5			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 2: SES: Performance Objective 2: Each month Smithville Elementary will provide regular communication to parents regarding campus and classroom events.

Evaluation Data Sources: Copies of Communication

Strategy 1 Details	Formative Reviews
Strategy 1: SES: Utilize the new SISD app to communicate with parents regarding upcoming events on campus. **Strategy's Expected Result/Impact:** Increased communication with parents. **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers **Title I:** 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Perceptions 3, 5	**Dec** 　　　　**December Evidence of Progress** 　　　　　　App Usage **80%** **May** 　　　　　**May Evidence of Progress** **Aug** 　　　　**August Evidence of Progress** N/A

Strategy 2 Details	Formative Reviews
Strategy 2: SES: Send home a grade-level monthly newsletter. 　**Strategy's Expected Result/Impact:** Increased school-to-home communication 　**Staff Responsible for Monitoring:** Classroom Teachers 　**Title I:** 　4.1, 4.2 　 - ESF Levers: 　Lever 3: Positive School Culture 　**Problem Statements:** Perceptions 3, 5	**Dec** 　　　　**December Evidence of Progress** 　　　　　Newsletters **80%** **May** 　　　　　**May Evidence of Progress** **Aug** 　　　　**August Evidence of Progress** N/A

Strategy 3 Details		Formative Reviews	

Strategy 3: SES: Regularly post campus highlights to the SES social media pages.
 	
    Strategy's Expected Result/Impact: Increased school-to-home communication
    Staff Responsible for Monitoring: Campus Administration
 	
    ESF Levers:
    Lever 3: Positive School Culture
    Problem Statements: Perceptions 3, 5
		Dec
		80%
		
		May
		
		Aug
		N/A
			December Evidence of Progress
			Social Media Pages
			
			May Evidence of Progress
			
			August Evidence of Progress

Strategy 4 Details		Formative Reviews	

Strategy 4: SES: Provide written and verbal communication options to parents in their language preference.
 	
    Strategy's Expected Result/Impact: All parents are more informed regarding students' progress and school events regardless of language barriers.
    Staff Responsible for Monitoring: Foster
 	
    Title I:
    4.1, 4.2
    - **ESF Levers:**
    Lever 3: Positive School Culture
		Dec
		80%
		
		May
		
		Aug
		N/A
			December Evidence of Progress
			English and Spanish Flyers
			
			May Evidence of Progress
			
			August Evidence of Progress

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 3: SES: By the end of the Fall semester, each grade level at Smithville Elementary will host at least one parent-involvement activitity.

Evaluation Data Sources: Flyers
Sign In Sheets

Strategy 1 Details	Formative Reviews		

Strategy 1: SES: Plan and publicize parent involvement activities.
    Strategy's Expected Result/Impact: Increased Parent Involvement
    Staff Responsible for Monitoring: Campus Administration
Classroom Teachers
 	
    Title I:
4.1, 4.2
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Perceptions 4
	Dec
	90%
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		Flyers
		
		May Evidence of Progress
		
		August Evidence of Progress	

Strategy 2 Details	**Formative Reviews**		

Strategy 2: SES: Gather volunteers to complete the activities with students who do not have parents/
guardians attend.
    Strategy's Expected Result/Impact: Increased involvement from community adults.
    Staff Responsible for Monitoring: Campus Administration
Classroom Teachers
Counselors
 	
    Title I:
4.1, 4.2
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Perceptions 4
	Dec
	90%
	
	May
	
	Aug
	N/A
		December Evidence of Progress
		Volunteers
		
		May Evidence of Progress
		
		August Evidence of Progress	

Strategy 3 Details	Formative Reviews
Strategy 3: SES: Invite all parents to participate in parent-teacher conferences. **Strategy's Expected Result/Impact:** Parents will be well informed regarding their student's progress. **Staff Responsible for Monitoring:** Foster **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 4	**Dec** **December Evidence of Progress** 100% Parent Letters **May** **May Evidence of Progress** 100% **Aug** **August Evidence of Progress** 100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue	

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 4: SES: By the end of the Fall semester, SES will have began implementation of the Latino Family Literacy Project.

    Evaluation Data Sources: Flyers
Training
Sign In Sheets

Strategy 1 Details	Formative Reviews		

Strategy 1: SES: Establish program goals and calendar of events/activities.
    Strategy's Expected Result/Impact: Increased involvement of EB parents.
    Staff Responsible for Monitoring: Campus Administration
Nicks
 	
    Title I:
4.1, 4.2
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Perceptions 4
	Dec
	
	50%
		December Evidence of Progress
		Program Training	

	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	
Strategy 2 Details	Formative Reviews		

Strategy 2: SES: Train necessary staff in the implementation of the LFLP.
    Strategy's Expected Result/Impact: Increased involvement of EB parents.
    Staff Responsible for Monitoring: Campus Administration
Nicks
 	
    Title I:
4.1, 4.2
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Perceptions 4
	Dec
	
	90%
		December Evidence of Progress
		Training	

	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 5: BP: By the end of the 23-24 school year, Brown Primary will gather data from parents regarding climate/culture, academic/ behavior strengths & struggles, and overall performance with at least a 50% participation rate.

    Evaluation Data Sources: PK Parent Survey, Brown Primary Parent Survey

Strategy 1 Details	Formative Reviews		

Strategy 1: BP: Provide survey information in a variety of ways to reach as many parents as possible.
    Strategy's Expected Result/Impact: Increased feedback to drive Campus Needs Assessment.
    Staff Responsible for Monitoring: S. Vinklarek
 	
    ESF Levers:
Lever 3: Positive School Culture
	Dec
	
	50%
		December Evidence of Progress
		Fall feedback surveys will be going out to parents and staff during the week of December 11, 2023. Surveys will be available via Facebook, Smithville ISD app, email, and paper flyer. Another survey for the Spring semester will be going out in late April/early May.	

	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 6: BP: During the 23-24 school year, Brown Primary will develop and implement a Family Engagement Plan that offers multiple opportunities for parents to engage in school activities.

    Evaluation Data Sources: Campus calendar, event sign-in sheets, Parent Engagement Plan

Strategy 1 Details	Formative Reviews		

Strategy 1: BP: Plan and publicize parent engagement opportunities in various settings and at various times in order to increase participation and interest to its fullest potential.
 	
     Strategy's Expected Result/Impact: Increased parent involvement and support for campus.
     Staff Responsible for Monitoring: S. Vinklarek, R. Behrens, Brown Primary Staff
 	
     TEA Priorities:
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 3: Positive School Culture
	Dec
	
	 50%
		December Evidence of Progress
		 BP has hosted several parent engagement events (Eating the Alphabet, Thanksgiving Luncheon, Gingerbread Experience) with a very successful participation rate. Parent feedback regarding these events will be gathered from Fall feedback survey. Additional events are scheduled for the Spring.	

	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	
Strategy 2 Details	**Formative Reviews**		

Strategy 2: BP: Provide language support and accessibility for Spanish speaking parents through SISD ESL Liaison.
 	
     Strategy's Expected Result/Impact: Increased involvement and participation from Spanish speaking parents and families.
     Staff Responsible for Monitoring: S. Vinklarek, J. Nicks
 	
     ESF Levers:
 Lever 3: Positive School Culture
     Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1
	Dec
	
	 50%
		December Evidence of Progress
		 ESL Liaison has worked with BP families over the semester to assist with various school-based collaborations. BP will be hosting an SISD TEA Watch Party in January in efforts to learn about and increase community participation within our EB student/family population.	

	May	**May Evidence of Progress**	
	Aug N/A	**August Evidence of Progress**	

Strategy 3 Details	Formative Reviews
Strategy 3: BP: Host Parent-Teacher conferences in the Fall semester to discuss student performance and school-home connections. **Strategy's Expected Result/Impact:** Increased communication and strengthened relationship between school and home. **Staff Responsible for Monitoring:** S. Vinklarek, Classroom Teachers. **ESF Levers:** Lever 3: Positive School Culture	**Dec** **December Evidence of Progress** Parent-Teacher conferences were held in October. 100% **May** **May Evidence of Progress** 100% **Aug** **August Evidence of Progress** 100%
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue	

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 1: BP: By the end of the 23-24 school year, Brown Primary will have maintained a 95% average attendance rate.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Formative Reviews		
Strategy 1: BP: Students will be recognized and rewarded for attendance each 9 week period. **Strategy's Expected Result/Impact:** Increased attendance rate. **Staff Responsible for Monitoring:** S. Vinklarek, P. Lewis, A. Sanchez **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 3	**Dec** 50% **May** **Aug** N/A	**December Evidence of Progress** Students who earned Perfect Attendance were celebrated with a cotton candy party for the 1st 9-weeks. Students who earn Perfect Attendance AND their parents will be invited to attend a party for their diligence in coming to school for the remainder of the 9-week periods. **May Evidence of Progress** **August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 2: SES: By the end of the 23-24 school year, Smithville Elementary will have maintained a 95% average attendance rate.

    Evaluation Data Sources: Brockman

Strategy 1 Details	Formative Reviews		
Strategy 1: SES: Students will be recognized and rewarded for attendance each 9-week period.	**Dec**		**December Evidence of Progress**
Strategy's Expected Result/Impact: Increased attendance rate.			Attendance Data
Staff Responsible for Monitoring: Foster	90%		
Brockman			
O'Rourke			
LeDoux	**May**		**May Evidence of Progress**
	Aug		**August Evidence of Progress**
Title I:	N/A		
2.5			
- ESF Levers:			
Lever 2: Strategic Staffing, Lever 5: Effective Instruction			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Smithville Independent School District
Violent and Criminal Incidents
2022-2023 School Year

Texas statute requires every district to publish a report on violent or criminal incidents at their schools.

Offense	High School	DAEP	Junior High	Elementary	Brown Primary	Central Office	Total
Possess, Sells, or Use of Marihuana/Other	12		12				24
Assault Against School Employee	1						1
Assault Against Person Not School Employee/Volunteer	1						1
Fighting – Mutual Combat	7		5				12
Harassment of School Employee	1						1
Non School Relate Felony	1						1
Terroristic Threat			1				1
Vandalism/Criminal Mischief	3		2				5
Possession of Alcohol	1						1
Total:	27		20				47

School Violence Procedures

The Smithville Independent School District uses a variety of procedures to curtail violence in classrooms and on campus. The majority of these anti-violence procedures are described in the Student Code of Conduct.

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or "time-out."
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in the Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

The violence prevention procedures will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of the violence outbursts, the student's attitude, the effect of the misconduct on the school's safety environment, and statutory requirements. Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct.

By following these violence prevention techniques fairly and consistently, Smithville ISD administrators, teachers, and staff will continue to provide a safe and violence free environment where all students will improve their academic performance.

Sources: Smithville ISD Code of Conduct, 2021-2022
                 Texas Education Code, Chapter 37 Discipline; Law and Order

School Violence Prevention Programs

The Smithville Independent School District has several programs in place throughout the district to instruct students in violence prevention techniques. This section will identify these programs and give a brief description of the purpose of each:

- A.R.D. – The Admission, Review, and Dismissal committees make instruction and behavior decisions that involve Special Education students. The behavior decisions can be very important when determining the best method to control the behavior of a potentially volatile student. This committee involves regular teachers, special education teachers, parents, and any other professionals with expertise in that child's learning or behavior problem. The committee attempts to place students in the least restrictive environment to promote academic success.
- Bus Safety Program – The Physical Education Department at Brown Primary teaches a unit on Bus Safety to all students on the campus. The course instructs the young students how to enter and exit the vehicle and what type of behavior is expected and not expected while riding to and from school.
- Character Education – In this program, teachers instruct students each month concerning a positive character trait that encourages students to be good citizens. Sample lesson plans are provided to teachers at all grade levels that reflect the "Honesty" or "Responsibility" or "Loyalty" traits.
- District Emergency Operations Procedures – This plan is a systematic approach to protect students, faculty, and staff from dangers as a result of natural disasters, forced evacuations, accidents, or violent intruder situations. All district staff receives training and updates to the district plan during the school year.
- Parent-Teacher Organizations – Each campus in the district has in place an active organization to assist the campus. Known by different names at each campus (Booster Club, PTA, PATS, etc.), the goal of each group is to provide rewards and incentives for grades, attendance, and behavior. The groups also purchase needed classroom supplies, reference materials, and have spearheaded beautification projects on campuses.
- Restorative Discipline – A philosophy and system-wide intervention that places relationships at the heart of the educational experience. The goal of Restorative Discipline is to change the school climate rather than merely respond to student behavior. Using a variety of techniques, Restorative Discipline brings together the key players in an incident to learn what happened, listen to each person's perspective, discover the motivation for the harm, and work to identify appropriate and agreed upon actions by

which the student who caused the harm takes responsibility and is accountable for the breach of trust.

- RtI – A pre-referral group of teachers that meets regarding a student being considered for special education testing. The group tries to determine if the student can be assisted by other instructional methods or outside agencies before a referral is made to special education.
- Teen Leadership/PALS – A program to help students learn how to "reframe" the negative aspects of their life situations and make them positive examples of coping with the challenges of today's world.
- Truant Officer – This staff member contacts students with attendance problems and their parents to ensure they are at school as often as physically possible. A student who attends school regularly will not become easily frustrated with schoolwork and react violently.

Sources: Smithville District Improvement Plan 2023-2025
              Smithville High School Campus Improvement Plan 2023-2025
              Smithville Junior High Campus Improvement Plan 2023-2025
              Smithville Elementary Campus Improvement Plan 2023-2025
              Brown Primary Campus Improvement Plan 2023-2025
              Smithville ISD Emergency Operations Procedures
              2022-2023 PEIMS Data

Smithville Independent School District

PART II

Information Compiled by the
Texas Education Agency

2022-2023 Texas Academic Performance Report

Smithville Independent School District
Texas High School Graduates from FY 2022
Enrolled in Texas Public Higher Education Fall 2022

Institution	Students
Blinn College District (003549)	7
Tarleton State University (003631)	5
Texas Public 4-yr Institution (13)	21
Other Public 2-yer Institution (2)	8
Not trackable	6
Not found	99
Total high school graduates	146

High schools with more than 25 graduates
"Other" records combine records where Total Students for an institution < 5.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
"Not found" graduates have standard ID numbers that were not found in the specific Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency
06 Nov 2023 – Server\HS2HEnew\XM20-010\H2Hcampus.sas-\QWK04569\MainProc.sas

Report of 2019-2020 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2021

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2019-2020 high school graduates who attended public four-year and two-year higher education in FY 2021. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2020, spring 2021, and summer 2021 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2021, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2021 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

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

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SMITHVILLE ISD								
	011904002	SMITHVILLE H S							
		Four-Year Public University	15	3	2	1	1	8	0
		Two-Year Public Colleges	14	8	1	1	2	1	1
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	87						
		Total High School Graduates	118						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Smithville ISD

District Data

2022-2023

District Accreditation Status

2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show 100 entries   Search: Smithville

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
011904	SMITHVILLE ISD	13	A - Superior Achievement	B	ACCREDITED		

Smithville ISD

District Data

2022-2023

Texas Academic Performance Report

Smithville ISD

District Data

The 2022-2023 TAPR does not include A-F ratings, Distinction Designations, or Special Education Status. The issuance of the A-F Ratings under 2023 is pending and subject to change. The Special Education Status was not available as of December 2023.

2022-23 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

District Number: 011904

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	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	78%	**77%**	71%	73%	82%	-	-	-	60%	38%	*	77%	79%	65%	50%
	2022	76%	78%	**81%**	100%	66%	89%	-	-	-	67%	42%	100%	80%	84%	70%	46%
At Meets Grade Level or Above	2023	50%	53%	**48%**	43%	35%	58%	-	-	-	20%	24%	*	51%	41%	35%	20%
	2022	51%	56%	**50%**	67%	34%	61%	-	-	-	22%	23%	0%	50%	52%	35%	15%
At Masters Grade Level	2023	20%	23%	**19%**	14%	5%	29%	-	-	-	0%	5%	*	21%	15%	7%	0%
	2022	30%	35%	**29%**	17%	13%	42%	-	-	-	0%	4%	0%	32%	19%	16%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	**78%**	71%	76%	83%	-	-	-	40%	48%	*	79%	76%	65%	60%
	2022	71%	72%	**75%**	50%	71%	83%	-	-	-	44%	31%	100%	77%	71%	60%	69%
At Meets Grade Level or Above	2023	45%	47%	**52%**	43%	49%	56%	-	-	-	40%	24%	*	54%	47%	36%	30%
	2022	43%	45%	**46%**	0%	32%	61%	-	-	-	22%	15%	80%	47%	45%	30%	38%
At Masters Grade Level	2023	19%	22%	**11%**	0%	3%	18%	-	-	-	0%	5%	*	14%	6%	4%	0%
	2022	21%	23%	**19%**	0%	8%	28%	-	-	-	11%	4%	20%	22%	10%	9%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**76%**	43%	71%	84%	-	-	-	50%	30%	67%	77%	73%	69%	50%
	2022	77%	78%	**82%**	75%	73%	87%	*	*	-	80%	50%	83%	80%	86%	71%	57%
At Meets Grade Level or Above	2023	48%	54%	**39%**	14%	27%	50%	-	-	-	13%	7%	50%	44%	29%	24%	21%
	2022	54%	57%	**54%**	38%	47%	59%	*	*	-	40%	40%	33%	51%	61%	41%	29%
At Masters Grade Level	2023	22%	27%	**16%**	0%	7%	23%	-	-	-	13%	0%	17%	22%	4%	7%	0%
	2022	28%	32%	**25%**	0%	18%	30%	*	*	-	40%	5%	17%	26%	22%	17%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	71%	**66%**	57%	56%	77%	-	-	-	14%	19%	100%	67%	64%	54%	50%
	2022	70%	69%	**79%**	63%	67%	90%	*	*	-	60%	45%	100%	79%	81%	65%	43%
At Meets Grade Level or Above	2023	48%	49%	**40%**	29%	29%	50%	-	-	-	0%	12%	50%	45%	30%	25%	29%
	2022	43%	44%	**53%**	38%	42%	61%	*	*	-	40%	30%	67%	53%	53%	42%	14%
At Masters Grade Level	2023	22%	23%	**14%**	0%	7%	19%	-	-	-	0%	0%	17%	17%	7%	8%	7%
	2022	23%	25%	**22%**	0%	18%	25%	*	*	-	20%	15%	17%	22%	19%	10%	14%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**75%**	57%	67%	86%	*	*	-	40%	38%	63%	81%	62%	67%	50%
	2022	81%	82%	**76%**	44%	67%	91%	-	*	*	*	29%	*	76%	75%	62%	44%
At Meets Grade Level or Above	2023	57%	60%	**49%**	29%	37%	59%	*	*	-	40%	21%	38%	53%	38%	35%	28%
	2022	58%	61%	**53%**	44%	41%	64%	-	*	*	*	12%	*	52%	56%	40%	13%
At Masters Grade Level	2023	28%	33%	**28%**	0%	14%	38%	*	*	-	40%	8%	38%	32%	17%	15%	11%
	2022	36%	41%	**27%**	0%	22%	36%	-	*	*	*	0%	*	28%	25%	15%	6%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**75%**	43%	63%	91%	*	*	-	40%	52%	63%	78%	68%	65%	50%
	2022	77%	75%	**75%**	56%	65%	86%	-	*	*	*	35%	*	75%	75%	65%	44%
At Meets Grade Level or Above	2023	51%	53%	**46%**	29%	30%	60%	*	*	-	40%	22%	63%	51%	34%	32%	11%
	2022	48%	47%	**41%**	44%	37%	41%	-	*	*	*	6%	*	39%	47%	29%	19%
At Masters Grade Level	2023	21%	25%	**16%**	0%	11%	22%	*	*	-	0%	9%	25%	20%	7%	7%	11%
	2022	25%	25%	**24%**	11%	15%	30%	-	*	*	*	0%	*	25%	22%	13%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	67%	**58%**	29%	42%	73%	*	*	-	60%	33%	75%	57%	60%	43%	22%
	2022	66%	67%	**57%**	22%	48%	70%	-	*	*	*	18%	*	58%	56%	40%	25%
At Meets Grade Level or Above	2023	36%	38%	**32%**	29%	19%	39%	*	*	-	40%	17%	25%	34%	26%	23%	11%
	2022	38%	40%	**24%**	11%	13%	34%	-	*	*	*	12%	*	24%	25%	12%	0%
At Masters Grade Level	2023	16%	18%	**14%**	0%	11%	17%	*	*	-	40%	4%	0%	17%	10%	10%	11%
	2022	18%	19%	**9%**	0%	4%	14%	-	*	*	*	0%	*	8%	13%	2%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**86%**	100%	78%	90%	-	*	*	83%	56%	100%	88%	84%	83%	59%
	2022	70%	72%	**69%**	60%	67%	76%	-	*	-	33%	20%	*	69%	67%	57%	59%
At Meets Grade Level or Above	2023	52%	56%	**57%**	67%	45%	65%	-	*	*	50%	16%	50%	55%	63%	43%	29%
	2022	43%	47%	**49%**	60%	40%	62%	-	*	-	0%	20%	*	47%	53%	35%	32%
At Masters Grade Level	2023	22%	27%	**21%**	11%	18%	25%	-	*	*	17%	0%	13%	23%	19%	11%	0%
	2022	23%	27%	**30%**	40%	22%	40%	-	*	-	0%	10%	*	28%	33%	17%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	76%	**69%**	56%	59%	79%	-	*	*	67%	32%	50%	73%	63%	57%	41%
	2022	73%	73%	**69%**	60%	60%	80%	-	*	-	60%	40%	*	71%	66%	56%	64%

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	42%	**30%**	11%	22%	37%	-	*	*	33%	8%	13%	31%	28%	9%	0%
	2022	39%	40%	**28%**	0%	24%	38%	-	*	-	0%	20%	*	26%	31%	11%	9%
At Masters Grade Level	2023	16%	17%	**8%**	0%	8%	8%	-	*	*	17%	4%	0%	9%	7%	3%	0%
	2022	16%	16%	**10%**	0%	7%	16%	-	*	-	0%	10%	*	7%	17%	2%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	79%	**75%**	*	72%	80%	-	*	-	*	25%	-	77%	71%	63%	61%
	2022	80%	81%	**78%**	64%	73%	86%	-	-	-	67%	39%	*	79%	77%	63%	67%
At Meets Grade Level or Above	2023	55%	58%	**51%**	*	46%	61%	-	*	-	*	6%	-	51%	53%	35%	39%
	2022	56%	60%	**47%**	29%	40%	55%	-	-	-	67%	17%	*	44%	56%	35%	33%
At Masters Grade Level	2023	27%	33%	**30%**	*	24%	41%	-	*	-	*	0%	-	27%	38%	19%	17%
	2022	37%	42%	**32%**	14%	25%	42%	-	-	-	17%	6%	*	30%	37%	21%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	58%	**46%**	*	43%	62%	-	*	-	*	19%	-	46%	46%	38%	35%
	2022	61%	59%	**31%**	18%	36%	31%	-	-	-	*	22%	-	25%	44%	26%	23%
At Meets Grade Level or Above	2023	37%	32%	**21%**	*	16%	34%	-	*	-	*	13%	-	18%	27%	18%	15%
	2022	31%	28%	**11%**	9%	11%	9%	-	-	-	*	17%	-	4%	26%	6%	8%
At Masters Grade Level	2023	11%	7%	**1%**	*	3%	0%	-	*	-	*	0%	-	0%	4%	0%	0%
	2022	13%	11%	**2%**	0%	0%	6%	-	-	-	*	0%	-	0%	7%	0%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	**74%**	57%	66%	85%	-	-	-	60%	38%	*	77%	68%	70%	29%
	2022	83%	83%	**87%**	75%	76%	96%	-	*	-	*	59%	*	89%	83%	81%	75%
At Meets Grade Level or Above	2023	58%	61%	**43%**	21%	36%	53%	-	-	-	40%	12%	*	42%	46%	28%	18%
	2022	58%	60%	**54%**	25%	47%	60%	-	*	-	*	18%	*	58%	42%	48%	42%
At Masters Grade Level	2023	28%	33%	**18%**	0%	15%	23%	-	-	-	20%	4%	*	17%	20%	11%	6%
	2022	37%	41%	**27%**	25%	27%	27%	-	*	-	*	0%	*	28%	25%	23%	25%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	78%	**73%**	42%	75%	79%	-	-	-	*	54%	-	75%	69%	67%	68%
	2022	71%	74%	**77%**	56%	72%	85%	-	-	-	*	53%	83%	80%	71%	71%	58%
At Meets Grade Level or Above	2023	46%	53%	**40%**	8%	41%	47%	-	-	-	*	8%	-	40%	40%	27%	21%
	2022	40%	45%	**33%**	11%	23%	43%	-	-	-	*	12%	67%	34%	31%	26%	25%

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	17%	25%	**18%**	0%	17%	24%	-	-	-	*	0%	-	20%	14%	6%	11%
	2022	14%	19%	**5%**	0%	2%	7%	-	-	-	*	0%	0%	6%	2%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	77%	**75%**	36%	70%	86%	-	-	-	80%	48%	*	77%	70%	65%	59%
	2022	74%	75%	**78%**	50%	64%	88%	-	*	-	*	47%	*	80%	72%	65%	50%
At Meets Grade Level or Above	2023	47%	54%	**50%**	21%	38%	65%	-	-	-	40%	20%	*	50%	50%	45%	24%
	2022	45%	49%	**38%**	38%	20%	48%	-	*	-	*	29%	*	40%	33%	31%	33%
At Masters Grade Level	2023	17%	23%	**13%**	7%	6%	19%	-	-	-	20%	0%	*	14%	10%	10%	0%
	2022	24%	28%	**22%**	13%	11%	30%	-	*	-	*	6%	*	21%	25%	12%	17%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**46%**	14%	42%	56%	-	-	-	40%	15%	*	44%	51%	37%	12%
	2022	61%	64%	**52%**	38%	36%	62%	-	*	-	*	29%	*	52%	53%	42%	42%
At Meets Grade Level or Above	2023	33%	39%	**20%**	14%	15%	25%	-	-	-	20%	12%	*	17%	27%	13%	6%
	2022	31%	36%	**21%**	25%	9%	26%	-	*	-	*	6%	*	20%	22%	12%	17%
At Masters Grade Level	2023	16%	21%	**8%**	0%	4%	12%	-	-	-	20%	0%	*	6%	15%	3%	0%
	2022	18%	23%	**7%**	0%	4%	8%	-	*	-	*	0%	*	7%	6%	0%	8%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	73%	**67%**	31%	64%	73%	-	*	-	67%	42%	*	68%	64%	57%	48%
	2022	65%	68%	**55%**	17%	52%	62%	-	-	-	57%	19%	-	60%	42%	46%	22%
At Meets Grade Level or Above	2023	52%	56%	**47%**	19%	46%	52%	-	*	-	50%	26%	*	51%	39%	38%	33%
	2022	47%	52%	**42%**	0%	45%	46%	-	-	-	43%	11%	-	48%	27%	31%	22%
At Masters Grade Level	2023	13%	18%	**9%**	0%	7%	11%	-	*	-	0%	10%	*	10%	7%	3%	10%
	2022	11%	13%	**5%**	0%	8%	4%	-	-	-	0%	7%	-	7%	0%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	**65%**	9%	64%	70%	-	-	-	86%	25%	*	69%	56%	56%	24%
	2022	72%	73%	**68%**	50%	65%	71%	-	*	-	78%	28%	*	71%	60%	63%	47%
At Meets Grade Level or Above	2023	54%	58%	**48%**	0%	49%	52%	-	-	-	57%	8%	*	55%	28%	37%	12%
	2022	55%	58%	**56%**	50%	41%	67%	-	*	-	44%	28%	*	58%	50%	46%	27%

2022-23 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	9%	12%	**6%**	0%	10%	5%	-	-	-	0%	8%	*	7%	2%	2%	0%
	2022	9%	11%	**5%**	17%	0%	7%	-	*	-	0%	0%	*	5%	5%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	76%	**79%**	50%	80%	83%	-	-	-	60%	55%	*	85%	65%	72%	60%
	2022	76%	72%	**73%**	50%	70%	78%	-	*	-	50%	35%	*	77%	62%	63%	58%
At Meets Grade Level or Above	2023	43%	43%	**40%**	14%	32%	49%	-	-	-	40%	17%	*	42%	35%	29%	27%
	2022	43%	41%	**36%**	25%	30%	42%	-	*	-	17%	9%	*	38%	32%	26%	16%
At Masters Grade Level	2023	23%	25%	**17%**	0%	6%	25%	-	-	-	20%	3%	*	16%	18%	9%	0%
	2022	27%	26%	**20%**	8%	22%	21%	-	*	-	0%	4%	*	25%	10%	11%	16%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	**87%**	83%	81%	91%	-	*	-	83%	73%	*	88%	83%	82%	56%
	2022	83%	84%	**84%**	67%	79%	88%	-	-	-	83%	50%	*	84%	82%	79%	50%
At Meets Grade Level or Above	2023	56%	60%	**52%**	25%	46%	58%	-	*	-	67%	33%	*	53%	51%	38%	25%
	2022	55%	59%	**46%**	17%	43%	52%	-	-	-	17%	19%	*	49%	36%	32%	14%
At Masters Grade Level	2023	21%	27%	**15%**	0%	7%	22%	-	*	-	17%	13%	*	17%	11%	3%	6%
	2022	21%	26%	**15%**	0%	19%	16%	-	-	-	0%	0%	*	17%	12%	8%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**90%**	82%	89%	93%	-	*	-	67%	74%	*	92%	83%	86%	71%
	2022	89%	90%	**89%**	69%	90%	92%	-	*	-	91%	67%	*	90%	87%	84%	82%
At Meets Grade Level or Above	2023	70%	74%	**65%**	27%	67%	73%	-	*	-	17%	37%	*	69%	53%	55%	36%
	2022	68%	72%	**68%**	54%	56%	79%	-	*	-	64%	44%	*	70%	64%	61%	36%
At Masters Grade Level	2023	38%	44%	**33%**	0%	27%	42%	-	*	-	17%	5%	*	36%	22%	22%	14%
	2022	42%	47%	**42%**	38%	38%	48%	-	*	-	18%	22%	*	42%	44%	33%	18%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	90%	**93%**	-	89%	100%	-	*	-	*	-	-	100%	67%	100%	*
	2022	92%	93%	**93%**	*	*	90%	-	-	-	*	-	-	92%	*	80%	-
At Meets Grade Level or Above	2023	61%	68%	**78%**	-	67%	88%	-	*	-	*	-	-	86%	50%	67%	*
	2022	64%	71%	**52%**	*	*	62%	-	-	-	*	-	-	50%	*	20%	-

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	12%	19%	**11%**	-	0%	13%	-	*	-	*	-	-	14%	0%	0%	*
	2022	13%	22%	**0%**	*	*	0%	-	-	-	*	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	77%	**73%**	50%	67%	81%	*	81%	*	55%	41%	70%	75%	68%	64%	47%
	2022	74%	75%	**73%**	53%	65%	81%	*	89%	*	62%	38%	85%	74%	70%	62%	51%
At Meets Grade Level or Above	2023	49%	53%	**44%**	22%	37%	53%	*	81%	*	33%	17%	38%	47%	39%	32%	22%
	2022	48%	51%	**43%**	29%	34%	52%	*	78%	*	33%	19%	51%	44%	42%	33%	21%
At Masters Grade Level	2023	20%	24%	**16%**	2%	10%	21%	*	50%	*	12%	4%	13%	17%	12%	8%	6%
	2022	23%	26%	**19%**	9%	14%	23%	*	44%	*	10%	5%	23%	19%	18%	11%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**74%**	52%	69%	80%	*	83%	*	63%	37%	70%	76%	69%	65%	47%
	2022	75%	76%	**74%**	57%	67%	81%	*	86%	*	61%	36%	88%	75%	71%	63%	51%
At Meets Grade Level or Above	2023	53%	57%	**48%**	25%	41%	55%	*	83%	*	37%	15%	40%	50%	41%	35%	26%
	2022	53%	56%	**51%**	35%	42%	59%	*	86%	*	37%	21%	38%	51%	49%	39%	26%
At Masters Grade Level	2023	20%	25%	**17%**	3%	13%	21%	*	83%	*	11%	5%	20%	18%	14%	9%	7%
	2022	25%	29%	**21%**	12%	16%	26%	*	29%	*	8%	4%	25%	21%	20%	13%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	**72%**	50%	67%	81%	*	67%	*	38%	41%	68%	75%	65%	62%	51%
	2022	72%	72%	**71%**	49%	64%	80%	*	83%	*	51%	37%	96%	73%	68%	59%	52%
At Meets Grade Level or Above	2023	45%	47%	**41%**	18%	32%	50%	*	67%	*	24%	14%	39%	43%	35%	26%	18%
	2022	42%	43%	**37%**	20%	29%	46%	*	67%	*	22%	15%	70%	37%	38%	26%	17%
At Masters Grade Level	2023	19%	22%	**13%**	0%	8%	19%	*	33%	*	5%	3%	11%	15%	10%	6%	4%
	2022	20%	22%	**15%**	3%	11%	19%	*	50%	*	8%	5%	22%	16%	12%	8%	6%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	78%	**74%**	52%	64%	84%	*	*	-	75%	53%	70%	75%	72%	64%	45%
	2022	76%	76%	**74%**	43%	64%	83%	-	*	*	69%	38%	50%	75%	70%	64%	40%
At Meets Grade Level or Above	2023	47%	51%	**45%**	24%	34%	55%	*	*	-	50%	24%	30%	46%	43%	35%	20%
	2022	47%	50%	**37%**	22%	25%	46%	-	*	*	23%	20%	25%	38%	32%	26%	14%

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	23%	**14%**	3%	8%	20%	*	*	-	25%	6%	0%	16%	10%	7%	6%
	2022	21%	24%	**16%**	4%	12%	20%	-	*	*	15%	2%	13%	16%	17%	7%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	80%	**68%**	44%	63%	76%	-	*	-	55%	40%	*	69%	66%	62%	39%
	2022	75%	77%	**72%**	57%	63%	77%	-	*	-	86%	49%	83%	72%	71%	68%	61%
At Meets Grade Level or Above	2023	52%	57%	**43%**	20%	39%	50%	-	*	-	18%	22%	*	44%	39%	35%	19%
	2022	50%	55%	**46%**	43%	33%	52%	-	*	-	57%	26%	67%	47%	44%	42%	26%
At Masters Grade Level	2023	27%	33%	**21%**	0%	14%	28%	-	*	-	18%	2%	*	21%	18%	13%	6%
	2022	30%	35%	**25%**	24%	22%	28%	-	*	-	14%	11%	33%	25%	25%	20%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**39%**	29%	27%	50%	-	-	-	0%	19%	*	42%	32%	24%	10%
	2022	36%	39%	**34%**	0%	21%	44%	-	-	-	22%	12%	0%	34%	32%	21%	15%
Reading and Mathematics Including EOC	2023	37%	40%	**39%**	29%	27%	50%	-	-	-	0%	19%	*	42%	32%	24%	10%
	2022	36%	39%	**34%**	0%	21%	44%	-	-	-	22%	12%	0%	34%	32%	21%	15%
Reading Including EOC	2023	50%	53%	**48%**	43%	35%	58%	-	-	-	20%	24%	*	51%	41%	35%	20%
	2022	51%	56%	**50%**	67%	34%	61%	-	-	-	22%	23%	0%	50%	52%	35%	15%
Math Including EOC	2023	45%	47%	**52%**	43%	49%	56%	-	-	-	40%	24%	*	54%	47%	36%	30%
	2022	43%	45%	**46%**	0%	32%	61%	-	-	-	22%	15%	80%	47%	45%	30%	38%
4th Graders																	
Reading and Mathematics	2023	38%	42%	**29%**	0%	20%	40%	-	-	-	0%	4%	17%	34%	20%	15%	14%
	2022	36%	38%	**41%**	25%	33%	45%	*	*	-	40%	25%	33%	39%	44%	30%	14%
Reading and Mathematics Including EOC	2023	38%	42%	**29%**	0%	20%	40%	-	-	-	0%	4%	17%	34%	20%	15%	14%
	2022	36%	38%	**41%**	25%	33%	45%	*	*	-	40%	25%	33%	39%	44%	30%	14%
Reading Including EOC	2023	48%	54%	**39%**	14%	27%	50%	-	-	-	13%	7%	50%	44%	29%	24%	21%
	2022	54%	57%	**54%**	38%	47%	59%	*	*	-	40%	40%	33%	51%	61%	41%	29%
Math Including EOC	2023	48%	50%	**40%**	29%	29%	50%	-	-	-	0%	12%	50%	45%	30%	25%	29%
	2022	43%	44%	**53%**	38%	42%	61%	*	*	-	40%	30%	67%	53%	53%	42%	14%
5th Graders																	
Reading and Mathematics	2023	43%	47%	**36%**	29%	21%	48%	*	*	-	40%	13%	38%	42%	24%	21%	11%
	2022	41%	42%	**33%**	44%	24%	38%	-	*	*	*	6%	*	29%	44%	19%	6%

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	47%	**36%**	29%	21%	48%	*	*	-	40%	13%	38%	42%	24%	21%	11%
	2022	41%	42%	**33%**	44%	24%	38%	-	*	*	*	6%	*	29%	44%	19%	6%
Reading Including EOC	2023	57%	60%	**49%**	29%	37%	59%	*	*	-	40%	21%	38%	53%	38%	35%	28%
	2022	58%	61%	**53%**	44%	41%	64%	-	*	*	*	12%	*	52%	56%	40%	13%
Math Including EOC	2023	51%	53%	**46%**	29%	30%	60%	*	*	-	40%	22%	63%	51%	34%	32%	11%
	2022	48%	47%	**41%**	44%	37%	41%	-	*	*	*	6%	*	39%	47%	29%	19%
6th Graders																	
Reading and Mathematics	2023	35%	39%	**29%**	11%	20%	37%	-	*	*	33%	8%	13%	30%	28%	9%	0%
	2022	31%	34%	**27%**	0%	22%	38%	-	*	-	0%	20%	*	25%	31%	11%	5%
Reading and Mathematics Including EOC	2023	35%	39%	**29%**	11%	20%	37%	-	*	*	33%	8%	13%	30%	28%	9%	0%
	2022	31%	34%	**27%**	0%	22%	38%	-	*	-	0%	20%	*	25%	31%	11%	5%
Reading Including EOC	2023	52%	56%	**57%**	67%	45%	65%	-	*	*	50%	16%	50%	55%	63%	43%	29%
	2022	43%	47%	**49%**	60%	40%	62%	-	*	-	0%	20%	*	47%	53%	35%	32%
Math Including EOC	2023	40%	44%	**30%**	11%	22%	37%	-	*	*	33%	8%	13%	31%	28%	9%	0%
	2022	40%	43%	**28%**	0%	24%	38%	-	*	-	0%	20%	*	26%	31%	11%	9%
7th Graders																	
Reading and Mathematics	2023	37%	41%	**39%**	*	38%	49%	-	*	-	*	6%	-	37%	44%	23%	26%
	2022	32%	34%	**23%**	14%	17%	29%	-	-	-	17%	11%	*	18%	33%	15%	7%
Reading and Mathematics Including EOC	2023	38%	44%	**39%**	*	38%	49%	-	*	-	*	6%	-	37%	44%	23%	26%
	2022	33%	37%	**23%**	14%	17%	30%	-	-	-	17%	11%	*	19%	33%	15%	7%
Reading Including EOC	2023	55%	58%	**51%**	*	46%	61%	-	*	-	*	6%	-	51%	53%	35%	39%
	2022	56%	60%	**47%**	29%	40%	55%	-	-	-	67%	17%	*	44%	56%	35%	33%
Math Including EOC	2023	43%	48%	**45%**	*	40%	59%	-	*	-	*	13%	-	45%	46%	31%	26%
	2022	37%	40%	**28%**	14%	21%	36%	-	-	-	17%	17%	*	24%	35%	18%	7%
8th Graders																	
Reading and Mathematics	2023	31%	34%	**15%**	8%	16%	14%	-	-	-	*	8%	-	10%	24%	7%	6%
	2022	27%	30%	**17%**	0%	12%	24%	-	-	-	*	12%	*	19%	12%	14%	20%
Reading and Mathematics Including EOC	2023	44%	48%	**33%**	14%	26%	41%	-	-	-	40%	8%	*	32%	37%	21%	12%
	2022	41%	44%	**30%**	13%	16%	39%	-	*	-	*	12%	*	32%	25%	21%	33%
Reading Including EOC	2023	58%	61%	**43%**	21%	36%	53%	-	-	-	40%	12%	*	42%	46%	28%	18%
	2022	58%	60%	**54%**	25%	47%	60%	-	*	-	*	18%	*	58%	42%	48%	42%

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	54%	**38%**	14%	30%	48%	-	-	-	40%	8%	*	38%	37%	28%	12%
	2022	48%	50%	**36%**	25%	18%	47%	-	*	-	*	12%	*	37%	33%	27%	42%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	41%	**32%**	13%	24%	41%	*	60%	*	16%	9%	24%	33%	28%	16%	12%
	2022	34%	37%	**30%**	17%	22%	37%	*	60%	*	20%	14%	32%	32%	28%	33%	19%	10%
Reading and Mathematics Including EOC	2023	39%	43%	**34%**	15%	25%	44%	*	60%	*	19%	9%	27%	36%	30%	19%	13%
	2022	36%	39%	**31%**	18%	22%	39%	*	67%	*	22%	14%	35%	30%	35%	20%	12%
Reading Including EOC	2023	53%	57%	**48%**	33%	38%	57%	*	80%	*	30%	14%	46%	49%	45%	33%	27%
	2022	53%	57%	**51%**	40%	42%	60%	*	83%	*	33%	22%	39%	50%	53%	39%	27%
Math Including EOC	2023	47%	49%	**41%**	21%	33%	51%	*	60%	*	25%	14%	42%	44%	36%	27%	17%
	2022	43%	45%	**39%**	22%	29%	48%	*	67%	*	25%	17%	70%	38%	40%	27%	20%

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

- Indicates there are no students in the group.

	School Year	State	Region13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	58%	**44%**	29%	43%	47%	-	-	-	43%	30%	50%	49%	33%	36%	39%
Grade 4 Mathematics	2023	63%	63%	**48%**	50%	50%	48%	-	-	-	25%	38%	50%	51%	41%	38%	54%
Grade 5 ELA/Reading	2023	65%	68%	**61%**	50%	56%	66%	*	*	-	40%	58%	38%	68%	42%	56%	50%
Grade 5 Mathematics	2023	71%	73%	**60%**	43%	56%	66%	*	*	-	20%	59%	63%	60%	58%	56%	59%
Grade 6 ELA/Reading	2023	51%	53%	**65%**	100%	64%	60%	-	*	*	67%	66%	67%	64%	67%	66%	59%
Grade 6 Mathematics	2023	54%	59%	**42%**	39%	43%	42%	-	*	*	42%	59%	25%	43%	39%	39%	50%
Grade 7 ELA/Reading	2023	71%	73%	**69%**	*	64%	74%	-	*	-	*	38%	-	71%	63%	57%	65%
Grade 7 Mathematics	2023	56%	55%	**49%**	*	43%	64%	-	*	-	*	22%	-	50%	46%	47%	48%
Grade 8 ELA/Reading	2023	63%	64%	**54%**	36%	57%	53%	-	-	-	*	57%	*	56%	46%	51%	35%
Grade 8 Mathematics	2023	74%	73%	**82%**	82%	82%	85%	-	-	-	*	70%	-	86%	74%	80%	78%
End of Course English I	2023	57%	61%	**56%**	17%	51%	63%	-	*	-	*	43%	*	58%	49%	46%	46%
End of Course English II	2023	74%	75%	**80%**	30%	89%	78%	-	-	-	90%	61%	-	84%	67%	75%	*
End of Course Algebra I	2023	76%	78%	**75%**	81%	70%	77%	-	-	-	*	70%	*	78%	66%	71%	55%
All Grades Both Subjects	2023	64%	66%	**60%**	52%	59%	63%	*	64%	*	49%	52%	52%	64%	53%	55%	54%
All Grades ELA/Reading	2023	63%	65%	**61%**	46%	60%	62%	*	83%	*	61%	50%	52%	64%	51%	55%	51%
All Grades Mathematics	2023	66%	68%	**60%**	60%	59%	63%	*	40%	*	33%	54%	52%	63%	54%	55%	57%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	33%	**28%**	*	38%	22%	-	-	-	*	14%	-	31%	22%	32%	17%
Grade 4 Mathematics	2023	27%	26%	**14%**	*	10%	18%	-	-	-	*	11%	-	11%	20%	9%	*
Grade 5 ELA/Reading	2023	37%	38%	**34%**	*	24%	67%	-	-	-	*	19%	*	42%	20%	35%	25%
Grade 5 Mathematics	2023	48%	46%	**40%**	*	33%	63%	-	-	-	*	36%	*	47%	31%	41%	27%
Grade 6 ELA/Reading	2023	26%	26%	**59%**	100%	46%	50%	-	-	-	*	41%	*	67%	44%	71%	43%
Grade 6 Mathematics	2023	35%	36%	**26%**	*	19%	40%	-	-	-	*	19%	*	32%	17%	26%	22%
Grade 7 ELA/Reading	2023	39%	38%	**33%**	*	25%	27%	-	*	-	*	14%	-	33%	33%	30%	27%
Grade 7 Mathematics	2023	22%	22%	**21%**	*	26%	20%	-	*	-	*	0%	-	22%	18%	17%	20%
Grade 8 ELA/Reading	2023	39%	36%	**48%**	60%	27%	73%	-	-	-	*	38%	-	59%	27%	52%	0%
Grade 8 Mathematics	2023	49%	42%	**51%**	44%	50%	58%	-	-	-	*	47%	-	55%	41%	53%	50%
End of Course English I	2023	26%	27%	**14%**	*	14%	*	-	-	-	*	0%	*	8%	22%	20%	20%
End of Course English II	2023	41%	39%	**44%**	*	63%	42%	-	-	-	*	29%	-	48%	33%	36%	*
End of Course Algebra I	2023	58%	55%	**61%**	*	43%	90%	-	-	-	*	38%	*	67%	43%	47%	*
All Grades Both Subjects	2023	38%	37%	**38%**	40%	32%	47%	-	*	-	29%	25%	33%	42%	29%	37%	26%
All Grades ELA/Reading	2023	35%	35%	**39%**	48%	31%	45%	-	*	-	46%	24%	*	43%	29%	41%	23%
All Grades Mathematics	2023	40%	38%	**37%**	33%	33%	49%	-	*	-	9%	25%	*	41%	29%	34%	28%

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

- Indicates there are no students in the group.

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	77%	**73%**	-	-	-	-	-	-	46%	53%	42%	-	34%	76%	45%	100%
	2022	74%	75%	**73%**	-	-	-	-	-	-	44%	49%	42%	-	50%	75%	45%	94%
At Meets Grade Level or Above	2023	49%	53%	**44%**	-	-	-	-	-	-	19%	21%	17%	-	20%	47%	19%	82%
	2022	48%	51%	**43%**	-	-	-	-	-	-	16%	21%	14%	-	0%	46%	16%	62%
At Masters Grade Level	2023	20%	24%	**16%**	-	-	-	-	-	-	6%	7%	5%	-	0%	17%	5%	28%
	2022	23%	26%	**19%**	-	-	-	-	-	-	5%	5%	4%	-	0%	20%	5%	32%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	78%	**74%**	-	-	-	-	-	-	45%	59%	37%	-	40%	77%	45%	100%
	2022	75%	76%	**74%**	-	-	-	-	-	-	44%	50%	41%	-	*	77%	46%	96%
At Meets Grade Level or Above	2023	53%	57%	**48%**	-	-	-	-	-	-	22%	25%	21%	-	33%	50%	23%	86%
	2022	53%	56%	**51%**	-	-	-	-	-	-	19%	23%	18%	-	*	54%	19%	83%
At Masters Grade Level	2023	20%	25%	**17%**	-	-	-	-	-	-	7%	5%	8%	-	0%	18%	6%	29%
	2022	25%	29%	**21%**	-	-	-	-	-	-	6%	5%	7%	-	*	23%	6%	29%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	75%	**72%**	-	-	-	-	-	-	51%	55%	47%	-	40%	75%	49%	100%
	2022	72%	72%	**71%**	-	-	-	-	-	-	46%	54%	41%	-	*	74%	46%	95%
At Meets Grade Level or Above	2023	45%	47%	**41%**	-	-	-	-	-	-	16%	18%	14%	-	13%	43%	15%	86%
	2022	42%	43%	**37%**	-	-	-	-	-	-	15%	26%	7%	-	*	40%	14%	48%
At Masters Grade Level	2023	19%	22%	**13%**	-	-	-	-	-	-	4%	7%	2%	-	0%	14%	4%	29%
	2022	20%	22%	**15%**	-	-	-	-	-	-	4%	8%	2%	-	*	16%	4%	29%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	78%	**74%**	-	-	-	-	-	-	47%	31%	53%	-	0%	78%	42%	100%
	2022	76%	76%	**74%**	-	-	-	-	-	-	36%	33%	38%	-	*	77%	34%	100%
At Meets Grade Level or Above	2023	47%	51%	**45%**	-	-	-	-	-	-	16%	15%	17%	-	0%	48%	15%	78%
	2022	47%	50%	**37%**	-	-	-	-	-	-	11%	7%	14%	-	*	39%	11%	50%
At Masters Grade Level	2023	18%	23%	**14%**	-	-	-	-	-	-	5%	15%	0%	-	0%	15%	4%	33%
	2022	21%	24%	**16%**	-	-	-	-	-	-	3%	0%	5%	-	*	17%	3%	30%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	80%	**68%**	-	-	-	-	-	-	34%	-	34%	-	-	71%	34%	100%
	2022	75%	77%	**72%**	-	-	-	-	-	-	50%	-	50%	-	-	73%	50%	80%
At Meets Grade Level or Above	2023	52%	57%	**43%**	-	-	-	-	-	-	17%	-	17%	-	-	45%	17%	67%
	2022	50%	55%	**46%**	-	-	-	-	-	-	17%	-	17%	-	-	48%	17%	50%
At Masters Grade Level	2023	27%	33%	**21%**	-	-	-	-	-	-	7%	-	7%	-	-	22%	7%	17%
	2022	30%	35%	**25%**	-	-	-	-	-	-	0%	-	0%	-	-	26%	0%	50%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	66%	**60%**	-	-	-	-	-	-	54%	54%	54%	-	50%	61%	53%	89%
All Grades ELA/Reading	2023	63%	65%	**61%**	-	-	-	-	-	-	52%	56%	50%	-	42%	61%	51%	85%

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	68%	**60%**	-	-	-	-	-	-	56%	51%	59%	-	58%	60%	56%	95%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	**38%**	-	-	-	-	-	-	29%	33%	26%	-	8%	41%	26%	*
All Grades ELA/Reading	2023	35%	35%	**39%**	-	-	-	-	-	-	26%	40%	19%	-	0%	43%	23%	*
All Grades Mathematics	2023	40%	38%	**37%**	-	-	-	-	-	-	31%	27%	33%	-	13%	39%	28%	*

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

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**96%**	96%	95%	97%	*	100%	*	98%	97%	95%	98%	92%	96%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	4%	5%	3%	*	0%	*	2%	3%	5%	2%	8%	4%	3%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	1%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	2%
Not Tested	1%	2%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**95%**	95%	94%	96%	*	100%	*	98%	95%	94%	97%	90%	95%	91%
Not Included in Accountability: Mobile	4%	4%	**4%**	5%	5%	4%	*	0%	*	2%	3%	6%	2%	9%	4%	4%
Not Included in Accountability: Other Exclusions	3%	3%	**1%**	0%	2%	0%	*	0%	*	0%	1%	0%	1%	1%	1%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**96%**	95%	96%	97%	*	100%	*	97%	97%	97%	98%	93%	97%	96%
Not Included in Accountability: Mobile	5%	5%	**4%**	5%	4%	3%	*	0%	*	3%	3%	3%	2%	7%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	97%	94%	98%	*	*	-	100%	98%	91%	97%	94%	96%	98%
Not Included in Accountability: Mobile	4%	4%	**4%**	3%	6%	3%	*	*	-	0%	2%	9%	3%	6%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**97%**	100%	96%	98%	-	*	-	100%	100%	*	98%	94%	96%	100%
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	4%	2%	-	*	-	0%	0%	*	2%	6%	4%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	95%	**96%**	-	100%	94%	-	*	-	*	-	-	95%	100%	100%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	95%	92%	96%	*	100%	*	92%	96%	90%	98%	84%	95%	87%
Not Included in Accountability: Mobile	5%	4%	**5%**	4%	7%	4%	*	0%	*	8%	3%	10%	1%	15%	4%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	1%	3%
Not Tested	1%	2%	**0%**	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	**94%**	96%	91%	96%	*	100%	*	92%	95%	89%	98%	83%	95%	86%
Not Included in Accountability: Mobile	5%	4%	**6%**	4%	7%	4%	*	0%	*	8%	3%	11%	1%	16%	4%	9%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	2%	0%	*	0%	*	0%	2%	0%	0%	1%	1%	5%
Not Tested	1%	2%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	98%	99%	99%	*	100%	*	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	93%	**93%**	94%	92%	95%	*	100%	*	93%	97%	92%	98%	84%	94%	90%

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**6%**	5%	7%	4%	*	0%	*	8%	3%	8%	1%	15%	4%	9%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	2%	**1%**	2%	1%	1%	*	0%	*	0%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	2%	1%	1%	*	0%	*	0%	0%	0%	1%	1%	1%	0%
Science																
Assessment Participant	98%	98%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	96%	92%	96%	-	*	*	87%	96%	89%	99%	81%	94%	86%
Not Included in Accountability: Mobile	4%	4%	**6%**	4%	7%	4%	-	*	*	13%	4%	11%	1%	18%	5%	12%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	*	*	0%	0%	0%	0%	1%	1%	2%
Not Tested	2%	2%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	95%	96%	98%	-	*	-	93%	100%	86%	100%	88%	98%	82%
Not Included in Accountability: Mobile	4%	4%	**3%**	5%	3%	2%	-	*	-	7%	0%	14%	0%	11%	1%	14%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	1%	4%
Not Tested	2%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	90%	**77%**	*	57%	84%	-	-	-	*	-	-	81%	*	45%	-

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

\- Indicates there are no students in the group.

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	91.8%	**92.4%**	91.1%	92.1%	92.9%	*	93.4%	*	90.3%	91.1%	91.2%	92.4%
2020-21	95.0%	95.5%	**92.9%**	90.4%	92.4%	93.9%	*	97.3%	*	89.1%	92.6%	91.4%	90.9%
Chronic Absenteeism													
2021-22	25.7%	26.8%	**27.7%**	34.2%	29.5%	24.5%	*	30.0%	*	41.7%	36.8%	32.9%	27.3%
2020-21	15.0%	13.2%	**22.4%**	25.2%	26.6%	17.9%	*	0.0%	*	43.3%	24.4%	29.5%	33.1%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.6%	**0.4%**	0.0%	1.0%	0.0%	-	*	-	0.0%	3.4%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	2.2%	**1.1%**	2.2%	1.5%	0.9%	-	*	-	0.0%	3.7%	1.1%	0.0%
2020-21	2.4%	2.0%	**1.6%**	0.0%	1.7%	1.7%	*	*	*	0.0%	2.4%	2.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	91.5%	**95.8%**	100.0%	97.6%	96.6%	-	-	*	83.3%	100.0%	94.8%	100.0%
Received TxCHSE	0.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	3.3%	**2.1%**	0.0%	0.0%	2.3%	-	-	*	16.7%	0.0%	3.4%	0.0%
Dropped Out	6.4%	4.9%	**2.1%**	0.0%	2.4%	1.1%	-	-	*	0.0%	0.0%	1.7%	0.0%
Graduates and TxCHSE	90.0%	91.8%	**95.8%**	100.0%	97.6%	96.6%	-	-	*	83.3%	100.0%	94.8%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	95.1%	**97.9%**	100.0%	97.6%	98.9%	-	-	*	100.0%	100.0%	98.3%	100.0%
Class of 2021													
Graduated	90.0%	91.7%	**92.1%**	100.0%	96.8%	88.5%	*	-	-	*	88.2%	89.6%	*
Received TxCHSE	0.3%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	3.9%	3.4%	**3.1%**	0.0%	3.2%	3.8%	*	-	-	*	0.0%	3.0%	*
Dropped Out	5.8%	4.5%	**4.7%**	0.0%	0.0%	7.7%	*	-	-	*	11.8%	7.5%	*
Graduates and TxCHSE	90.3%	92.1%	**92.1%**	100.0%	96.8%	88.5%	*	-	-	*	88.2%	89.6%	*
Graduates, TxCHSE, and Continuers	94.2%	95.5%	**95.3%**	100.0%	100.0%	92.3%	*	-	-	*	88.2%	92.5%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	93.5%	**95.3%**	100.0%	100.0%	92.3%	*	-	-	*	89.5%	92.6%	*
Received TxCHSE	0.4%	0.5%	**0.8%**	0.0%	0.0%	1.3%	*	-	-	*	0.0%	0.0%	*
Continued HS	1.0%	1.3%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.7%	**3.9%**	0.0%	0.0%	6.4%	*	-	-	*	10.5%	7.4%	*
Graduates and TxCHSE	92.7%	94.0%	**96.1%**	100.0%	100.0%	93.6%	*	-	-	*	89.5%	92.6%	*
Graduates, TxCHSE, and Continuers	93.7%	95.3%	**96.1%**	100.0%	100.0%	93.6%	*	-	-	*	89.5%	92.6%	*

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	93.8%	**95.2%**	91.7%	91.8%	98.2%	*	*	-	100.0%	88.2%	97.0%	*
Received TxCHSE	0.5%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	1.1%	1.3%	**1.6%**	8.3%	2.0%	0.0%	*	*	-	0.0%	11.8%	1.5%	*
Dropped Out	6.2%	4.5%	**3.2%**	0.0%	6.1%	1.8%	*	*	-	0.0%	0.0%	1.5%	*
Graduates and TxCHSE	92.7%	94.2%	**95.2%**	91.7%	91.8%	98.2%	*	*	-	100.0%	88.2%	97.0%	*
Graduates, TxCHSE, and Continuers	93.8%	95.5%	**96.8%**	100.0%	93.9%	98.2%	*	*	-	100.0%	100.0%	98.5%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.1%	**96.8%**	100.0%	93.9%	98.2%	*	*	-	100.0%	100.0%	98.5%	*
Received TxCHSE	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	0.5%	0.8%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.2%	4.7%	**3.2%**	0.0%	6.1%	1.8%	*	*	-	0.0%	0.0%	1.5%	*
Graduates and TxCHSE	93.2%	94.6%	**96.8%**	100.0%	93.9%	98.2%	*	*	-	100.0%	100.0%	98.5%	*
Graduates, TxCHSE, and Continuers	93.8%	95.3%	**96.8%**	100.0%	93.9%	98.2%	*	*	-	100.0%	100.0%	98.5%	*
Class of 2019													
Graduated	92.6%	94.3%	**98.5%**	100.0%	93.9%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
Received TxCHSE	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.2%	4.4%	**1.5%**	0.0%	6.1%	0.0%	-	*	-	0.0%	0.0%	3.6%	*
Graduates and TxCHSE	93.2%	94.8%	**98.5%**	100.0%	93.9%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
Graduates, TxCHSE, and Continuers	93.8%	95.6%	**98.5%**	100.0%	93.9%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.5%	**94.5%**	100.0%	95.2%	95.5%	-	-	*	83.3%	81.8%	93.2%	100.0%
Class of 2021	90.0%	91.7%	**90.0%**	100.0%	96.8%	85.2%	*	-	-	*	75.0%	88.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	8.3%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	8.5%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Class of 2021	3.8%	5.3%	**0.9%**	0.0%	0.0%	1.4%	*	-	-	*	6.7%	1.7%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	86.4%	**67.4%**	55.6%	60.0%	72.6%	-	-	-	60.0%	22.2%	58.2%	20.0%
Class of 2021	81.9%	84.0%	**71.8%**	61.5%	63.3%	76.8%	*	-	-	*	33.3%	63.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	89.4%	**67.4%**	55.6%	60.0%	72.6%	-	-	-	60.0%	22.2%	58.2%	20.0%
Class of 2021	85.7%	89.2%	**72.6%**	61.5%	63.3%	78.3%	*	-	-	*	40.0%	65.0%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	2.9%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	1.5%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	3.8%	5.3%	**0.8%**	0.0%	0.0%	1.3%	*	-	-	*	6.3%	1.5%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	84.4%	**63.7%**	55.6%	54.5%	70.1%	-	-	-	50.0%	13.3%	56.1%	16.7%
2020-21	80.4%	82.6%	**65.9%**	57.1%	59.4%	69.3%	*	-	-	*	31.3%	56.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	86.8%	**63.7%**	55.6%	54.5%	70.1%	-	-	-	50.0%	13.3%	56.1%	16.7%
2020-21	84.1%	87.0%	**66.7%**	57.1%	59.4%	70.7%	*	-	-	*	37.5%	58.2%	*

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	146	100.0%	368,686	100.0%
By Ethnicity:				
African American	9	6.2%	45,227	12.3%
Hispanic	44	30.1%	191,125	51.8%
White	87	59.6%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	6	4.1%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	53	36.3%	51,023	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	14,179	3.8%
Foundation H.S. Program (DLA)	93	63.7%	302,917	82.2%
Special Education Graduates	15	10.3%	32,447	8.8%
Economically Disadvantaged Graduates	57	39.0%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	6	4.1%	40,398	11.0%
At-Risk Graduates	48	32.9%	159,689	43.3%

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	70.5%	**45.9%**	22.2%	36.4%	52.9%	-	-	-	50.0%	53.3%	35.1%	50.0%
2020-21	65.2%	69.7%	**52.4%**	28.6%	50.0%	61.3%	*	-	-	*	75.0%	41.8%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	58.7%	**29.5%**	11.1%	20.5%	35.6%	-	-	-	33.3%	0.0%	21.1%	0.0%
2020-21	52.7%	60.9%	**31.0%**	7.1%	25.0%	40.0%	*	-	-	*	0.0%	17.9%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	66.5%	**30.1%**	11.1%	15.9%	40.2%	-	-	-	16.7%	6.7%	21.1%	0.0%
2020-21	56.1%	67.3%	**22.2%**	7.1%	9.4%	32.0%	*	-	-	*	0.0%	11.9%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	57.3%	**24.0%**	11.1%	15.9%	29.9%	-	-	-	16.7%	0.0%	17.5%	0.0%
2020-21	45.7%	60.0%	**23.8%**	7.1%	21.9%	29.3%	*	-	-	*	0.0%	14.9%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	51.9%	**20.5%**	11.1%	13.6%	26.4%	-	-	-	0.0%	0.0%	15.8%	0.0%
2020-21	40.4%	53.6%	**14.3%**	7.1%	9.4%	18.7%	*	-	-	*	0.0%	9.0%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	29.0%	**5.5%**	0.0%	2.3%	8.0%	-	-	-	0.0%	0.0%	3.5%	0.0%
2020-21	21.3%	30.4%	**8.7%**	7.1%	0.0%	13.3%	*	-	-	*	0.0%	3.0%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	1.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	21.9%	**26.0%**	11.1%	13.6%	33.3%	-	-	-	33.3%	0.0%	14.0%	0.0%
2020-21	25.9%	23.0%	**26.2%**	7.1%	18.8%	34.7%	*	-	-	*	0.0%	16.4%	*
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	12.5%	**8.2%**	0.0%	0.0%	13.8%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	13.0%	**12.7%**	7.1%	6.3%	17.3%	*	-	-	*	0.0%	4.5%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	25.2%	**17.1%**	11.1%	15.9%	18.4%	-	-	-	16.7%	53.3%	15.8%	50.0%
2020-21	24.2%	19.6%	**24.6%**	21.4%	28.1%	25.3%	*	-	-	*	75.0%	25.4%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	18.8%	**15.1%**	0.0%	15.9%	16.1%	-	-	-	16.7%	33.3%	14.0%	50.0%

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	13.3%	**17.5%**	14.3%	15.6%	20.0%	*	-	-	*	18.8%	16.4%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.3%	**1.4%**	0.0%	0.0%	2.3%	-	-	-	0.0%	13.3%	1.8%	0.0%
2020-21	2.4%	2.4%	**4.8%**	7.1%	6.3%	4.0%	*	-	-	*	37.5%	4.5%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	5.5%	**1.4%**	11.1%	0.0%	1.1%	-	-	-	0.0%	13.3%	0.0%	0.0%
2020-21	4.4%	5.0%	**4.8%**	7.1%	9.4%	2.7%	*	-	-	*	37.5%	7.5%	*

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	20.3%	**6.2%**	0.0%	4.5%	8.0%	-	-	-	0.0%	6.7%	3.5%	0.0%
	2020-21	25.9%	23.2%	**13.5%**	0.0%	3.1%	21.3%	*	-	-	*	0.0%	9.0%	*
Mathematics	2021-22	18.7%	23.8%	**21.9%**	11.1%	13.6%	27.6%	-	-	-	16.7%	0.0%	14.0%	0.0%
	2020-21	19.4%	22.6%	**19.8%**	7.1%	18.8%	24.0%	*	-	-	*	0.0%	11.9%	*
Both Subjects	2021-22	12.6%	12.4%	**1.4%**	0.0%	2.3%	1.1%	-	-	-	0.0%	0.0%	1.8%	0.0%
	2020-21	14.4%	13.6%	**4.8%**	0.0%	3.1%	6.7%	*	-	-	*	0.0%	3.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	11.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2020-21	8.6%	7.7%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Mathematics	2021-22	14.0%	10.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2020-21	10.3%	11.3%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Both Subjects	2021-22	7.5%	4.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2020-21	4.9%	3.4%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	27.9%	**11.8%**	0.0%	10.7%	14.4%	-	*	-	0.0%	0.0%	6.1%	8.3%
	2021	21.1%	26.5%	**8.3%**	3.8%	2.7%	11.2%	*	-	*	12.5%	0.0%	2.9%	0.0%
English Language Arts	2022	13.2%	15.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2021	12.1%	14.9%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2022	6.9%	10.7%	**7.1%**	0.0%	8.3%	8.1%	-	*	-	0.0%	0.0%	4.4%	8.3%
	2021	6.1%	9.3%	**4.9%**	3.8%	1.4%	6.7%	*	-	*	0.0%	0.0%	2.2%	0.0%
Science	2022	9.6%	14.0%	**7.5%**	0.0%	4.8%	10.0%	-	*	-	0.0%	0.0%	2.6%	0.0%
	2021	8.7%	13.2%	**3.8%**	0.0%	1.4%	5.1%	*	-	*	12.5%	0.0%	1.4%	0.0%
Social Studies	2022	12.5%	14.7%	**0.4%**	0.0%	0.0%	0.6%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2021	11.6%	14.3%	**0.7%**	0.0%	0.0%	1.1%	*	-	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	69.3%	**36.4%**	-	11.1%	43.5%	-	*	-	-	-	28.6%	*
	2021	48.6%	62.1%	**45.8%**	*	*	45.0%	-	-	-	*	-	*	-
English Language Arts	2022	53.2%	72.2%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	57.8%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	65.1%	**35.0%**	-	14.3%	46.2%	-	-	-	-	-	20.0%	*
	2021	49.4%	61.1%	**71.4%**	*	*	66.7%	-	-	-	-	-	*	-
Science	2022	44.7%	56.8%	**19.0%**	-	*	18.8%	-	*	-	-	-	*	-
	2021	41.4%	52.1%	**9.1%**	-	*	11.1%	-	-	-	*	-	*	-

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	62.1%	*	-	-	*	-	-	-	-	-	-	-
	2021	42.2%	59.9%	*	-	-	*	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	72.7%	**39.0%**	55.6%	29.5%	41.4%	-	-	-	50.0%	12.5%	28.1%	0.0%
	2020-21	70.8%	81.0%	**23.0%**	28.6%	9.4%	28.0%	*	-	-	*	6.3%	11.9%	*
At/Above Criterion for All Examinees	2021-22	32.1%	45.6%	**24.6%**	0.0%	7.7%	36.1%	-	-	-	*	*	6.3%	-
	2020-21	32.9%	43.8%	**31.0%**	*	*	33.3%	-	-	-	*	*	25.0%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1062	**1012**	*	965	1048	-	-	-	*	*	962	-
	2020-21	1002	1044	**995**	840	1065	1031	-	-	-	870	780	940	-
English Language Arts and Writing	2021-22	506	537	**515**	*	484	539	-	-	-	*	*	486	-
	2020-21	504	526	**496**	408	555	511	-	-	-	470	400	458	-
Mathematics	2021-22	496	525	**496**	*	481	509	-	-	-	*	*	476	-
	2020-21	498	518	**499**	433	510	519	-	-	-	400	380	483	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	23.7	**20.9**	*	*	23.4	-	-	-	*	*	*	-
	2020-21	20.0	23.3	**19.6**	-	16.5	20.7	-	-	-	-	-	22.0	-
English Language Arts	2021-22	19.2	23.9	**21.3**	*	*	24.0	-	-	-	*	*	*	-
	2020-21	19.6	23.2	**20.2**	-	16.5	21.4	-	-	-	-	-	22.5	-
Mathematics	2021-22	19.3	22.9	**21.5**	*	*	23.5	-	-	-	*	*	*	-
	2020-21	19.9	23.0	**18.5**	-	14.0	20.0	-	-	-	-	-	16.0	-
Science	2021-22	19.8	23.6	**19.5**	*	*	21.6	-	-	-	*	*	*	-
	2020-21	20.3	23.3	**19.1**	-	18.5	19.3	-	-	-	-	-	26.0	-

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	46.5%	**40.9%**	34.2%	31.5%	47.3%	-	*	-	39.1%	29.2%	37.7%	14.7%
	2020-21	42.5%	45.6%	**33.2%**	31.3%	32.1%	34.5%	*	*	*	25.0%	25.8%	32.0%	21.4%
English Language Arts	2021-22	16.6%	18.3%	**11.6%**	10.8%	6.3%	14.7%	-	*	-	9.1%	0.0%	5.9%	3.2%
	2020-21	16.3%	19.1%	**11.1%**	4.3%	6.9%	14.5%	*	*	*	10.0%	0.0%	5.4%	0.0%
Mathematics	2021-22	19.9%	22.4%	**26.6%**	25.0%	22.4%	29.7%	-	*	-	18.2%	8.6%	17.9%	6.7%
	2020-21	19.3%	22.1%	**19.6%**	15.6%	16.7%	21.9%	*	*	*	16.7%	3.6%	19.8%	8.0%
Science	2021-22	21.1%	22.6%	**31.9%**	25.7%	26.5%	35.4%	-	*	-	36.4%	19.6%	26.4%	9.7%
	2020-21	20.6%	23.2%	**24.0%**	26.1%	20.9%	25.5%	*	*	*	21.1%	25.5%	23.8%	18.5%
Social Studies	2021-22	22.8%	25.0%	**11.5%**	10.8%	5.7%	14.8%	-	*	-	9.1%	0.0%	4.9%	3.0%
	2020-21	22.8%	25.5%	**11.9%**	4.3%	6.7%	15.6%	*	*	*	10.0%	0.0%	6.1%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	44.5%	**36.5%**	42.9%	31.3%	37.3%	*	-	-	*	18.8%	22.4%	*
	2019-20	46.1%	47.1%	**26.3%**	27.3%	21.3%	28.3%	*	*	-	40.0%	12.5%	18.0%	0.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,879	100.0%	5,504,150	100.0%	1,885	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	5	0.3%	17,201	0.3%	9	0.5%	25,110	0.5%
Pre-Kindergarten	64	3.4%	243,493	4.4%	64	3.4%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	64	3.4%	203,294	3.7%	64	3.4%	203,749	3.7%
Kindergarten	123	6.5%	367,180	6.7%	123	6.5%	367,633	6.7%
Grade 1	152	8.1%	399,048	7.2%	152	8.1%	399,419	7.2%
Grade 2	145	7.7%	395,639	7.2%	145	7.7%	395,969	7.2%
Grade 3	118	6.3%	393,583	7.2%	118	6.3%	393,871	7.1%
Grade 4	145	7.7%	393,765	7.2%	145	7.7%	394,020	7.1%
Grade 5	141	7.5%	395,111	7.2%	142	7.5%	395,384	7.2%
Grade 6	139	7.4%	399,341	7.3%	139	7.4%	399,557	7.2%
Grade 7	123	6.5%	409,362	7.4%	123	6.5%	409,566	7.4%
Grade 8	150	8.0%	425,589	7.7%	150	8.0%	425,758	7.7%
Grade 9	168	8.9%	477,875	8.7%	168	8.9%	478,101	8.7%
Grade 10	140	7.5%	436,752	7.9%	140	7.4%	437,002	7.9%
Grade 11	144	7.7%	385,894	7.0%	144	7.6%	386,246	7.0%
Grade 12	122	6.5%	364,317	6.6%	123	6.5%	366,512	6.6%
Ethnic Distribution:								
African American	110	5.9%	705,310	12.8%	110	5.8%	706,775	12.8%
Hispanic	661	35.2%	2,915,219	53.0%	664	35.2%	2,921,416	52.9%
White	1,011	53.8%	1,410,571	25.6%	1,014	53.8%	1,416,240	25.7%
American Indian	1	0.1%	17,920	0.3%	1	0.1%	17,976	0.3%
Asian	12	0.6%	280,306	5.1%	12	0.6%	280,742	5.1%
Pacific Islander	1	0.1%	8,696	0.2%	1	0.1%	8,718	0.2%
Two or More Races	83	4.4%	166,128	3.0%	83	4.4%	166,565	3.0%
Sex:								
Female	919	48.9%	2,688,496	48.8%	923	49.0%	2,693,780	48.8%
Male	960	51.1%	2,815,654	51.2%	962	51.0%	2,824,652	51.2%
Economically Disadvantaged	1,026	54.6%	3,415,987	62.1%	1,030	54.6%	3,421,217	62.0%
Non-Educationally Disadvantaged	853	45.4%	2,088,163	37.9%	855	45.4%	2,097,215	38.0%
Section 504 Students	174	9.3%	407,619	7.4%	174	9.2%	407,904	7.4%
EB Students/EL	179	9.5%	1,269,408	23.1%	181	9.6%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	72	3.7%	87,162	1.5%				

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	123	6.5%	302,409	5.5%	123	6.5%	302,615	5.5%
Foster Care	2	0.1%	13,415	0.2%	2	0.1%	13,453	0.2%
Homeless	5	0.3%	72,534	1.3%	5	0.3%	72,654	1.3%
Immigrant	0	0.0%	122,390	2.2%	0	0.0%	122,504	2.2%
Migrant	4	0.2%	13,769	0.3%	4	0.2%	13,810	0.3%
Title I	1,879	100.0%	3,555,650	64.6%	1,885	100.0%	3,563,890	64.6%
Military Connected	134	7.1%	199,203	3.6%	134	7.1%	199,325	3.6%
At-Risk	888	47.3%	2,935,164	53.3%	890	47.2%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	167	8.9%	1,278,846	23.2%	167	8.9%	1,279,697	23.2%
Career and Technical Education	427	22.7%	1,459,380	26.5%	427	22.7%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	426	74.2%	1,203,083	72.3%	426	74.1%	1,203,363	72.2%
Gifted and Talented Education	128	6.8%	453,585	8.2%	128	6.8%	453,689	8.2%
Special Education	272	14.5%	693,061	12.6%	278	14.7%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	272		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	125	46.0%	305,800	44.1%				
Students with Physical Disabilities	**	**	138,820	20.0%				
Students with Autism	46	16.9%	107,586	15.5%				
Students with Behavioral Disabilities	59	21.7%	130,018	18.8%				
Students with Non-Categorical Early Childhood	*	*	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	199	11.6%	893,031	16.8%				
By Ethnicity:								
African American	15	0.9%	176,665	3.3%				
Hispanic	87	5.1%	462,284	8.7%				
White	82	4.8%	180,620	3.4%				
American Indian	0	0.0%	3,221	0.1%				
Asian	0	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	15	0.9%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	38	14.6%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	22	14.2%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	117	14.0%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	147	11.5%	751,495	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.0%	1.5%	0.0%	4.5%
Grade 1	5.8%	2.5%	10.5%	3.6%
Grade 2	1.1%	1.6%	4.8%	2.0%
Grade 3	0.0%	0.8%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	1.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.8%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	8.5%	8.7%	25.0%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	1	0.1%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	20.1	18.7
Grade 1	20.5	19.1
Grade 2	20.1	19.1
Grade 3	18.5	19.3
Grade 4	19.6	19.4
Grade 5	21.9	20.8
Grade 6	22.5	19.2
Secondary:		
English/Language Arts	18.8	16.2
Foreign Languages	18.4	18.8
Mathematics	18.2	17.5
Science	19.8	18.5
Social Studies	21.3	18.9

| Staff Information | ----- District ----- | | ------- State ------- | |
	Count	Percent	Count	Percent
Total Staff	265.2	100.0%	763,729.4	100.0%
Professional Staff:	164.4	62.0%	489,326.8	64.1%
Teachers	128.7	48.5%	371,646.7	48.7%
Professional Support	22.2	8.4%	82,878.8	10.9%
Campus Administration (School Leadership)	8.5	3.2%	25,300.5	3.3%
Central Administration	5.0	1.9%	9,500.8	1.2%
Educational Aides:	43.4	16.4%	86,185.9	11.3%
Auxiliary Staff:	57.5	21.7%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,258.0	n/a
Part-time Librarians	2.0	n/a	646.0	n/a
Full-time Counselors	4.0	n/a	13,815.0	n/a
Part-time Counselors	1.0	n/a	1,240.0	n/a
Total Minority Staff:	52.5	19.8%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	5.5	4.3%	44,033.4	11.8%
Hispanic	15.0	11.7%	110,015.9	29.6%
White	106.2	82.5%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	2.0	1.6%	4,531.1	1.2%
Teachers by Sex:				
Males	29.5	22.9%	90,752.5	24.4%
Females	99.2	77.1%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	99.8	77.5%	268,238.6	72.2%
Masters	28.9	22.5%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.7	3.7%	36,179.6	9.7%
1-5 Years Experience	26.3	20.5%	97,667.0	26.3%
6-10 Years Experience	40.3	31.3%	76,209.5	20.5%
11-20 Years Experience	29.7	23.1%	101,173.2	27.2%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
21-30 Years Experience	21.9	17.0%	49,550.0	13.3%
Over 30 Years Experience	5.7	4.5%	10,867.4	2.9%
Number of Students per Teacher	14.6	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.8	6.1
Average Years Experience of Principals with District	3.8	5.3
Average Years Experience of Assistant Principals	5.0	5.2
Average Years Experience of Assistant Principals with District	2.8	4.4
Average Years Experience of Teachers:	12.7	11.0
Average Years Experience of Teachers with District:	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$44,999	$53,300
1-5 Years Experience	$47,236	$56,516
6-10 Years Experience	$51,181	$59,732
11-20 Years Experience	$55,679	$63,389
21-30 Years Experience	$63,278	$67,876
Over 30 Years Experience	$65,177	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$53,865	$60,717
Professional Support	$59,998	$72,022
Campus Administration (School Leadership)	$79,015	$85,167
Central Administration	$108,789	$112,702
Instructional Staff Percent:	65.7%	65.1%
Turnover Rate for Teachers:	18.0%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

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

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.3%	22,050.2	5.9%
Career and Technical Education	5.2	4.0%	19,907.7	5.4%
Compensatory Education	12.9	10.1%	11,928.5	3.2%
Gifted and Talented Education	0.4	0.3%	6,181.8	1.7%
Regular Education	94.9	73.8%	262,398.5	70.6%
Special Education	14.8	11.5%	36,110.2	9.7%
Other	0.0	0.0%	13,069.7	3.5%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Smithville High School
Campus Data

2022-2023

Texas Academic Performance Report

2022-23 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: SMITHVILLE H S

Campus Number: 011904002

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	67%	**67%**	31%	64%	73%	-	*	-	67%	42%	*	68%	64%	57%	48%
	2022	65%	55%	**55%**	17%	52%	62%	-	-	-	57%	19%	-	60%	42%	46%	22%
At Meets Grade Level or Above	2023	52%	47%	**47%**	19%	46%	52%	-	*	-	50%	26%	*	51%	39%	38%	33%
	2022	47%	42%	**42%**	0%	45%	46%	-	-	-	43%	11%	-	48%	27%	31%	22%
At Masters Grade Level	2023	13%	9%	**9%**	0%	7%	11%	-	*	-	0%	10%	*	10%	7%	3%	10%
	2022	11%	5%	**5%**	0%	8%	4%	-	-	-	0%	7%	-	7%	0%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	65%	**65%**	9%	64%	70%	-	-	-	86%	25%	*	69%	56%	56%	24%
	2022	72%	68%	**68%**	50%	65%	71%	-	*	-	78%	28%	*	71%	60%	63%	47%
At Meets Grade Level or Above	2023	54%	48%	**48%**	0%	49%	52%	-	-	-	57%	8%	*	55%	28%	37%	12%
	2022	55%	56%	**56%**	50%	41%	67%	-	*	-	44%	28%	*	58%	50%	46%	27%
At Masters Grade Level	2023	9%	6%	**6%**	0%	10%	5%	-	-	-	0%	8%	*	7%	2%	2%	0%
	2022	9%	5%	**5%**	17%	0%	7%	-	*	-	0%	0%	*	5%	5%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	79%	**74%**	42%	77%	77%	-	-	-	*	55%	*	80%	60%	69%	57%
	2022	76%	73%	**65%**	40%	70%	68%	-	-	-	*	35%	-	70%	55%	58%	53%
At Meets Grade Level or Above	2023	43%	40%	**28%**	8%	25%	35%	-	-	-	*	17%	*	30%	26%	21%	21%
	2022	43%	36%	**25%**	10%	28%	27%	-	-	-	*	9%	-	26%	23%	20%	6%
At Masters Grade Level	2023	23%	17%	**8%**	0%	2%	14%	-	-	-	*	3%	*	8%	6%	3%	0%
	2022	27%	20%	**12%**	0%	20%	8%	-	-	-	*	4%	-	15%	5%	10%	6%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	87%	**87%**	83%	81%	91%	-	*	-	83%	73%	*	88%	83%	82%	56%
	2022	83%	84%	**84%**	67%	79%	88%	-	-	-	83%	50%	*	84%	82%	79%	50%
At Meets Grade Level or Above	2023	56%	52%	**52%**	25%	46%	58%	-	*	-	67%	33%	*	53%	51%	38%	25%
	2022	55%	46%	**46%**	17%	43%	52%	-	-	-	17%	19%	*	49%	36%	32%	14%
At Masters Grade Level	2023	21%	15%	**15%**	0%	7%	22%	-	*	-	17%	13%	*	17%	11%	3%	6%
	2022	21%	15%	**15%**	0%	19%	16%	-	-	-	0%	0%	*	17%	12%	8%	0%
End of Course U.S. History																	

2022-23 STAAR Performance (TAPR)

SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	90%	**90%**	82%	89%	93%	-	*	-	67%	74%	*	92%	83%	86%	71%
	2022	89%	89%	**89%**	69%	90%	92%	-	*	-	91%	67%	*	90%	87%	84%	82%
At Meets Grade Level or Above	2023	70%	65%	**65%**	27%	67%	73%	-	*	-	17%	37%	*	69%	53%	55%	36%
	2022	68%	68%	**68%**	54%	56%	79%	-	*	-	64%	44%	*	70%	64%	61%	36%
At Masters Grade Level	2023	38%	33%	**33%**	0%	27%	42%	-	*	-	17%	5%	*	36%	22%	22%	14%
	2022	42%	42%	**42%**	38%	38%	48%	-	*	-	18%	22%	*	42%	44%	33%	18%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	93%	**93%**	-	89%	100%	-	*	-	*	-	-	100%	67%	100%	*
	2022	92%	93%	**93%**	*	*	90%	-	-	-	*	-	-	92%	*	80%	-
At Meets Grade Level or Above	2023	61%	78%	**78%**	-	67%	88%	-	*	-	*	-	-	86%	50%	67%	*
	2022	64%	52%	**52%**	*	*	62%	-	-	-	*	-	-	50%	*	20%	-
At Masters Grade Level	2023	12%	11%	**11%**	-	0%	13%	-	*	-	*	-	-	14%	0%	0%	*
	2022	13%	0%	**0%**	*	*	0%	-	-	-	*	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	73%	**76%**	48%	74%	81%	-	*	-	70%	53%	44%	79%	68%	69%	49%
	2022	74%	73%	**72%**	48%	70%	77%	-	*	-	74%	37%	60%	75%	64%	65%	48%
At Meets Grade Level or Above	2023	49%	44%	**49%**	16%	46%	55%	-	*	-	43%	24%	11%	53%	39%	38%	25%
	2022	48%	43%	**48%**	28%	42%	55%	-	*	-	39%	21%	40%	51%	40%	38%	20%
At Masters Grade Level	2023	20%	16%	**13%**	0%	9%	17%	-	*	-	7%	8%	0%	15%	9%	6%	6%
	2022	23%	19%	**15%**	13%	16%	15%	-	*	-	5%	6%	20%	16%	13%	11%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	74%	**66%**	22%	64%	72%	-	*	-	77%	35%	*	68%	60%	57%	37%
	2022	75%	74%	**61%**	33%	58%	66%	-	*	-	69%	23%	*	65%	51%	54%	33%
At Meets Grade Level or Above	2023	53%	48%	**48%**	11%	47%	52%	-	*	-	54%	18%	*	53%	34%	37%	24%
	2022	53%	51%	**49%**	25%	43%	55%	-	*	-	44%	19%	*	53%	38%	38%	24%
At Masters Grade Level	2023	20%	17%	**7%**	0%	8%	8%	-	*	-	0%	9%	*	9%	5%	2%	5%
	2022	25%	21%	**5%**	8%	4%	5%	-	*	-	0%	4%	*	6%	2%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	72%	**77%**	42%	79%	82%	-	*	-	40%	55%	*	84%	60%	71%	53%
	2022	72%	71%	**70%**	45%	72%	74%	-	-	-	40%	35%	-	75%	56%	60%	53%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	41%	**36%**	8%	30%	45%	-	*	-	20%	17%	*	40%	28%	24%	20%
	2022	42%	37%	**30%**	9%	28%	36%	-	-	-	0%	9%	-	32%	24%	20%	6%
At Masters Grade Level	2023	19%	13%	**8%**	0%	2%	14%	-	*	-	0%	3%	*	9%	6%	3%	0%
	2022	20%	15%	**10%**	0%	19%	6%	-	-	-	0%	4%	-	12%	5%	10%	6%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	74%	**87%**	83%	81%	91%	-	*	-	83%	73%	*	88%	83%	82%	56%
	2022	76%	74%	**84%**	67%	79%	88%	-	-	-	83%	50%	*	84%	82%	79%	50%
At Meets Grade Level or Above	2023	47%	45%	**52%**	25%	46%	58%	-	*	-	67%	33%	*	53%	51%	38%	25%
	2022	47%	37%	**46%**	17%	43%	52%	-	-	-	17%	19%	*	49%	36%	32%	14%
At Masters Grade Level	2023	18%	14%	**15%**	0%	7%	22%	-	*	-	17%	13%	*	17%	11%	3%	6%
	2022	21%	16%	**15%**	0%	19%	16%	-	-	-	0%	0%	*	17%	12%	8%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	68%	**90%**	82%	89%	93%	-	*	-	67%	74%	*	92%	83%	86%	71%
	2022	75%	72%	**89%**	69%	90%	92%	-	*	-	91%	67%	*	90%	87%	84%	82%
At Meets Grade Level or Above	2023	52%	43%	**65%**	27%	67%	73%	-	*	-	17%	37%	*	69%	53%	55%	36%
	2022	50%	46%	**68%**	54%	56%	79%	-	*	-	64%	44%	*	70%	64%	61%	36%
At Masters Grade Level	2023	27%	21%	**33%**	0%	27%	42%	-	*	-	17%	5%	*	36%	22%	22%	14%
	2022	30%	25%	**42%**	38%	38%	48%	-	*	-	18%	22%	*	42%	44%	33%	18%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	56%	**56%**	17%	51%	63%	-	*	-	*	43%	*	58%	49%	46%	46%
End of Course English II	2023	74%	80%	**80%**	30%	89%	78%	-	-	-	90%	61%	-	84%	67%	75%	*
End of Course Algebra I	2023	76%	75%	**71%**	83%	67%	73%	-	-	-	*	70%	*	76%	58%	68%	50%
All Grades Both Subjects	2023	64%	60%	**68%**	40%	68%	71%	-	*	-	75%	57%	*	72%	57%	62%	52%
All Grades ELA/Reading	2023	63%	61%	**67%**	21%	68%	70%	-	*	-	72%	48%	*	71%	56%	60%	53%
All Grades Mathematics	2023	66%	60%	**71%**	83%	67%	73%	-	-	-	*	70%	*	76%	58%	68%	50%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	14%	**14%**	*	14%	*	-	-	-	*	0%	*	8%	22%	20%	20%
End of Course English II	2023	41%	44%	**44%**	*	63%	42%	-	-	-	*	29%	-	48%	33%	36%	*
End of Course Algebra I	2023	58%	61%	**61%**	*	43%	90%	-	-	-	*	38%	*	67%	43%	47%	*
All Grades Both Subjects	2023	38%	38%	**42%**	11%	36%	55%	-	-	-	*	24%	*	46%	32%	35%	27%
All Grades ELA/Reading	2023	35%	39%	**32%**	0%	32%	39%	-	-	-	*	15%	*	34%	28%	30%	29%
All Grades Mathematics	2023	40%	37%	**61%**	*	43%	90%	-	-	-	*	38%	*	67%	43%	47%	*

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	73%	**76%**	-	-	-	-	-	-	45%	-	45%	-	-	78%	45%	100%
	2022	74%	73%	**72%**	-	-	-	-	-	-	38%	*	36%	-	-	75%	38%	97%
At Meets Grade Level or Above	2023	49%	44%	**49%**	-	-	-	-	-	-	21%	-	21%	-	-	51%	21%	75%
	2022	48%	43%	**48%**	-	-	-	-	-	-	11%	*	8%	-	-	51%	11%	67%
At Masters Grade Level	2023	20%	16%	**13%**	-	-	-	-	-	-	4%	-	4%	-	-	14%	4%	21%
	2022	23%	19%	**15%**	-	-	-	-	-	-	0%	*	0%	-	-	15%	0%	36%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	74%	**66%**	-	-	-	-	-	-	33%	-	33%	-	-	68%	33%	100%
	2022	75%	74%	**61%**	-	-	-	-	-	-	24%	*	21%	-	-	64%	24%	92%
At Meets Grade Level or Above	2023	53%	48%	**48%**	-	-	-	-	-	-	19%	-	19%	-	-	50%	19%	77%
	2022	53%	51%	**49%**	-	-	-	-	-	-	14%	*	11%	-	-	51%	14%	75%
At Masters Grade Level	2023	20%	17%	**7%**	-	-	-	-	-	-	3%	-	3%	-	-	7%	3%	23%
	2022	25%	21%	**5%**	-	-	-	-	-	-	0%	*	0%	-	-	5%	0%	17%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	72%	**77%**	-	-	-	-	-	-	50%	-	50%	-	-	78%	50%	100%
	2022	72%	71%	**70%**	-	-	-	-	-	-	43%	-	43%	-	-	72%	43%	100%
At Meets Grade Level or Above	2023	45%	41%	**36%**	-	-	-	-	-	-	21%	-	21%	-	-	36%	21%	67%
	2022	42%	37%	**30%**	-	-	-	-	-	-	0%	-	0%	-	-	31%	0%	56%
At Masters Grade Level	2023	19%	13%	**8%**	-	-	-	-	-	-	0%	-	0%	-	-	9%	0%	0%
	2022	20%	15%	**10%**	-	-	-	-	-	-	0%	-	0%	-	-	9%	0%	44%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	74%	**87%**	-	-	-	-	-	-	50%	-	50%	-	-	89%	50%	100%
	2022	76%	74%	**84%**	-	-	-	-	-	-	42%	*	36%	-	-	88%	42%	100%
At Meets Grade Level or Above	2023	47%	45%	**52%**	-	-	-	-	-	-	14%	-	14%	-	-	55%	14%	67%
	2022	47%	37%	**46%**	-	-	-	-	-	-	8%	*	0%	-	-	49%	8%	67%
At Masters Grade Level	2023	18%	14%	**15%**	-	-	-	-	-	-	0%	-	0%	-	-	16%	0%	33%
	2022	21%	16%	**15%**	-	-	-	-	-	-	0%	*	0%	-	-	17%	0%	33%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	68%	**90%**	-	-	-	-	-	-	69%	-	69%	-	-	92%	69%	*
	2022	75%	72%	**89%**	-	-	-	-	-	-	75%	-	75%	-	-	90%	75%	100%
At Meets Grade Level or Above	2023	52%	43%	**65%**	-	-	-	-	-	-	31%	-	31%	-	-	68%	31%	*
	2022	50%	46%	**68%**	-	-	-	-	-	-	25%	-	25%	-	-	72%	25%	67%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	21%	**33%**	-	-	-	-	-	-	15%	-	15%	-	-	34%	15%	*
	2022	30%	25%	**42%**	-	-	-	-	-	-	0%	-	0%	-	-	44%	0%	67%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	60%	**68%**	-	-	-	-	-	-	52%	-	52%	-	-	69%	52%	83%
All Grades ELA/Reading	2023	63%	61%	**67%**	-	-	-	-	-	-	53%	-	53%	-	-	67%	53%	83%
All Grades Mathematics	2023	66%	60%	**71%**	-	-	-	-	-	-	50%	-	50%	-	-	73%	50%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	38%	**42%**	-	-	-	-	-	-	27%	-	27%	-	-	43%	27%	*
All Grades ELA/Reading	2023	35%	39%	**32%**	-	-	-	-	-	-	29%	-	29%	-	-	31%	29%	*
All Grades Mathematics	2023	40%	37%	**61%**	-	-	-	-	-	-	*	-	*	-	-	65%	*	*

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	97%	93%	97%	-	*	-	100%	95%	82%	98%	91%	96%	90%
Not Included in Accountability: Mobile	4%	4%	**3%**	3%	5%	2%	-	*	-	0%	4%	18%	1%	9%	3%	2%
Not Included in Accountability: Other Exclusions	2%	0%	**1%**	0%	2%	0%	-	*	-	0%	1%	0%	1%	1%	1%	8%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**94%**	93%	90%	96%	-	*	-	100%	92%	80%	97%	87%	94%	83%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	5%	4%	-	*	-	0%	5%	20%	1%	11%	4%	2%
Not Included in Accountability: Other Exclusions	3%	1%	**2%**	0%	5%	0%	-	*	-	0%	3%	0%	2%	2%	2%	15%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**99%**	100%	100%	99%	-	*	-	100%	100%	*	99%	100%	100%	100%
Included in Accountability	94%	96%	**98%**	100%	96%	99%	-	*	-	100%	97%	*	99%	95%	100%	100%
Not Included in Accountability: Mobile	5%	4%	**2%**	0%	4%	0%	-	*	-	0%	3%	*	0%	5%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**1%**	0%	0%	1%	-	*	-	0%	0%	*	1%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**1%**	0%	0%	1%	-	*	-	0%	0%	*	1%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	**95%**	100%	90%	97%	-	*	-	100%	97%	*	98%	90%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**5%**	0%	10%	3%	-	*	-	0%	3%	*	2%	10%	5%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	97%	**99%**	100%	98%	99%	-	*	-	100%	100%	*	99%	97%	98%	100%
Not Included in Accountability: Mobile	4%	3%	**1%**	0%	2%	1%	-	*	-	0%	0%	*	1%	3%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	96%	**96%**	-	100%	94%	-	*	-	*	-	-	95%	100%	100%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	98%	99%	99%	-	*	-	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	94%	**92%**	92%	88%	95%	-	*	-	93%	96%	50%	96%	81%	94%	83%
Not Included in Accountability: Mobile	5%	5%	**6%**	7%	9%	4%	-	*	-	7%	2%	50%	2%	17%	4%	10%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	-	*	-	0%	2%	0%	1%	1%	1%	7%
Not Tested	1%	0%	**1%**	2%	1%	1%	-	*	-	0%	0%	0%	1%	1%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	2%	1%	1%	-	*	-	0%	0%	0%	1%	1%	1%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	94%	**92%**	96%	86%	96%	-	*	-	94%	95%	*	97%	80%	93%	77%
Not Included in Accountability: Mobile	5%	6%	**6%**	4%	9%	4%	-	*	-	6%	2%	*	2%	18%	4%	9%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	5%	0%	-	*	-	0%	4%	*	2%	2%	2%	14%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**95%**	92%	95%	96%	-	-	-	100%	100%	*	95%	96%	94%	100%
Included in Accountability	93%	93%	**88%**	85%	86%	89%	-	-	-	100%	100%	*	92%	79%	88%	89%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	6%	**7%**	8%	10%	6%	-	-	-	0%	0%	*	3%	17%	5%	11%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**5%**	8%	5%	4%	-	-	-	0%	0%	*	5%	4%	6%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	**5%**	8%	5%	4%	-	-	-	0%	0%	*	5%	4%	6%	0%
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**90%**	86%	87%	93%	-	-	-	86%	94%	*	96%	75%	94%	88%
Not Included in Accountability: Mobile	4%	6%	**10%**	14%	13%	7%	-	-	-	14%	6%	*	4%	25%	6%	13%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**98%**	93%	98%	100%	-	*	-	92%	100%	*	99%	95%	100%	92%
Not Included in Accountability: Mobile	4%	3%	**2%**	7%	2%	0%	-	*	-	8%	0%	*	1%	5%	0%	8%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	77%	**77%**	*	57%	84%	-	-	-	*	-	-	81%	*	45%	-

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.4%	**92.3%**	91.6%	91.6%	93.0%	-	*	-	89.1%	91.1%	90.6%	91.6%
2020-21	95.0%	92.9%	**91.7%**	88.2%	91.5%	92.4%	*	*	*	90.2%	92.1%	90.4%	87.1%
Chronic Absenteeism													
2021-22	25.7%	27.7%	**28.1%**	33.3%	31.8%	24.5%	-	*	-	38.5%	38.3%	34.4%	25.0%
2020-21	15.0%	22.4%	**27.0%**	34.0%	29.5%	23.7%	*	*	*	45.0%	25.9%	34.0%	50.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	**1.1%**	2.2%	1.5%	0.9%	-	*	-	0.0%	3.7%	1.1%	0.0%
2020-21	2.4%	1.6%	**1.6%**	0.0%	1.7%	1.7%	*	*	*	0.0%	2.4%	2.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	95.8%	**95.8%**	100.0%	97.6%	96.6%	-	-	*	83.3%	100.0%	94.8%	100.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	2.1%	**2.1%**	0.0%	0.0%	2.3%	-	-	*	16.7%	0.0%	3.4%	0.0%
Dropped Out	6.4%	2.1%	**2.1%**	0.0%	2.4%	1.1%	-	-	*	0.0%	0.0%	1.7%	0.0%
Graduates and TxCHSE	90.0%	95.8%	**95.8%**	100.0%	97.6%	96.6%	-	-	*	83.3%	100.0%	94.8%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	97.9%	**97.9%**	100.0%	97.6%	98.9%	-	-	*	100.0%	100.0%	98.3%	100.0%
Class of 2021													
Graduated	90.0%	92.1%	**92.1%**	100.0%	96.8%	88.5%	*	-	-	*	88.2%	89.6%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	3.9%	3.1%	**3.1%**	0.0%	3.2%	3.8%	*	-	-	*	0.0%	3.0%	*
Dropped Out	5.8%	4.7%	**4.7%**	0.0%	0.0%	7.7%	*	-	-	*	11.8%	7.5%	*
Graduates and TxCHSE	90.3%	92.1%	**92.1%**	100.0%	96.8%	88.5%	*	-	-	*	88.2%	89.6%	*
Graduates, TxCHSE, and Continuers	94.2%	95.3%	**95.3%**	100.0%	100.0%	92.3%	*	-	-	*	88.2%	92.5%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	95.3%	**95.3%**	100.0%	100.0%	92.3%	*	-	-	*	89.5%	92.6%	*
Received TxCHSE	0.4%	0.8%	**0.8%**	0.0%	0.0%	1.3%	*	-	-	*	0.0%	0.0%	*
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	3.9%	**3.9%**	0.0%	0.0%	6.4%	*	-	-	*	10.5%	7.4%	*
Graduates and TxCHSE	92.7%	96.1%	**96.1%**	100.0%	100.0%	93.6%	*	-	-	*	89.5%	92.6%	*
Graduates, TxCHSE, and Continuers	93.7%	96.1%	**96.1%**	100.0%	100.0%	93.6%	*	-	-	*	89.5%	92.6%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	95.2%	**95.2%**	91.7%	91.8%	98.2%	*	*	-	100.0%	88.2%	97.0%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	1.1%	1.6%	**1.6%**	8.3%	2.0%	0.0%	*	*	-	0.0%	11.8%	1.5%	*
Dropped Out	6.2%	3.2%	**3.2%**	0.0%	6.1%	1.8%	*	*	-	0.0%	0.0%	1.5%	*
Graduates and TxCHSE	92.7%	95.2%	**95.2%**	91.7%	91.8%	98.2%	*	*	-	100.0%	88.2%	97.0%	*
Graduates, TxCHSE, and Continuers	93.8%	96.8%	**96.8%**	100.0%	93.9%	98.2%	*	*	-	100.0%	100.0%	98.5%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.8%	**96.8%**	100.0%	93.9%	98.2%	*	*	-	100.0%	100.0%	98.5%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.2%	3.2%	**3.2%**	0.0%	6.1%	1.8%	*	*	-	0.0%	0.0%	1.5%	*
Graduates and TxCHSE	93.2%	96.8%	**96.8%**	100.0%	93.9%	98.2%	*	*	-	100.0%	100.0%	98.5%	*
Graduates, TxCHSE, and Continuers	93.8%	96.8%	**96.8%**	100.0%	93.9%	98.2%	*	*	-	100.0%	100.0%	98.5%	*
Class of 2019													
Graduated	92.6%	98.5%	**98.5%**	100.0%	93.9%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
Received TxCHSE	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.2%	1.5%	**1.5%**	0.0%	6.1%	0.0%	-	*	-	0.0%	0.0%	3.6%	*
Graduates and TxCHSE	93.2%	98.5%	**98.5%**	100.0%	93.9%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
Graduates, TxCHSE, and Continuers	93.8%	98.5%	**98.5%**	100.0%	93.9%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	94.5%	**94.5%**	100.0%	95.2%	95.5%	-	-	*	83.3%	81.8%	93.2%	100.0%
Class of 2021	90.0%	90.0%	**90.0%**	100.0%	96.8%	85.2%	*	-	-	*	75.0%	88.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Class of 2021	3.8%	0.9%	**0.9%**	0.0%	0.0%	1.4%	*	-	-	*	6.7%	1.7%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	67.4%	**67.4%**	55.6%	60.0%	72.6%	-	-	-	60.0%	22.2%	58.2%	20.0%
Class of 2021	81.9%	71.8%	**71.8%**	61.5%	63.3%	76.8%	*	-	-	*	33.3%	63.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	67.4%	**67.4%**	55.6%	60.0%	72.6%	-	-	-	60.0%	22.2%	58.2%	20.0%
Class of 2021	85.7%	72.6%	**72.6%**	61.5%	63.3%	78.3%	*	-	-	*	40.0%	65.0%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	3.8%	0.8%	**0.8%**	0.0%	0.0%	1.3%	*	-	-	*	6.3%	1.5%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	63.7%	**63.7%**	55.6%	54.5%	70.1%	-	-	-	50.0%	13.3%	56.1%	16.7%
2020-21	80.4%	65.9%	**65.9%**	57.1%	59.4%	69.3%	*	-	-	*	31.3%	56.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	63.7%	**63.7%**	55.6%	54.5%	70.1%	-	-	-	50.0%	13.3%	56.1%	16.7%
2020-21	84.1%	66.7%	**66.7%**	57.1%	59.4%	70.7%	*	-	-	*	37.5%	58.2%	*

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	146	100.0%	146	368,686
By Ethnicity:				
African American	9	6.2%	9	45,227
Hispanic	44	30.1%	44	191,125
White	87	59.6%	87	103,171
American Indian	0	0.0%	0	1,159
Asian	0	0.0%	0	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	6	4.1%	6	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	53	36.3%	53	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	0	14,179
Foundation H.S. Program (DLA)	93	63.7%	93	302,917
Special Education Graduates	15	10.3%	15	32,447
Economically Disadvantaged Graduates	57	39.0%	57	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	6	4.1%	6	40,398
At-Risk Graduates	48	32.9%	48	159,689

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
				College, Career, and Military Ready Graduates (Student Achievement)									
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	45.9%	**45.9%**	22.2%	36.4%	52.9%	-	-	-	50.0%	53.3%	35.1%	50.0%
2020-21	65.2%	52.4%	**52.4%**	28.6%	50.0%	61.3%	*	-	-	*	75.0%	41.8%	*
				College Ready Graduates									
College Ready (Annual Graduates)													
2021-22	52.9%	29.5%	**29.5%**	11.1%	20.5%	35.6%	-	-	-	33.3%	0.0%	21.1%	0.0%
2020-21	52.7%	31.0%	**31.0%**	7.1%	25.0%	40.0%	*	-	-	*	0.0%	17.9%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	30.1%	**30.1%**	11.1%	15.9%	40.2%	-	-	-	16.7%	6.7%	21.1%	0.0%
2020-21	56.1%	22.2%	**22.2%**	7.1%	9.4%	32.0%	*	-	-	*	0.0%	11.9%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	24.0%	**24.0%**	11.1%	15.9%	29.9%	-	-	-	16.7%	0.0%	17.5%	0.0%
2020-21	45.7%	23.8%	**23.8%**	7.1%	21.9%	29.3%	*	-	-	*	0.0%	14.9%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	20.5%	**20.5%**	11.1%	13.6%	26.4%	-	-	-	0.0%	0.0%	15.8%	0.0%
2020-21	40.4%	14.3%	**14.3%**	7.1%	9.4%	18.7%	*	-	-	*	0.0%	9.0%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	5.5%	**5.5%**	0.0%	2.3%	8.0%	-	-	-	0.0%	0.0%	3.5%	0.0%
2020-21	21.3%	8.7%	**8.7%**	7.1%	0.0%	13.3%	*	-	-	*	0.0%	3.0%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	26.0%	**26.0%**	11.1%	13.6%	33.3%	-	-	-	33.3%	0.0%	14.0%	0.0%
2020-21	25.9%	26.2%	**26.2%**	7.1%	18.8%	34.7%	*	-	-	*	0.0%	16.4%	*
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	8.2%	**8.2%**	0.0%	0.0%	13.8%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	12.7%	**12.7%**	7.1%	6.3%	17.3%	*	-	-	*	0.0%	4.5%	*
				Career / Military Ready Graduates									
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	17.1%	**17.1%**	11.1%	15.9%	18.4%	-	-	-	16.7%	53.3%	15.8%	50.0%
2020-21	24.2%	24.6%	**24.6%**	21.4%	28.1%	25.3%	*	-	-	*	75.0%	25.4%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	15.1%	**15.1%**	0.0%	15.9%	16.1%	-	-	-	16.7%	33.3%	14.0%	50.0%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	17.5%	**17.5%**	14.3%	15.6%	20.0%	*	-	-	*	18.8%	16.4%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	1.4%	**1.4%**	0.0%	0.0%	2.3%	-	-	-	0.0%	13.3%	1.8%	0.0%
2020-21	2.4%	4.8%	**4.8%**	7.1%	6.3%	4.0%	*	-	-	*	37.5%	4.5%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	1.4%	**1.4%**	11.1%	0.0%	1.1%	-	-	-	0.0%	13.3%	0.0%	0.0%
2020-21	4.4%	4.8%	**4.8%**	7.1%	9.4%	2.7%	*	-	-	*	37.5%	7.5%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	6.2%	**6.2%**	0.0%	4.5%	8.0%	-	-	-	0.0%	6.7%	3.5%	0.0%
	2020-21	25.9%	13.5%	**13.5%**	0.0%	3.1%	21.3%	*	-	-	*	0.0%	9.0%	*
Mathematics	2021-22	18.7%	21.9%	**21.9%**	11.1%	13.6%	27.6%	-	-	-	16.7%	0.0%	14.0%	0.0%
	2020-21	19.4%	19.8%	**19.8%**	7.1%	18.8%	24.0%	*	-	-	*	0.0%	11.9%	*
Both Subjects	2021-22	12.6%	1.4%	**1.4%**	0.0%	2.3%	1.1%	-	-	-	0.0%	0.0%	1.8%	0.0%
	2020-21	14.4%	4.8%	**4.8%**	0.0%	3.1%	6.7%	*	-	-	*	0.0%	3.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2020-21	8.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Mathematics	2021-22	14.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2020-21	10.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Both Subjects	2021-22	7.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2020-21	4.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	11.8%	**11.8%**	0.0%	10.7%	14.4%	-	*	-	0.0%	0.0%	6.1%	8.3%
	2021	21.1%	8.3%	**8.3%**	3.8%	2.7%	11.2%	*	-	*	12.5%	0.0%	2.9%	0.0%
English Language Arts	2022	13.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2021	12.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2022	6.9%	7.1%	**7.1%**	0.0%	8.3%	8.1%	-	*	-	0.0%	0.0%	4.4%	8.3%
	2021	6.1%	4.9%	**4.9%**	3.8%	1.4%	6.7%	*	-	*	0.0%	0.0%	2.2%	0.0%
Science	2022	9.6%	7.5%	**7.5%**	0.0%	4.8%	10.0%	-	*	-	0.0%	0.0%	2.6%	0.0%
	2021	8.7%	3.8%	**3.8%**	0.0%	1.4%	5.1%	*	-	*	12.5%	0.0%	1.4%	0.0%
Social Studies	2022	12.5%	0.4%	**0.4%**	0.0%	0.0%	0.6%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2021	11.6%	0.7%	**0.7%**	0.0%	0.0%	1.1%	*	-	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	36.4%	**36.4%**	-	11.1%	43.5%	-	*	-	-	-	28.6%	*
	2021	48.6%	45.8%	**45.8%**	*	*	45.0%	-	-	-	*	-	*	-
English Language Arts	2022	53.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	35.0%	**35.0%**	-	14.3%	46.2%	-	-	-	-	-	20.0%	*
	2021	49.4%	71.4%	**71.4%**	*	*	66.7%	-	-	-	-	-	*	-
Science	2022	44.7%	19.0%	**19.0%**	-	*	18.8%	-	*	-	-	-	*	-
	2021	41.4%	9.1%	**9.1%**	-	*	11.1%	-	-	-	*	-	*	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	*	*	-	-	*	-	-	-	-	-	-	-
	2021	42.2%	*	*	-	-	*	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	39.0%	**39.0%**	55.6%	29.5%	41.4%	-	-	-	50.0%	12.5%	28.1%	0.0%
	2020-21	70.8%	23.0%	**23.0%**	28.6%	9.4%	28.0%	*	-	-	*	6.3%	11.9%	*
At/Above Criterion for All Examinees	2021-22	32.1%	24.6%	**24.6%**	0.0%	7.7%	36.1%	-	-	-	*	*	6.3%	-
	2020-21	32.9%	31.0%	**31.0%**	*	*	33.3%	-	-	-	*	*	25.0%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1012	**1012**	*	965	1048	-	-	-	*	*	962	-
	2020-21	1002	995	**995**	840	1065	1031	-	-	-	870	780	940	-
English Language Arts and Writing	2021-22	506	515	**515**	*	484	539	-	-	-	*	*	486	-
	2020-21	504	496	**496**	408	555	511	-	-	-	470	400	458	-
Mathematics	2021-22	496	496	**496**	*	481	509	-	-	-	*	*	476	-
	2020-21	498	499	**499**	433	510	519	-	-	-	400	380	483	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	20.9	**20.9**	*	*	23.4	-	-	-	*	*	*	-
	2020-21	20.0	19.6	**19.6**	-	16.5	20.7	-	-	-	-	-	22.0	-
English Language Arts	2021-22	19.2	21.3	**21.3**	*	*	24.0	-	-	-	*	*	*	-
	2020-21	19.6	20.2	**20.2**	-	16.5	21.4	-	-	-	-	-	22.5	-
Mathematics	2021-22	19.3	21.5	**21.5**	*	*	23.5	-	-	-	*	*	*	-
	2020-21	19.9	18.5	**18.5**	-	14.0	20.0	-	-	-	-	-	16.0	-
Science	2021-22	19.8	19.5	**19.5**	*	*	21.6	-	-	-	*	*	*	-
	2020-21	20.3	19.1	**19.1**	-	18.5	19.3	-	-	-	-	-	26.0	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	40.9%	**40.9%**	34.2%	31.5%	47.3%	-	*	-	39.1%	29.2%	37.7%	14.7%
	2020-21	42.5%	33.2%	**33.2%**	31.3%	32.1%	34.5%	*	*	*	25.0%	25.8%	32.0%	21.4%
English Language Arts	2021-22	16.6%	11.6%	**11.6%**	10.8%	6.3%	14.7%	-	*	-	9.1%	0.0%	5.9%	3.2%
	2020-21	16.3%	11.1%	**11.1%**	4.3%	6.9%	14.5%	*	*	*	10.0%	0.0%	5.4%	0.0%
Mathematics	2021-22	19.9%	26.6%	**26.6%**	25.0%	22.4%	29.7%	-	*	-	18.2%	8.6%	17.9%	6.7%
	2020-21	19.3%	19.6%	**19.6%**	15.6%	16.7%	21.9%	*	*	*	16.7%	3.6%	19.8%	8.0%
Science	2021-22	21.1%	31.9%	**31.9%**	25.7%	26.5%	35.4%	-	*	-	36.4%	19.6%	26.4%	9.7%
	2020-21	20.6%	24.0%	**24.0%**	26.1%	20.9%	25.5%	*	*	*	21.1%	25.5%	23.8%	18.5%
Social Studies	2021-22	22.8%	11.5%	**11.5%**	10.8%	5.7%	14.8%	-	*	-	9.1%	0.0%	4.9%	3.0%
	2020-21	22.8%	11.9%	**11.9%**	4.3%	6.7%	15.6%	*	*	*	10.0%	0.0%	6.1%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	36.5%	**36.5%**	42.9%	31.3%	37.3%	*	-	-	*	18.8%	22.4%	*
	2019-20	46.1%	26.3%	**26.3%**	27.3%	21.3%	28.3%	*	*	-	40.0%	12.5%	18.0%	0.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	574	100.0%	1,879	5,504,150	575	100.0%	1,885	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	3.4%	4.4%	0	0.0%	3.4%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.5%	6.7%	0	0.0%	6.5%	6.7%
Grade 1	0	0.0%	8.1%	7.2%	0	0.0%	8.1%	7.2%
Grade 2	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 3	0	0.0%	6.3%	7.2%	0	0.0%	6.3%	7.1%
Grade 4	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.1%
Grade 5	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	6.5%	7.4%	0	0.0%	6.5%	7.4%
Grade 8	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 9	168	29.3%	8.9%	8.7%	168	29.2%	8.9%	8.7%
Grade 10	140	24.4%	7.5%	7.9%	140	24.3%	7.4%	7.9%
Grade 11	144	25.1%	7.7%	7.0%	144	25.0%	7.6%	7.0%
Grade 12	122	21.3%	6.5%	6.6%	123	21.4%	6.5%	6.6%
Ethnic Distribution:								
African American	39	6.8%	5.9%	12.8%	39	6.8%	5.8%	12.8%
Hispanic	190	33.1%	35.2%	53.0%	190	33.0%	35.2%	52.9%
White	316	55.1%	53.8%	25.6%	317	55.1%	53.8%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	4	0.7%	0.6%	5.1%	4	0.7%	0.6%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	25	4.4%	4.4%	3.0%	25	4.3%	4.4%	3.0%
Sex:								
Female	276	48.1%	48.9%	48.8%	277	48.2%	49.0%	48.8%
Male	298	51.9%	51.1%	51.2%	298	51.8%	51.0%	51.2%
Economically Disadvantaged	302	52.6%	54.6%	62.1%	303	52.7%	54.6%	62.0%
Non-Educationally Disadvantaged	272	47.4%	45.4%	37.9%	272	47.3%	45.4%	38.0%
Section 504 Students	87	15.2%	9.3%	7.4%	87	15.1%	9.2%	7.4%
EB Students/EL	37	6.4%	9.5%	23.1%	37	6.4%	9.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	50	8.2%	3.7%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	38	6.6%	6.5%	5.5%	38	6.6%	6.5%	5.5%
Foster Care	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Homeless	5	0.9%	0.3%	1.3%	5	0.9%	0.3%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Title I	574	100.0%	100.0%	64.6%	575	100.0%	100.0%	64.6%
Military Connected	55	9.6%	7.1%	3.6%	55	9.6%	7.1%	3.6%
At-Risk	233	40.6%	47.3%	53.3%	233	40.5%	47.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	37	6.4%	8.9%	23.2%	37	6.4%	8.9%	23.2%
Career and Technical Education	426	74.2%	22.7%	26.5%	426	74.1%	22.7%	26.5%
Career and Technical Education (9-12 grades only)	426	74.2%	74.2%	72.3%	426	74.1%	74.1%	72.2%
Gifted and Talented Education	54	9.4%	6.8%	8.2%	54	9.4%	6.8%	8.2%
Special Education	69	12.0%	14.5%	12.6%	70	12.2%	14.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	69							
By Type of Primary Disability								
Students with Intellectual Disabilities	34	49.3%	46.0%	44.1%				
Students with Physical Disabilities	*	*	**	20.0%				
Students with Autism	**	**	16.9%	15.5%				
Students with Behavioral Disabilities	22	31.9%	21.7%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	91	14.9%	11.6%	16.8%				
By Ethnicity:								
African American	9	1.5%	0.9%	3.3%				
Hispanic	40	6.5%	5.1%	8.7%				
White	35	5.7%	4.8%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	7	1.1%	0.9%	0.6%				
Count and Percent of Special Ed Students who are Mobile	19	23.5%	14.6%	18.6%				
Count and Percent of EB Students/EL who are Mobile	10	27.0%	14.2%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	53	19.4%	14.0%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	73	16.4%	11.5%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.5%	-	0.0%	4.5%
Grade 1	-	5.8%	2.5%	-	10.5%	3.6%
Grade 2	-	1.1%	1.6%	-	4.8%	2.0%
Grade 3	-	0.0%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	1.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.8%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	8.5%	8.5%	8.7%	25.0%	25.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.1	18.7
Grade 1	-	20.5	19.1
Grade 2	-	20.1	19.1
Grade 3	-	18.5	19.3
Grade 4	-	19.6	19.4
Grade 5	-	21.9	20.8
Grade 6	-	22.5	19.2
Secondary:			
English/Language Arts	18.2	18.8	16.2
Foreign Languages	19.5	18.4	18.8
Mathematics	18.0	18.2	17.5
Science	18.9	19.8	18.5
Social Studies	19.1	21.3	18.9

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	59.3	100.0%	100.0%	100.0%
Professional Staff:	54.4	91.8%	62.0%	64.1%
Teachers	45.2	76.2%	48.5%	48.7%
Professional Support	6.8	11.4%	8.4%	10.9%
Campus Administration (School Leadership)	2.5	4.2%	3.2%	3.3%
Educational Aides:	4.9	8.2%	16.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	1.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	2.0	n/a	4.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	9.9	16.7%	19.8%	53.2%
Teachers by Ethnicity:				
African American	1.5	3.3%	4.3%	11.8%
Hispanic	6.9	15.3%	11.7%	29.6%
White	35.9	79.5%	82.5%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.9	1.9%	1.6%	1.2%
Teachers by Sex:				
Males	17.1	37.9%	22.9%	24.4%
Females	28.1	62.1%	77.1%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	31.5	69.7%	77.5%	72.2%
Masters	13.7	30.3%	22.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.7%	9.7%
1-5 Years Experience	6.0	13.3%	20.5%	26.3%
6-10 Years Experience	14.9	33.0%	31.3%	20.5%
11-20 Years Experience	10.9	24.1%	23.1%	27.2%
21-30 Years Experience	8.7	19.2%	17.0%	13.3%
Over 30 Years Experience	4.7	10.5%	4.5%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	12.7	n/a	14.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	3.8	6.1
Average Years Experience of Principals with District	3.0	3.8	5.3
Average Years Experience of Assistant Principals	2.0	5.0	5.2
Average Years Experience of Assistant Principals with District	1.0	2.8	4.4
Average Years Experience of Teachers:	15.6	12.7	11.0
Average Years Experience of Teachers with District:	8.7	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$44,999	$53,300
1-5 Years Experience	$48,584	$47,236	$56,516
6-10 Years Experience	$51,392	$51,181	$59,732
11-20 Years Experience	$57,280	$55,679	$63,389
21-30 Years Experience	$65,048	$63,278	$67,876
Over 30 Years Experience	$65,012	$65,177	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$56,484	$53,865	$60,717
Professional Support	$57,693	$59,998	$72,022
Campus Administration (School Leadership)	$86,519	$79,015	$85,167
Instructional Staff Percent:	n/a	65.7%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.7%	0.3%	5.9%
Career and Technical Education	5.2	11.5%	4.0%	5.4%
Compensatory Education	5.2	11.6%	10.1%	3.2%
Gifted and Talented Education	0.0	0.0%	0.3%	1.7%
Regular Education	29.9	66.2%	73.8%	70.6%
Special Education	4.5	10.1%	11.5%	9.7%
Other	0.0	0.0%	0.0%	3.5%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Smithville Junior High Campus Data

2022-2023

Texas Academic Performance Report

2022-23 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: SMITHVILLE J H

Campus Number: 011904041

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	86%	**86%**	100%	78%	90%	-	*	*	83%	56%	100%	88%	84%	83%	59%
	2022	70%	69%	**69%**	60%	67%	76%	-	*	-	33%	20%	*	69%	67%	57%	59%
At Meets Grade Level or Above	2023	52%	57%	**57%**	67%	45%	65%	-	*	*	50%	16%	50%	55%	63%	43%	29%
	2022	43%	49%	**49%**	60%	40%	62%	-	*	-	0%	20%	*	47%	53%	35%	32%
At Masters Grade Level	2023	22%	21%	**21%**	11%	18%	25%	-	*	*	17%	0%	13%	23%	19%	11%	0%
	2022	23%	30%	**30%**	40%	22%	40%	-	*	-	0%	10%	*	28%	33%	17%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	69%	**69%**	56%	59%	79%	-	*	*	67%	32%	50%	73%	63%	57%	41%
	2022	73%	69%	**69%**	60%	60%	80%	-	*	-	60%	40%	*	71%	66%	56%	64%
At Meets Grade Level or Above	2023	40%	30%	**30%**	11%	22%	37%	-	*	*	33%	8%	13%	31%	28%	9%	0%
	2022	39%	28%	**28%**	0%	24%	38%	-	*	-	0%	20%	*	26%	31%	11%	9%
At Masters Grade Level	2023	16%	8%	**8%**	0%	8%	8%	-	*	*	17%	4%	0%	9%	7%	3%	0%
	2022	16%	10%	**10%**	0%	7%	16%	-	*	-	0%	10%	*	7%	17%	2%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	75%	**75%**	*	72%	80%	-	*	-	*	25%	-	77%	71%	63%	61%
	2022	80%	78%	**78%**	64%	73%	86%	-	-	-	67%	39%	*	79%	77%	63%	67%
At Meets Grade Level or Above	2023	55%	51%	**51%**	*	46%	61%	-	*	-	*	6%	-	51%	53%	35%	39%
	2022	56%	47%	**47%**	29%	40%	55%	-	-	-	67%	17%	*	44%	56%	35%	33%
At Masters Grade Level	2023	27%	30%	**30%**	*	24%	41%	-	*	-	*	0%	-	27%	38%	19%	17%
	2022	37%	32%	**32%**	14%	25%	42%	-	-	-	17%	6%	*	30%	37%	21%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	46%	**46%**	*	43%	62%	-	*	-	*	19%	-	46%	46%	38%	35%
	2022	61%	31%	**31%**	18%	36%	31%	-	-	-	*	22%	-	25%	44%	26%	23%
At Meets Grade Level or Above	2023	37%	21%	**21%**	*	16%	34%	-	*	-	*	13%	-	18%	27%	18%	15%
	2022	31%	11%	**11%**	9%	11%	9%	-	-	-	*	17%	-	4%	26%	6%	8%
At Masters Grade Level	2023	11%	1%	**1%**	*	3%	0%	-	*	-	*	0%	-	0%	4%	0%	0%
	2022	13%	2%	**2%**	0%	0%	6%	-	-	-	*	0%	-	0%	7%	0%	0%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	83%	74%	**74%**	57%	66%	85%	-	-	-	60%	38%	*	77%	68%	70%	29%
	2022	83%	87%	**87%**	75%	76%	96%	-	*	-	*	59%	*	89%	83%	81%	75%
At Meets Grade Level or Above	2023	58%	43%	**43%**	21%	36%	53%	-	-	-	40%	12%	*	42%	46%	28%	18%
	2022	58%	54%	**54%**	25%	47%	60%	-	*	-	*	18%	*	58%	42%	48%	42%
At Masters Grade Level	2023	28%	18%	**18%**	0%	15%	23%	-	-	-	20%	4%	*	17%	20%	11%	6%
	2022	37%	27%	**27%**	25%	27%	27%	-	*	-	*	0%	*	28%	25%	23%	25%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	73%	**73%**	42%	75%	79%	-	-	-	*	54%	-	75%	69%	67%	68%
	2022	71%	77%	**77%**	56%	72%	85%	-	-	-	*	53%	83%	80%	71%	71%	58%
At Meets Grade Level or Above	2023	46%	40%	**40%**	8%	41%	47%	-	-	-	*	8%	-	40%	40%	27%	21%
	2022	40%	33%	**33%**	11%	23%	43%	-	-	-	*	12%	67%	34%	31%	26%	25%
At Masters Grade Level	2023	17%	18%	**18%**	0%	17%	24%	-	-	-	*	0%	-	20%	14%	6%	11%
	2022	14%	5%	**5%**	0%	2%	7%	-	-	-	*	0%	0%	6%	2%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	75%	**75%**	36%	70%	86%	-	-	-	80%	48%	*	77%	70%	65%	59%
	2022	74%	78%	**78%**	50%	64%	88%	-	*	-	*	47%	*	80%	72%	65%	50%
At Meets Grade Level or Above	2023	47%	50%	**50%**	21%	38%	65%	-	-	-	40%	20%	*	50%	50%	45%	24%
	2022	45%	38%	**38%**	38%	20%	48%	-	*	-	*	29%	*	40%	33%	31%	33%
At Masters Grade Level	2023	17%	13%	**13%**	7%	6%	19%	-	-	-	20%	0%	*	14%	10%	10%	0%
	2022	24%	22%	**22%**	13%	11%	30%	-	*	-	*	6%	*	21%	25%	12%	17%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	46%	**46%**	14%	42%	56%	-	-	-	40%	15%	*	44%	51%	37%	12%
	2022	61%	52%	**52%**	38%	36%	62%	-	*	-	*	29%	*	52%	53%	42%	42%
At Meets Grade Level or Above	2023	33%	20%	**20%**	14%	15%	25%	-	-	-	20%	12%	*	17%	27%	13%	6%
	2022	31%	21%	**21%**	25%	9%	26%	-	*	-	*	6%	*	20%	22%	12%	17%
At Masters Grade Level	2023	16%	8%	**8%**	0%	4%	12%	-	-	-	20%	0%	*	6%	15%	3%	0%
	2022	18%	7%	**7%**	0%	4%	8%	-	*	-	*	0%	*	7%	6%	0%	8%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	79%	**98%**	*	100%	97%	-	-	-	*	-	*	97%	100%	93%	*
	2022	76%	73%	**97%**	*	*	100%	-	*	-	*	-	*	100%	90%	100%	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	43%	40%	**79%**	*	78%	81%	-	-	-	*	-	*	77%	88%	79%	*
	2022	43%	36%	**73%**	*	*	75%	-	*	-	*	-	*	74%	70%	78%	*
At Masters Grade Level	2023	23%	17%	**47%**	*	33%	52%	-	-	-	*	-	*	37%	88%	43%	*
	2022	27%	20%	**49%**	*	*	50%	-	*	-	*	-	*	56%	30%	22%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	73%	**70%**	50%	65%	79%	-	50%	*	58%	37%	80%	72%	67%	62%	47%
	2022	74%	73%	**71%**	53%	61%	80%	-	75%	-	54%	40%	82%	72%	68%	59%	57%
At Meets Grade Level or Above	2023	49%	44%	**41%**	22%	34%	51%	-	50%	*	33%	12%	40%	41%	43%	29%	20%
	2022	48%	43%	**38%**	26%	27%	46%	-	63%	-	29%	17%	64%	37%	39%	27%	25%
At Masters Grade Level	2023	20%	16%	**16%**	2%	13%	22%	-	33%	*	15%	1%	10%	16%	18%	9%	5%
	2022	23%	19%	**18%**	11%	13%	24%	-	38%	-	6%	3%	27%	18%	20%	10%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	74%	**79%**	78%	72%	85%	-	*	*	67%	42%	100%	81%	75%	73%	51%
	2022	75%	74%	**79%**	67%	72%	87%	-	*	-	53%	42%	88%	80%	76%	67%	65%
At Meets Grade Level or Above	2023	53%	48%	**50%**	37%	42%	59%	-	*	*	40%	12%	56%	49%	54%	35%	30%
	2022	53%	51%	**50%**	33%	42%	59%	-	*	-	40%	18%	50%	50%	50%	39%	35%
At Masters Grade Level	2023	20%	17%	**23%**	4%	19%	29%	-	*	*	13%	1%	22%	22%	25%	13%	9%
	2022	25%	21%	**30%**	22%	25%	36%	-	*	-	7%	4%	38%	28%	32%	21%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	72%	**69%**	48%	63%	79%	-	*	*	47%	37%	56%	72%	64%	58%	49%
	2022	72%	71%	**67%**	44%	59%	77%	-	*	-	50%	38%	88%	68%	65%	55%	53%
At Meets Grade Level or Above	2023	45%	41%	**37%**	11%	31%	47%	-	*	*	27%	9%	22%	38%	36%	22%	14%
	2022	42%	37%	**31%**	15%	21%	41%	-	*	-	14%	16%	75%	30%	33%	19%	16%
At Masters Grade Level	2023	19%	13%	**15%**	0%	12%	19%	-	*	*	13%	1%	0%	15%	14%	6%	4%
	2022	20%	15%	**10%**	4%	4%	15%	-	*	-	0%	2%	13%	10%	11%	3%	6%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	74%	**75%**	36%	70%	86%	-	-	-	80%	48%	*	77%	70%	65%	59%
	2022	76%	74%	**78%**	50%	64%	88%	-	*	-	*	47%	*	80%	72%	65%	50%
At Meets Grade Level or Above	2023	47%	45%	**50%**	21%	38%	65%	-	-	-	40%	20%	*	50%	50%	45%	24%
	2022	47%	37%	**38%**	38%	20%	48%	-	*	-	*	29%	*	40%	33%	31%	33%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	14%	**13%**	7%	6%	19%	-	-	-	20%	0%	*	14%	10%	10%	0%
	2022	21%	16%	**22%**	13%	11%	30%	-	*	-	*	6%	*	21%	25%	12%	17%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	68%	**46%**	14%	42%	56%	-	-	-	40%	15%	*	44%	51%	37%	12%
	2022	75%	72%	**52%**	38%	36%	62%	-	*	-	*	29%	*	52%	53%	42%	42%
At Meets Grade Level or Above	2023	52%	43%	**20%**	14%	15%	25%	-	-	-	20%	12%	*	17%	27%	13%	6%
	2022	50%	46%	**21%**	25%	9%	26%	-	*	-	*	6%	*	20%	22%	12%	17%
At Masters Grade Level	2023	27%	21%	**8%**	0%	4%	12%	-	-	-	20%	0%	*	6%	15%	3%	0%
	2022	30%	25%	**7%**	0%	4%	8%	-	*	-	*	0%	*	7%	6%	0%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	29%	**29%**	11%	20%	37%	-	*	*	33%	8%	13%	30%	28%	9%	0%
	2022	31%	27%	**27%**	0%	22%	38%	-	*	-	0%	20%	*	25%	31%	11%	5%
Reading and Mathematics Including EOC	2023	35%	29%	**29%**	11%	20%	37%	-	*	*	33%	8%	13%	30%	28%	9%	0%
	2022	31%	27%	**27%**	0%	22%	38%	-	*	-	0%	20%	*	25%	31%	11%	5%
Reading Including EOC	2023	52%	57%	**57%**	67%	45%	65%	-	*	*	50%	16%	50%	55%	63%	43%	29%
	2022	43%	49%	**49%**	60%	40%	62%	-	*	-	0%	20%	*	47%	53%	35%	32%
Math Including EOC	2023	40%	30%	**30%**	11%	22%	37%	-	*	*	33%	8%	13%	31%	28%	9%	0%
	2022	40%	28%	**28%**	0%	24%	38%	-	*	-	0%	20%	*	26%	31%	11%	9%
7th Graders																	
Reading and Mathematics	2023	37%	39%	**39%**	*	38%	49%	-	*	-	*	6%	-	37%	44%	23%	26%
	2022	32%	23%	**23%**	14%	17%	29%	-	-	-	17%	11%	*	18%	33%	15%	7%
Reading and Mathematics Including EOC	2023	38%	39%	**39%**	*	38%	49%	-	*	-	*	6%	-	37%	44%	23%	26%
	2022	33%	23%	**23%**	14%	17%	30%	-	-	-	17%	11%	*	19%	33%	15%	7%
Reading Including EOC	2023	55%	51%	**51%**	*	46%	61%	-	*	-	*	6%	-	51%	53%	35%	39%
	2022	56%	47%	**47%**	29%	40%	55%	-	-	-	67%	17%	*	44%	56%	35%	33%
Math Including EOC	2023	43%	45%	**45%**	*	40%	59%	-	*	-	*	13%	-	45%	46%	31%	26%
	2022	37%	28%	**28%**	14%	21%	36%	-	-	-	17%	17%	*	24%	35%	18%	7%
8th Graders																	
Reading and Mathematics	2023	31%	15%	**15%**	8%	16%	14%	-	-	-	*	8%	-	10%	24%	7%	6%
	2022	27%	17%	**17%**	0%	12%	24%	-	-	-	*	12%	*	19%	12%	14%	20%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	33%	**33%**	14%	26%	41%	-	-	-	40%	8%	*	32%	37%	21%	12%
	2022	41%	30%	**30%**	13%	16%	39%	-	*	-	*	12%	*	32%	25%	21%	33%
Reading Including EOC	2023	58%	43%	**43%**	21%	36%	53%	-	-	-	40%	12%	*	42%	46%	28%	18%
	2022	58%	54%	**54%**	25%	47%	60%	-	*	-	*	18%	*	58%	42%	48%	42%
Math Including EOC	2023	51%	38%	**38%**	14%	30%	48%	-	-	-	40%	8%	*	38%	37%	28%	12%
	2022	48%	36%	**36%**	25%	18%	47%	-	*	-	*	12%	*	37%	33%	27%	42%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	32%	**28%**	8%	25%	34%	-	*	*	21%	7%	13%	26%	32%	12%	13%
	2022	34%	30%	**23%**	8%	17%	30%	-	*	-	8%	13%	43%	21%	27%	13%	9%
Reading and Mathematics Including EOC	2023	39%	34%	**34%**	11%	28%	42%	-	*	*	27%	7%	22%	33%	36%	17%	14%
	2022	36%	31%	**27%**	11%	18%	36%	-	*	-	14%	13%	50%	25%	30%	16%	12%
Reading Including EOC	2023	53%	48%	**50%**	37%	42%	59%	-	*	*	40%	12%	56%	49%	54%	35%	30%
	2022	53%	51%	**50%**	33%	42%	59%	-	*	-	40%	18%	50%	50%	50%	39%	35%
Math Including EOC	2023	47%	41%	**37%**	11%	31%	47%	-	*	*	27%	9%	22%	38%	36%	22%	14%
	2022	43%	39%	**31%**	15%	21%	41%	-	*	-	14%	16%	75%	30%	33%	19%	16%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	65%	**65%**	100%	64%	60%	-	*	*	67%	66%	67%	64%	67%	66%	59%
Grade 6 Mathematics	2023	54%	42%	**42%**	39%	43%	42%	-	*	*	42%	59%	25%	43%	39%	39%	50%
Grade 7 ELA/Reading	2023	71%	69%	**69%**	*	64%	74%	-	*	-	*	38%	-	71%	63%	57%	65%
Grade 7 Mathematics	2023	56%	49%	**49%**	*	43%	64%	-	*	-	*	22%	-	50%	46%	47%	48%
Grade 8 ELA/Reading	2023	63%	54%	**54%**	36%	57%	53%	-	-	-	*	57%	*	56%	46%	51%	35%
Grade 8 Mathematics	2023	74%	82%	**82%**	82%	82%	85%	-	-	-	*	70%	-	86%	74%	80%	78%
End of Course Algebra I	2023	76%	75%	**84%**	*	83%	84%	-	-	-	*	-	*	83%	88%	82%	*
All Grades Both Subjects	2023	64%	60%	**62%**	62%	61%	64%	-	33%	*	54%	54%	54%	64%	57%	58%	57%
All Grades ELA/Reading	2023	63%	61%	**62%**	63%	61%	61%	-	*	*	71%	55%	71%	63%	58%	58%	54%
All Grades Mathematics	2023	66%	60%	**62%**	62%	60%	66%	-	*	*	36%	53%	36%	64%	57%	57%	59%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	59%	**59%**	100%	46%	50%	-	-	-	*	41%	*	67%	44%	71%	43%
Grade 6 Mathematics	2023	35%	26%	**26%**	*	19%	40%	-	-	-	*	19%	*	32%	17%	26%	22%
Grade 7 ELA/Reading	2023	39%	33%	**33%**	*	25%	27%	-	*	-	*	14%	-	33%	33%	30%	27%
Grade 7 Mathematics	2023	22%	21%	**21%**	*	26%	20%	-	*	-	*	0%	-	22%	18%	17%	20%
Grade 8 ELA/Reading	2023	39%	48%	**48%**	60%	27%	73%	-	-	-	*	38%	-	59%	27%	52%	0%
Grade 8 Mathematics	2023	49%	51%	**51%**	44%	50%	58%	-	-	-	*	47%	-	55%	41%	53%	50%
All Grades Both Subjects	2023	38%	38%	**41%**	56%	33%	47%	-	*	-	38%	29%	*	45%	30%	43%	28%
All Grades ELA/Reading	2023	35%	39%	**46%**	83%	32%	50%	-	*	-	63%	32%	*	52%	34%	52%	23%
All Grades Mathematics	2023	40%	37%	**36%**	33%	34%	45%	-	*	-	0%	26%	*	40%	28%	36%	32%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	73%	**70%**	-	-	-	-	-	-	42%	55%	40%	-	58%	74%	44%	100%
	2022	74%	73%	**71%**	-	-	-	-	-	-	46%	-	46%	-	*	73%	47%	91%
At Meets Grade Level or Above	2023	49%	44%	**41%**	-	-	-	-	-	-	15%	14%	15%	-	33%	44%	16%	91%
	2022	48%	43%	**38%**	-	-	-	-	-	-	17%	-	17%	-	*	39%	17%	56%
At Masters Grade Level	2023	20%	16%	**16%**	-	-	-	-	-	-	5%	0%	6%	-	0%	18%	4%	36%
	2022	23%	19%	**18%**	-	-	-	-	-	-	7%	-	7%	-	*	19%	7%	28%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	74%	**79%**	-	-	-	-	-	-	48%	73%	41%	-	50%	83%	48%	100%
	2022	75%	74%	**79%**	-	-	-	-	-	-	56%	-	56%	-	*	80%	58%	100%
At Meets Grade Level or Above	2023	53%	48%	**50%**	-	-	-	-	-	-	23%	27%	22%	-	50%	53%	26%	100%
	2022	53%	51%	**50%**	-	-	-	-	-	-	23%	-	23%	-	*	52%	23%	92%
At Masters Grade Level	2023	20%	17%	**23%**	-	-	-	-	-	-	10%	0%	14%	-	0%	24%	9%	38%
	2022	25%	21%	**30%**	-	-	-	-	-	-	13%	-	13%	-	*	31%	13%	42%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	72%	**69%**	-	-	-	-	-	-	44%	36%	46%	-	67%	72%	46%	100%
	2022	72%	71%	**67%**	-	-	-	-	-	-	41%	-	41%	-	*	69%	43%	92%
At Meets Grade Level or Above	2023	45%	41%	**37%**	-	-	-	-	-	-	8%	0%	11%	-	17%	40%	9%	100%
	2022	42%	37%	**31%**	-	-	-	-	-	-	10%	-	10%	-	*	33%	10%	42%
At Masters Grade Level	2023	19%	13%	**15%**	-	-	-	-	-	-	2%	0%	3%	-	0%	16%	2%	50%
	2022	20%	15%	**10%**	-	-	-	-	-	-	3%	-	3%	-	*	11%	3%	17%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	74%	**75%**	-	-	-	-	-	-	56%	-	56%	-	-	77%	56%	*
	2022	76%	74%	**78%**	-	-	-	-	-	-	40%	-	40%	-	-	80%	40%	*
At Meets Grade Level or Above	2023	47%	45%	**50%**	-	-	-	-	-	-	19%	-	19%	-	-	53%	19%	*
	2022	47%	37%	**38%**	-	-	-	-	-	-	30%	-	30%	-	-	39%	30%	*
At Masters Grade Level	2023	18%	14%	**13%**	-	-	-	-	-	-	0%	-	0%	-	-	14%	0%	*
	2022	21%	16%	**22%**	-	-	-	-	-	-	10%	-	10%	-	-	24%	10%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	68%	**46%**	-	-	-	-	-	-	6%	-	6%	-	-	50%	6%	*
	2022	75%	72%	**52%**	-	-	-	-	-	-	30%	-	30%	-	-	55%	30%	*
At Meets Grade Level or Above	2023	52%	43%	**20%**	-	-	-	-	-	-	6%	-	6%	-	-	21%	6%	*
	2022	50%	46%	**21%**	-	-	-	-	-	-	10%	-	10%	-	-	22%	10%	*

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	21%	**8%**	-	-	-	-	-	-	0%	-	0%	-	-	10%	0%	*
	2022	30%	25%	**7%**	-	-	-	-	-	-	0%	-	0%	-	-	7%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	60%	**62%**	-	-	-	-	-	-	52%	43%	55%	-	85%	62%	55%	94%
All Grades ELA/Reading	2023	63%	61%	**62%**	-	-	-	-	-	-	51%	59%	49%	-	80%	63%	54%	88%
All Grades Mathematics	2023	66%	60%	**62%**	-	-	-	-	-	-	53%	27%	61%	-	90%	62%	57%	100%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	38%	**41%**	-	-	-	-	-	-	29%	44%	26%	-	20%	45%	28%	-
All Grades ELA/Reading	2023	35%	39%	**46%**	-	-	-	-	-	-	25%	*	15%	-	*	55%	23%	-
All Grades Mathematics	2023	40%	37%	**36%**	-	-	-	-	-	-	32%	20%	35%	-	*	38%	32%	-

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						2023 STAAR Participation (All Grades)										
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**95%**	99%	95%	96%	-	100%	*	95%	97%	100%	98%	89%	95%	97%
Not Included in Accountability: Mobile	4%	4%	**5%**	1%	5%	4%	-	0%	*	5%	2%	0%	2%	11%	5%	3%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	-	0%	*	0%	1%	0%	0%	0%	0%	1%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**95%**	100%	94%	95%	-	*	*	94%	96%	100%	98%	88%	94%	95%
Not Included in Accountability: Mobile	4%	4%	**5%**	0%	5%	5%	-	*	*	6%	3%	0%	2%	12%	5%	3%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	1%	0%	-	*	*	0%	1%	0%	0%	0%	0%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**95%**	96%	96%	96%	-	*	*	94%	97%	100%	98%	89%	95%	97%
Not Included in Accountability: Mobile	5%	4%	**5%**	4%	4%	4%	-	*	*	6%	3%	0%	2%	11%	5%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	100%	95%	97%	-	-	-	100%	100%	*	97%	93%	96%	100%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	5%	3%	-	-	-	0%	0%	*	3%	7%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	97%	**95%**	100%	95%	96%	-	-	-	100%	100%	*	97%	91%	95%	100%
Not Included in Accountability: Mobile	4%	3%	**5%**	0%	5%	4%	-	-	-	0%	0%	*	3%	9%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	100%	94%	97%	-	100%	-	100%	100%	100%	99%	86%	96%	85%
Not Included in Accountability: Mobile	5%	5%	**5%**	0%	5%	3%	-	0%	-	0%	0%	0%	1%	13%	3%	13%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**95%**	100%	94%	97%	-	*	-	100%	100%	100%	99%	87%	97%	88%
Not Included in Accountability: Mobile	5%	6%	**5%**	0%	5%	3%	-	*	-	0%	0%	0%	1%	12%	2%	11%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**95%**	100%	94%	97%	-	*	-	100%	100%	100%	99%	87%	97%	88%
Not Included in Accountability: Mobile	5%	6%	**5%**	0%	5%	3%	-	*	-	0%	0%	0%	1%	12%	2%	11%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**94%**	100%	94%	96%	-	*	-	*	100%	*	100%	82%	95%	75%
Not Included in Accountability: Mobile	4%	6%	**5%**	0%	4%	4%	-	*	-	*	0%	*	0%	16%	4%	19%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	-	*	-	*	0%	*	0%	2%	2%	6%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**94%**	100%	94%	96%	-	*	-	*	100%	*	100%	82%	95%	75%
Not Included in Accountability: Mobile	4%	3%	**5%**	0%	4%	4%	-	*	-	*	0%	*	0%	16%	4%	19%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	-	*	-	*	0%	*	0%	2%	2%	6%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.4%	**92.1%**	90.8%	92.6%	92.2%	-	*	-	89.3%	91.4%	90.9%	92.3%
2020-21	95.0%	92.9%	**92.3%**	92.7%	91.3%	93.4%	-	*	-	85.9%	90.9%	90.4%	90.0%
Chronic Absenteeism													
2021-22	25.7%	27.7%	**30.0%**	38.5%	27.9%	29.1%	-	*	-	47.1%	34.4%	34.7%	31.3%
2020-21	15.0%	22.4%	**26.3%**	14.3%	32.7%	21.3%	-	*	-	56.3%	32.7%	34.2%	41.2%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.4%	**0.4%**	0.0%	1.0%	0.0%	-	*	-	0.0%	3.4%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	1.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	67.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	71.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	67.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	72.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	66.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	146	368,686
By Ethnicity:				
African American	-	-	9	45,227
Hispanic	-	-	44	191,125
White	-	-	87	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	6	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	53	51,023
Foundation H.S. Program (Endorsement)	-	-	0	14,179
Foundation H.S. Program (DLA)	-	-	93	302,917
Special Education Graduates	-	-	15	32,447
Economically Disadvantaged Graduates	-	-	57	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	6	40,398
At-Risk Graduates	-	-	48	159,689

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	412	100.0%	1,879	5,504,150	412	100.0%	1,885	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	3.4%	4.4%	0	0.0%	3.4%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.5%	6.7%	0	0.0%	6.5%	6.7%
Grade 1	0	0.0%	8.1%	7.2%	0	0.0%	8.1%	7.2%
Grade 2	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 3	0	0.0%	6.3%	7.2%	0	0.0%	6.3%	7.1%
Grade 4	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.1%
Grade 5	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	139	33.7%	7.4%	7.3%	139	33.7%	7.4%	7.2%
Grade 7	123	29.9%	6.5%	7.4%	123	29.9%	6.5%	7.4%
Grade 8	150	36.4%	8.0%	7.7%	150	36.4%	8.0%	7.7%
Grade 9	0	0.0%	8.9%	8.7%	0	0.0%	8.9%	8.7%
Grade 10	0	0.0%	7.5%	7.9%	0	0.0%	7.4%	7.9%
Grade 11	0	0.0%	7.7%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.5%	6.6%	0	0.0%	6.5%	6.6%
Ethnic Distribution:								
African American	26	6.3%	5.9%	12.8%	26	6.3%	5.8%	12.8%
Hispanic	172	41.7%	35.2%	53.0%	172	41.7%	35.2%	52.9%
White	194	47.1%	53.8%	25.6%	194	47.1%	53.8%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	4	1.0%	0.6%	5.1%	4	1.0%	0.6%	5.1%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	15	3.6%	4.4%	3.0%	15	3.6%	4.4%	3.0%
Sex:								
Female	209	50.7%	48.9%	48.8%	209	50.7%	49.0%	48.8%
Male	203	49.3%	51.1%	51.2%	203	49.3%	51.0%	51.2%
Economically Disadvantaged	209	50.7%	54.6%	62.1%	209	50.7%	54.6%	62.0%
Non-Educationally Disadvantaged	203	49.3%	45.4%	37.9%	203	49.3%	45.4%	38.0%
Section 504 Students	54	13.1%	9.3%	7.4%	54	13.1%	9.2%	7.4%
EB Students/EL	57	13.8%	9.5%	23.1%	57	13.8%	9.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	19	4.5%	3.7%	1.5%				

	Membership				Enrollment			
	Campus				**Campus**			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	46	11.2%	6.5%	5.5%	46	11.2%	6.5%	5.5%
Foster Care	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Homeless	0	0.0%	0.3%	1.3%	0	0.0%	0.3%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	2	0.5%	0.2%	0.3%	2	0.5%	0.2%	0.3%
Title I	412	100.0%	100.0%	64.6%	412	100.0%	100.0%	64.6%
Military Connected	31	7.5%	7.1%	3.6%	31	7.5%	7.1%	3.6%
At-Risk	216	52.4%	47.3%	53.3%	216	52.4%	47.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	54	13.1%	8.9%	23.2%	54	13.1%	8.9%	23.2%
Career and Technical Education	1	0.2%	22.7%	26.5%	1	0.2%	22.7%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	74.2%	72.3%	0	-	74.1%	72.2%
Gifted and Talented Education	31	7.5%	6.8%	8.2%	31	7.5%	6.8%	8.2%
Special Education	68	16.5%	14.5%	12.6%	68	16.5%	14.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	68							
By Type of Primary Disability								
Students with Intellectual Disabilities	42	61.8%	46.0%	44.1%				
Students with Physical Disabilities	*	*	**	20.0%				
Students with Autism	**	**	16.9%	15.5%				
Students with Behavioral Disabilities	15	22.1%	21.7%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	39	9.3%	11.6%	16.8%				
By Ethnicity:								
African American	1	0.2%	0.9%	3.3%				
Hispanic	22	5.3%	5.1%	8.7%				
White	14	3.3%	4.8%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.5%	0.9%	0.6%				
Count and Percent of Special Ed Students who are Mobile	3	4.9%	14.6%	18.6%				
Count and Percent of EB Students/EL who are Mobile	6	12.5%	14.2%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	20	10.2%	14.0%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	13	5.2%	11.5%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.5%	-	0.0%	4.5%
Grade 1	-	5.8%	2.5%	-	10.5%	3.6%
Grade 2	-	1.1%	1.6%	-	4.8%	2.0%
Grade 3	-	0.0%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	1.0%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.8%	0.8%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	8.5%	8.7%	-	25.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.1	18.7
Grade 1	-	20.5	19.1
Grade 2	-	20.1	19.1
Grade 3	-	18.5	19.3
Grade 4	-	19.6	19.4
Grade 5	-	21.9	20.8
Grade 6	22.5	22.5	19.2
Secondary:			
English/Language Arts	20.1	18.8	16.2
Foreign Languages	14.0	18.4	18.8
Mathematics	18.8	18.2	17.5
Science	21.4	19.8	18.5
Social Studies	26.9	21.3	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	44.9	100.0%	100.0%	100.0%
Professional Staff:	33.9	75.5%	62.0%	64.1%
Teachers	29.3	65.3%	48.5%	48.7%
Professional Support	2.6	5.8%	8.4%	10.9%
Campus Administration (School Leadership)	2.0	4.5%	3.2%	3.3%
Educational Aides:	11.0	24.5%	16.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,258.0
Part-time Librarians	1.0	n/a	2.0	646.0
Full-time Counselors	0.0	n/a	4.0	13,815.0
Part-time Counselors	1.0	n/a	1.0	1,240.0
Total Minority Staff:	10.1	22.5%	19.8%	53.2%
Teachers by Ethnicity:				
African American	4.0	13.7%	4.3%	11.8%
Hispanic	2.1	7.1%	11.7%	29.6%
White	22.1	75.3%	82.5%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.1	3.9%	1.6%	1.2%
Teachers by Sex:				
Males	11.4	38.8%	22.9%	24.4%
Females	17.9	61.2%	77.1%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	22.1	75.3%	77.5%	72.2%
Masters	7.2	24.7%	22.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.8%	3.7%	9.7%
1-5 Years Experience	3.3	11.4%	20.5%	26.3%
6-10 Years Experience	7.1	24.2%	31.3%	20.5%
11-20 Years Experience	6.8	23.3%	23.1%	27.2%
21-30 Years Experience	10.0	34.3%	17.0%	13.3%
Over 30 Years Experience	0.0	0.0%	4.5%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	14.1	n/a	14.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.8	6.1
Average Years Experience of Principals with District	2.0	3.8	5.3
Average Years Experience of Assistant Principals	2.0	5.0	5.2
Average Years Experience of Assistant Principals with District	2.0	2.8	4.4
Average Years Experience of Teachers:	14.0	12.7	11.0
Average Years Experience of Teachers with District:	7.9	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,000	$44,999	$53,300
1-5 Years Experience	$47,872	$47,236	$56,516
6-10 Years Experience	$51,852	$51,181	$59,732
11-20 Years Experience	$54,878	$55,679	$63,389
21-30 Years Experience	$61,307	$63,278	$67,876
Over 30 Years Experience	-	$65,177	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$54,877	$53,865	$60,717
Professional Support	$61,636	$59,998	$72,022
Campus Administration (School Leadership)	$78,338	$79,015	$85,167
Instructional Staff Percent:	n/a	65.7%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.3%	0.3%	5.9%
Career and Technical Education	0.0	0.0%	4.0%	5.4%
Compensatory Education	1.3	4.6%	10.1%	3.2%
Gifted and Talented Education	0.2	0.8%	0.3%	1.7%
Regular Education	24.5	83.7%	73.8%	70.6%
Special Education	3.1	10.7%	11.5%	9.7%
Other	0.0	0.0%	0.0%	3.5%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Smithville Elementary Campus Data

2022-2023

Texas Academic Performance Report

2022-23 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: SMITHVILLE EL

Campus Number: 011904101

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**77%**	71%	73%	82%	-	-	-	60%	38%	*	77%	79%	65%	50%
	2022	76%	81%	**81%**	100%	66%	89%	-	-	-	67%	42%	100%	80%	84%	70%	46%
At Meets Grade Level or Above	2023	50%	48%	**48%**	43%	35%	58%	-	-	-	20%	24%	*	51%	41%	35%	20%
	2022	51%	50%	**50%**	67%	34%	61%	-	-	-	22%	23%	0%	50%	52%	35%	15%
At Masters Grade Level	2023	20%	19%	**19%**	14%	5%	29%	-	-	-	0%	5%	*	21%	15%	7%	0%
	2022	30%	29%	**29%**	17%	13%	42%	-	-	-	0%	4%	0%	32%	19%	16%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**78%**	71%	76%	83%	-	-	-	40%	48%	*	79%	76%	65%	60%
	2022	71%	75%	**75%**	50%	71%	83%	-	-	-	44%	31%	100%	77%	71%	60%	69%
At Meets Grade Level or Above	2023	45%	52%	**52%**	43%	49%	56%	-	-	-	40%	24%	*	54%	47%	36%	30%
	2022	43%	46%	**46%**	0%	32%	61%	-	-	-	22%	15%	80%	47%	45%	30%	38%
At Masters Grade Level	2023	19%	11%	**11%**	0%	3%	18%	-	-	-	0%	5%	*	14%	6%	4%	0%
	2022	21%	19%	**19%**	0%	8%	28%	-	-	-	11%	4%	20%	22%	10%	9%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	76%	**76%**	43%	71%	84%	-	-	-	50%	30%	67%	77%	73%	69%	50%
	2022	77%	82%	**82%**	75%	73%	87%	*	*	-	80%	50%	83%	80%	86%	71%	57%
At Meets Grade Level or Above	2023	48%	39%	**39%**	14%	27%	50%	-	-	-	13%	7%	50%	44%	29%	24%	21%
	2022	54%	54%	**54%**	38%	47%	59%	*	*	-	40%	40%	33%	51%	61%	41%	29%
At Masters Grade Level	2023	22%	16%	**16%**	0%	7%	23%	-	-	-	13%	0%	17%	22%	4%	7%	0%
	2022	28%	25%	**25%**	0%	18%	30%	*	*	-	40%	5%	17%	26%	22%	17%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	66%	**66%**	57%	56%	77%	-	-	-	14%	19%	100%	67%	64%	54%	50%
	2022	70%	79%	**79%**	63%	67%	90%	*	*	-	60%	45%	100%	79%	81%	65%	43%
At Meets Grade Level or Above	2023	48%	40%	**40%**	29%	29%	50%	-	-	-	0%	12%	50%	45%	30%	25%	29%
	2022	43%	53%	**53%**	38%	42%	61%	*	*	-	40%	30%	67%	53%	53%	42%	14%
At Masters Grade Level	2023	22%	14%	**14%**	0%	7%	19%	-	-	-	0%	0%	17%	17%	7%	8%	7%
	2022	23%	22%	**22%**	0%	18%	25%	*	*	-	20%	15%	17%	22%	19%	10%	14%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	75%	**75%**	57%	67%	86%	*	*	-	40%	38%	63%	81%	62%	67%	50%
	2022	81%	76%	**76%**	44%	67%	91%	-	*	*	*	29%	*	76%	75%	62%	44%
At Meets Grade Level or Above	2023	57%	49%	**49%**	29%	37%	59%	*	*	-	40%	21%	38%	53%	38%	35%	28%
	2022	58%	53%	**53%**	44%	41%	64%	-	*	*	*	12%	*	52%	56%	40%	13%
At Masters Grade Level	2023	28%	28%	**28%**	0%	14%	38%	*	*	-	40%	8%	38%	32%	17%	15%	11%
	2022	36%	27%	**27%**	0%	22%	36%	-	*	*	*	0%	*	28%	25%	15%	6%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	75%	**75%**	43%	63%	91%	*	*	-	40%	52%	63%	78%	68%	65%	50%
	2022	77%	75%	**75%**	56%	65%	86%	-	*	*	*	35%	*	75%	75%	65%	44%
At Meets Grade Level or Above	2023	51%	46%	**46%**	29%	30%	60%	*	*	-	40%	22%	63%	51%	34%	32%	11%
	2022	48%	41%	**41%**	44%	37%	41%	-	*	*	*	6%	*	39%	47%	29%	19%
At Masters Grade Level	2023	21%	16%	**16%**	0%	11%	22%	*	*	-	0%	9%	25%	20%	7%	7%	11%
	2022	25%	24%	**24%**	11%	15%	30%	-	*	*	*	0%	*	25%	22%	13%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	58%	**58%**	29%	42%	73%	*	*	-	60%	33%	75%	57%	60%	43%	22%
	2022	66%	57%	**57%**	22%	48%	70%	-	*	*	*	18%	*	58%	56%	40%	25%
At Meets Grade Level or Above	2023	36%	32%	**32%**	29%	19%	39%	*	*	-	40%	17%	25%	34%	26%	23%	11%
	2022	38%	24%	**24%**	11%	13%	34%	-	*	*	*	12%	*	24%	25%	12%	0%
At Masters Grade Level	2023	16%	14%	**14%**	0%	11%	17%	*	*	-	40%	4%	0%	17%	10%	10%	11%
	2022	18%	9%	**9%**	0%	4%	14%	-	*	*	*	0%	*	8%	13%	2%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	73%	**72%**	53%	63%	82%	*	100%	-	43%	36%	71%	74%	68%	61%	46%
	2022	74%	73%	**75%**	56%	65%	85%	*	100%	*	58%	36%	91%	75%	76%	63%	46%
At Meets Grade Level or Above	2023	49%	44%	**43%**	31%	31%	53%	*	100%	-	25%	17%	43%	47%	34%	30%	21%
	2022	48%	43%	**46%**	35%	35%	55%	*	86%	*	30%	20%	44%	45%	49%	33%	18%
At Masters Grade Level	2023	20%	16%	**17%**	2%	9%	23%	*	67%	-	13%	4%	17%	20%	9%	9%	7%
	2022	23%	19%	**22%**	4%	14%	30%	*	43%	*	18%	4%	21%	23%	19%	12%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	74%	**76%**	57%	70%	84%	*	*	-	50%	35%	65%	78%	71%	67%	50%
	2022	75%	74%	**80%**	70%	69%	89%	*	*	*	61%	41%	93%	79%	82%	68%	49%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	48%	**45%**	29%	33%	55%	*	*	-	22%	17%	41%	49%	36%	31%	24%
	2022	53%	51%	**52%**	48%	41%	61%	*	*	*	28%	25%	33%	51%	57%	39%	19%
At Masters Grade Level	2023	20%	17%	**21%**	5%	10%	29%	*	*	-	17%	4%	24%	25%	12%	10%	5%
	2022	25%	21%	**27%**	4%	18%	36%	*	*	*	17%	3%	20%	29%	22%	16%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	72%	**73%**	57%	64%	83%	*	*	-	29%	39%	76%	75%	69%	62%	52%
	2022	72%	71%	**77%**	57%	67%	86%	*	*	*	56%	37%	100%	77%	76%	63%	51%
At Meets Grade Level or Above	2023	45%	41%	**46%**	33%	35%	55%	*	*	-	24%	19%	53%	50%	36%	31%	21%
	2022	42%	37%	**47%**	30%	37%	55%	*	*	*	33%	17%	67%	47%	48%	34%	23%
At Masters Grade Level	2023	19%	13%	**14%**	0%	7%	20%	*	*	-	0%	4%	18%	17%	7%	7%	7%
	2022	20%	15%	**22%**	4%	14%	27%	*	*	*	17%	6%	27%	23%	17%	11%	7%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	74%	**58%**	29%	42%	73%	*	*	-	60%	33%	75%	57%	60%	43%	22%
	2022	76%	74%	**57%**	22%	48%	70%	-	*	*	*	18%	*	58%	56%	40%	25%
At Meets Grade Level or Above	2023	47%	45%	**32%**	29%	19%	39%	*	*	-	40%	17%	25%	34%	26%	23%	11%
	2022	47%	37%	**24%**	11%	13%	34%	-	*	*	*	12%	*	24%	25%	12%	0%
At Masters Grade Level	2023	18%	14%	**14%**	0%	11%	17%	*	*	-	40%	4%	0%	17%	10%	10%	11%
	2022	21%	16%	**9%**	0%	4%	14%	-	*	*	*	0%	*	8%	13%	2%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	39%	**39%**	29%	27%	50%	-	-	-	0%	19%	*	42%	32%	24%	10%
	2022	36%	34%	**34%**	0%	21%	44%	-	-	-	22%	12%	0%	34%	32%	21%	15%
Reading and Mathematics Including EOC	2023	37%	39%	**39%**	29%	27%	50%	-	-	-	0%	19%	*	42%	32%	24%	10%
	2022	36%	34%	**34%**	0%	21%	44%	-	-	-	22%	12%	0%	34%	32%	21%	15%
Reading Including EOC	2023	50%	48%	**48%**	43%	35%	58%	-	-	-	20%	24%	*	51%	41%	35%	20%
	2022	51%	50%	**50%**	67%	34%	61%	-	-	-	22%	23%	0%	50%	52%	35%	15%
Math Including EOC	2023	45%	52%	**52%**	43%	49%	56%	-	-	-	40%	24%	*	54%	47%	36%	30%
	2022	43%	46%	**46%**	0%	32%	61%	-	-	-	22%	15%	80%	47%	45%	30%	38%
4th Graders																	
Reading and Mathematics	2023	38%	29%	**29%**	0%	20%	40%	-	-	-	0%	4%	17%	34%	20%	15%	14%
	2022	36%	41%	**41%**	25%	33%	45%	*	*	-	40%	25%	33%	39%	44%	30%	14%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	29%	**29%**	0%	20%	40%	-	-	-	0%	4%	17%	34%	20%	15%	14%
	2022	36%	41%	**41%**	25%	33%	45%	*	*	-	40%	25%	33%	39%	44%	30%	14%
Reading Including EOC	2023	48%	39%	**39%**	14%	27%	50%	-	-	-	13%	7%	50%	44%	29%	24%	21%
	2022	54%	54%	**54%**	38%	47%	59%	*	*	-	40%	40%	33%	51%	61%	41%	29%
Math Including EOC	2023	48%	40%	**40%**	29%	29%	50%	-	-	-	0%	12%	50%	45%	30%	25%	29%
	2022	43%	53%	**53%**	38%	42%	61%	*	*	-	40%	30%	67%	53%	53%	42%	14%
5th Graders																	
Reading and Mathematics	2023	43%	36%	**36%**	29%	21%	48%	*	*	-	40%	13%	38%	42%	24%	21%	11%
	2022	41%	33%	**33%**	44%	24%	38%	-	*	*	*	6%	*	29%	44%	19%	6%
Reading and Mathematics Including EOC	2023	43%	36%	**36%**	29%	21%	48%	*	*	-	40%	13%	38%	42%	24%	21%	11%
	2022	41%	33%	**33%**	44%	24%	38%	-	*	*	*	6%	*	29%	44%	19%	6%
Reading Including EOC	2023	57%	49%	**49%**	29%	37%	59%	*	*	-	40%	21%	38%	53%	38%	35%	28%
	2022	58%	53%	**53%**	44%	41%	64%	-	*	*	*	12%	*	52%	56%	40%	13%
Math Including EOC	2023	51%	46%	**46%**	29%	30%	60%	*	*	-	40%	22%	63%	51%	34%	32%	11%
	2022	48%	41%	**41%**	44%	37%	41%	-	*	*	*	6%	*	39%	47%	29%	19%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	32%	**35%**	19%	22%	45%	*	*	-	12%	11%	29%	39%	25%	20%	12%
	2022	34%	30%	**36%**	26%	26%	43%	*	*	*	28%	14%	27%	34%	40%	24%	12%
Reading and Mathematics Including EOC	2023	39%	34%	**35%**	19%	22%	45%	*	*	-	12%	11%	29%	39%	25%	20%	12%
	2022	36%	31%	**36%**	26%	26%	43%	*	*	*	28%	14%	27%	34%	40%	24%	12%
Reading Including EOC	2023	53%	48%	**45%**	29%	33%	55%	*	*	-	22%	17%	41%	49%	36%	31%	24%
	2022	53%	51%	**52%**	48%	41%	61%	*	*	*	28%	25%	33%	51%	57%	39%	19%
Math Including EOC	2023	47%	41%	**46%**	33%	35%	55%	*	*	-	24%	19%	53%	50%	36%	31%	21%
	2022	43%	39%	**47%**	30%	37%	55%	*	*	*	33%	17%	67%	47%	48%	34%	23%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	44%	**44%**	29%	43%	47%	-	-	-	43%	30%	50%	49%	33%	36%	39%
Grade 4 Mathematics	2023	63%	48%	**48%**	50%	50%	48%	-	-	-	25%	38%	50%	51%	41%	38%	54%
Grade 5 ELA/Reading	2023	65%	61%	**61%**	50%	56%	66%	*	*	-	40%	58%	38%	68%	42%	56%	50%
Grade 5 Mathematics	2023	71%	60%	**60%**	43%	56%	66%	*	*	-	20%	59%	63%	60%	58%	56%	59%
All Grades Both Subjects	2023	64%	60%	**53%**	43%	52%	56%	*	*	-	33%	46%	50%	57%	43%	47%	51%
All Grades ELA/Reading	2023	63%	61%	**52%**	39%	50%	55%	*	*	-	42%	44%	43%	59%	37%	46%	45%
All Grades Mathematics	2023	66%	60%	**54%**	46%	54%	56%	*	*	-	23%	48%	57%	56%	49%	48%	56%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	28%	**28%**	*	38%	22%	-	-	-	*	14%	-	31%	22%	32%	17%
Grade 4 Mathematics	2023	27%	14%	**14%**	*	10%	18%	-	-	-	*	11%	-	11%	20%	9%	*
Grade 5 ELA/Reading	2023	37%	34%	**34%**	*	24%	67%	-	-	-	*	19%	*	42%	20%	35%	25%
Grade 5 Mathematics	2023	48%	40%	**40%**	*	33%	63%	-	-	-	*	36%	*	47%	31%	41%	27%
All Grades Both Subjects	2023	38%	38%	**30%**	22%	28%	41%	-	-	-	0%	19%	*	33%	24%	30%	21%
All Grades ELA/Reading	2023	35%	39%	**31%**	*	30%	44%	-	-	-	*	17%	*	37%	21%	33%	21%
All Grades Mathematics	2023	40%	37%	**28%**	33%	26%	37%	-	-	-	0%	22%	*	29%	27%	27%	20%

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\- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level
All Grades All Subjects
At Approaches Grade Level or Above	2023	76%	73%	**72%**	-	-	-	-	-	-	53%	53%	-	-	22%	75%	46%	-
	2022	74%	73%	**75%**	-	-	-	-	-	-	47%	48%	*	-	38%	79%	46%	-
At Meets Grade Level or Above	2023	49%	44%	**43%**	-	-	-	-	-	-	23%	23%	-	-	13%	46%	21%	-
	2022	48%	43%	**46%**	-	-	-	-	-	-	19%	20%	*	-	0%	50%	18%	-
At Masters Grade Level	2023	20%	16%	**17%**	-	-	-	-	-	-	9%	9%	-	-	0%	18%	7%	-
	2022	23%	19%	**22%**	-	-	-	-	-	-	5%	5%	*	-	0%	25%	5%	-
All Grades ELA/Reading
At Approaches Grade Level or Above	2023	77%	74%	**76%**	-	-	-	-	-	-	55%	55%	-	-	33%	79%	50%	-
	2022	75%	74%	**80%**	-	-	-	-	-	-	48%	49%	*	-	*	84%	49%	-
At Meets Grade Level or Above	2023	53%	48%	**45%**	-	-	-	-	-	-	24%	24%	-	-	22%	48%	24%	-
	2022	53%	51%	**52%**	-	-	-	-	-	-	20%	21%	*	-	*	57%	19%	-
At Masters Grade Level	2023	20%	17%	**21%**	-	-	-	-	-	-	6%	6%	-	-	0%	23%	5%	-
	2022	25%	21%	**27%**	-	-	-	-	-	-	5%	5%	*	-	*	30%	5%	-
All Grades Mathematics
At Approaches Grade Level or Above	2023	75%	72%	**73%**	-	-	-	-	-	-	61%	61%	-	-	22%	76%	52%	-
	2022	72%	71%	**77%**	-	-	-	-	-	-	53%	54%	*	-	*	80%	51%	-
At Meets Grade Level or Above	2023	45%	41%	**46%**	-	-	-	-	-	-	24%	24%	-	-	11%	49%	21%	-
	2022	42%	37%	**47%**	-	-	-	-	-	-	25%	26%	*	-	*	50%	23%	-
At Masters Grade Level	2023	19%	13%	**14%**	-	-	-	-	-	-	9%	9%	-	-	0%	15%	7%	-
	2022	20%	15%	**22%**	-	-	-	-	-	-	8%	8%	*	-	*	23%	7%	-
All Grades Science
At Approaches Grade Level or Above	2023	77%	74%	**58%**	-	-	-	-	-	-	31%	31%	-	-	0%	63%	22%	-
	2022	76%	74%	**57%**	-	-	-	-	-	-	29%	29%	-	-	*	62%	25%	-
At Meets Grade Level or Above	2023	47%	45%	**32%**	-	-	-	-	-	-	15%	15%	-	-	0%	35%	11%	-
	2022	47%	37%	**24%**	-	-	-	-	-	-	0%	0%	-	-	*	28%	0%	-
At Masters Grade Level	2023	18%	14%	**14%**	-	-	-	-	-	-	15%	15%	-	-	0%	15%	11%	-
	2022	21%	16%	**9%**	-	-	-	-	-	-	0%	0%	-	-	*	11%	0%	-
School Progress - Annual Growth
All Grades Both Subjects	2023	64%	60%	**53%**	-	-	-	-	-	-	58%	58%	-	-	25%	53%	51%	-
All Grades ELA/Reading	2023	63%	61%	**52%**	-	-	-	-	-	-	54%	54%	-	-	14%	53%	45%	-
All Grades Mathematics	2023	66%	60%	**54%**	-	-	-	-	-	-	63%	63%	-	-	36%	53%	56%	-
School Progress - Accelerated Learning
All Grades Both Subjects	2023	38%	38%	**30%**	-	-	-	-	-	-	29%	29%	-	-	0%	33%	21%	-

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**31%**	-	-	-	-	-	-	27%	27%	-	-	*	35%	21%	-
All Grades Mathematics	2023	40%	37%	**28%**	-	-	-	-	-	-	30%	30%	-	-	0%	31%	20%	-

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

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**97%**	91%	96%	97%	*	100%	-	100%	97%	95%	97%	96%	98%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	9%	4%	3%	*	0%	-	0%	3%	5%	3%	4%	2%	6%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**96%**	91%	96%	97%	*	*	-	100%	97%	94%	97%	95%	97%	93%
Not Included in Accountability: Mobile	4%	4%	**4%**	9%	4%	3%	*	*	-	0%	3%	6%	3%	5%	3%	7%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**96%**	91%	96%	97%	*	*	-	100%	97%	94%	97%	96%	97%	93%
Not Included in Accountability: Mobile	5%	4%	**4%**	9%	4%	3%	*	*	-	0%	3%	6%	3%	4%	3%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**98%**	88%	98%	99%	*	*	-	100%	96%	100%	97%	100%	99%	100%
Not Included in Accountability: Mobile	4%	4%	**2%**	13%	2%	1%	*	*	-	0%	4%	0%	3%	0%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**94%**	93%	93%	96%	*	100%	*	85%	93%	94%	99%	83%	94%	93%
Not Included in Accountability: Mobile	5%	5%	**6%**	7%	7%	4%	*	0%	*	15%	6%	6%	1%	17%	6%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	1%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**94%**	92%	92%	96%	*	*	*	86%	93%	94%	99%	82%	94%	91%
Not Included in Accountability: Mobile	5%	6%	**6%**	8%	7%	4%	*	*	*	14%	6%	6%	1%	17%	6%	6%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	*	*	*	0%	1%	0%	0%	1%	1%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	92%	93%	96%	*	*	*	86%	94%	94%	99%	83%	94%	93%
Not Included in Accountability: Mobile	5%	6%	**6%**	8%	7%	4%	*	*	*	14%	6%	6%	1%	18%	6%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**97%**	100%	96%	98%	-	*	*	80%	94%	*	100%	89%	95%	94%
Not Included in Accountability: Mobile	4%	6%	**3%**	0%	4%	2%	-	*	*	20%	6%	*	0%	11%	5%	6%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.4%	**92.7%**	90.8%	92.2%	93.3%	*	*	*	91.8%	90.8%	91.9%	92.8%
2020-21	95.0%	92.9%	**94.3%**	89.4%	93.8%	95.6%	*	97.7%	*	90.6%	93.1%	92.8%	93.9%
Chronic Absenteeism													
2021-22	25.7%	27.7%	**26.0%**	32.6%	28.9%	21.9%	*	*	*	41.4%	37.0%	30.9%	25.7%
2020-21	15.0%	22.4%	**15.3%**	25.0%	19.0%	9.1%	*	0.0%	*	40.0%	21.6%	20.4%	16.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	1.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	67.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	71.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	67.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	72.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	66.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	146	368,686
By Ethnicity:				
African American	-	-	9	45,227
Hispanic	-	-	44	191,125
White	-	-	87	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	6	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	53	51,023
Foundation H.S. Program (Endorsement)	-	-	0	14,179
Foundation H.S. Program (DLA)	-	-	93	302,917
Special Education Graduates	-	-	15	32,447
Economically Disadvantaged Graduates	-	-	57	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	6	40,398
At-Risk Graduates	-	-	48	159,689

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				**Campus**			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	701	100.0%	1,879	5,504,150	702	100.0%	1,885	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	3.4%	4.4%	0	0.0%	3.4%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.5%	6.7%	0	0.0%	6.5%	6.7%
Grade 1	152	21.7%	8.1%	7.2%	152	21.7%	8.1%	7.2%
Grade 2	145	20.7%	7.7%	7.2%	145	20.7%	7.7%	7.2%
Grade 3	118	16.8%	6.3%	7.2%	118	16.8%	6.3%	7.1%
Grade 4	145	20.7%	7.7%	7.2%	145	20.7%	7.7%	7.1%
Grade 5	141	20.1%	7.5%	7.2%	142	20.2%	7.5%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	6.5%	7.4%	0	0.0%	6.5%	7.4%
Grade 8	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 9	0	0.0%	8.9%	8.7%	0	0.0%	8.9%	8.7%
Grade 10	0	0.0%	7.5%	7.9%	0	0.0%	7.4%	7.9%
Grade 11	0	0.0%	7.7%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.5%	6.6%	0	0.0%	6.5%	6.6%
Ethnic Distribution:								
African American	35	5.0%	5.9%	12.8%	35	5.0%	5.8%	12.8%
Hispanic	239	34.1%	35.2%	53.0%	239	34.0%	35.2%	52.9%
White	393	56.1%	53.8%	25.6%	394	56.1%	53.8%	25.7%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	3	0.4%	0.6%	5.1%	3	0.4%	0.6%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	30	4.3%	4.4%	3.0%	30	4.3%	4.4%	3.0%
Sex:								
Female	346	49.4%	48.9%	48.8%	347	49.4%	49.0%	48.8%
Male	355	50.6%	51.1%	51.2%	355	50.6%	51.0%	51.2%
Economically Disadvantaged	383	54.6%	54.6%	62.1%	383	54.6%	54.6%	62.0%
Non-Educationally Disadvantaged	318	45.4%	45.4%	37.9%	319	45.4%	45.4%	38.0%
Section 504 Students	33	4.7%	9.3%	7.4%	33	4.7%	9.2%	7.4%
EB Students/EL	66	9.4%	9.5%	23.1%	66	9.4%	9.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	3	0.4%	3.7%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	39	5.6%	6.5%	5.5%	39	5.6%	6.5%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	0	0.0%	0.3%	1.3%	0	0.0%	0.3%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	701	100.0%	100.0%	64.6%	702	100.0%	100.0%	64.6%
Military Connected	42	6.0%	7.1%	3.6%	42	6.0%	7.1%	3.6%
At-Risk	339	48.4%	47.3%	53.3%	339	48.3%	47.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	60	8.6%	8.9%	23.2%	60	8.5%	8.9%	23.2%
Career and Technical Education	0	0.0%	22.7%	26.5%	0	0.0%	22.7%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	74.2%	72.3%	0	-	74.1%	72.2%
Gifted and Talented Education	43	6.1%	6.8%	8.2%	43	6.1%	6.8%	8.2%
Special Education	113	16.1%	14.5%	12.6%	114	16.2%	14.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	113							
By Type of Primary Disability								
Students with Intellectual Disabilities	49	43.4%	46.0%	44.1%				
Students with Physical Disabilities	23	20.4%	**	20.0%				
Students with Autism	20	17.7%	16.9%	15.5%				
Students with Behavioral Disabilities	21	18.6%	21.7%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	69	10.1%	11.6%	16.8%				
By Ethnicity:								
African American	5	0.7%	0.9%	3.3%				
Hispanic	25	3.7%	5.1%	8.7%				
White	33	4.8%	4.8%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	6	0.9%	0.9%	0.6%				
Count and Percent of Special Ed Students who are Mobile	16	13.4%	14.6%	18.6%				
Count and Percent of EB Students/EL who are Mobile	6	8.6%	14.2%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	44	12.0%	14.0%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	50	9.7%	11.5%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.5%	-	0.0%	4.5%
Grade 1	5.8%	5.8%	2.5%	10.5%	10.5%	3.6%
Grade 2	1.1%	1.1%	1.6%	4.8%	4.8%	2.0%
Grade 3	0.0%	0.0%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	1.0%	1.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.8%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	8.5%	8.7%	-	25.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.1	18.7
Grade 1	20.5	20.5	19.1
Grade 2	20.1	20.1	19.1
Grade 3	18.5	18.5	19.3
Grade 4	19.6	19.6	19.4
Grade 5	21.9	21.9	20.8
Grade 6	-	22.5	19.2
Secondary:			
English/Language Arts	-	18.8	16.2
Foreign Languages	-	18.4	18.8
Mathematics	-	18.2	17.5
Science	-	19.8	18.5
Social Studies	-	21.3	18.9

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent	District	State
Total Staff	70.4	100.0%	100.0%	100.0%
Professional Staff:	50.8	72.2%	62.0%	64.1%
Teachers	43.5	61.8%	48.5%	48.7%
Professional Support	4.8	6.9%	8.4%	10.9%
Campus Administration (School Leadership)	2.5	3.6%	3.2%	3.3%
Educational Aides:	19.5	27.8%	16.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,258.0
Part-time Librarians	1.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	4.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	11.0	15.6%	19.8%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	4.3%	11.8%
Hispanic	6.0	13.8%	11.7%	29.6%
White	37.5	86.2%	82.5%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.6%	1.2%
Teachers by Sex:				
Males	1.0	2.3%	22.9%	24.4%
Females	42.5	97.7%	77.1%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	37.5	86.2%	77.5%	72.2%
Masters	6.0	13.8%	22.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	3.7%	9.7%
1-5 Years Experience	14.0	32.2%	20.5%	26.3%
6-10 Years Experience	16.3	37.6%	31.3%	20.5%
11-20 Years Experience	9.0	20.7%	23.1%	27.2%
21-30 Years Experience	2.2	5.0%	17.0%	13.3%
Over 30 Years Experience	1.0	2.3%	4.5%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	16.1	n/a	14.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	3.8	6.1
Average Years Experience of Principals with District	5.0	3.8	5.3
Average Years Experience of Assistant Principals	9.0	5.0	5.2
Average Years Experience of Assistant Principals with District	4.0	2.8	4.4
Average Years Experience of Teachers:	9.5	12.7	11.0
Average Years Experience of Teachers with District:	6.7	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,000	$44,999	$53,300
1-5 Years Experience	$46,574	$47,236	$56,516
6-10 Years Experience	$50,695	$51,181	$59,732
11-20 Years Experience	$54,952	$55,679	$63,389
21-30 Years Experience	$64,098	$63,278	$67,876
Over 30 Years Experience	$65,960	$65,177	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$51,134	$53,865	$60,717
Professional Support	$53,095	$59,998	$72,022
Campus Administration (School Leadership)	$75,611	$79,015	$85,167
Instructional Staff Percent:	n/a	65.7%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.3%	5.9%
Career and Technical Education	0.0	0.0%	4.0%	5.4%
Compensatory Education	6.4	14.7%	10.1%	3.2%
Gifted and Talented Education	0.2	0.4%	0.3%	1.7%
Regular Education	31.8	73.2%	73.8%	70.6%
Special Education	5.1	11.8%	11.5%	9.7%
Other	0.0	0.0%	0.0%	3.5%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Smithville Brown Primary Campus Data

2022-2023

Texas Academic Performance Report

2022-23 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: BROWN PRI

Campus Number: 011904102

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This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	95.0%	92.9%	**94.7%**	94.8%	93.6%	96.1%	-	-	-	89.5%	94.7%	92.9%	91.3%
Chronic Absenteeism													
2021-22	25.7%	27.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	15.0%	22.4%	**15.6%**	17.6%	22.7%	9.2%	-	-	-	31.3%	15.0%	25.7%	30.8%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	1.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	67.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	71.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	67.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	72.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	66.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	146	368,686
By Ethnicity:				
African American	-	-	9	45,227
Hispanic	-	-	44	191,125
White	-	-	87	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	6	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	53	51,023
Foundation H.S. Program (Endorsement)	-	-	0	14,179
Foundation H.S. Program (DLA)	-	-	93	302,917
Special Education Graduates	-	-	15	32,447
Economically Disadvantaged Graduates	-	-	57	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	6	40,398
At-Risk Graduates	-	-	48	159,689

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	192	100.0%	1,879	5,504,150	196	100.0%	1,885	5,518,432
Students by Grade:								
Early Childhood Education	5	2.6%	0.3%	0.3%	9	4.6%	0.5%	0.5%
Pre-Kindergarten	64	33.3%	3.4%	4.4%	64	32.7%	3.4%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	64	33.3%	3.4%	3.7%	64	32.7%	3.4%	3.7%
Kindergarten	123	64.1%	6.5%	6.7%	123	62.8%	6.5%	6.7%
Grade 1	0	0.0%	8.1%	7.2%	0	0.0%	8.1%	7.2%
Grade 2	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 3	0	0.0%	6.3%	7.2%	0	0.0%	6.3%	7.1%
Grade 4	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.1%
Grade 5	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	6.5%	7.4%	0	0.0%	6.5%	7.4%
Grade 8	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 9	0	0.0%	8.9%	8.7%	0	0.0%	8.9%	8.7%
Grade 10	0	0.0%	7.5%	7.9%	0	0.0%	7.4%	7.9%
Grade 11	0	0.0%	7.7%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.5%	6.6%	0	0.0%	6.5%	6.6%
Ethnic Distribution:								
African American	10	5.2%	5.9%	12.8%	10	5.1%	5.8%	12.8%
Hispanic	60	31.3%	35.2%	53.0%	63	32.1%	35.2%	52.9%
White	108	56.3%	53.8%	25.6%	109	55.6%	53.8%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.5%	0.6%	5.1%	1	0.5%	0.6%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	13	6.8%	4.4%	3.0%	13	6.6%	4.4%	3.0%
Sex:								
Female	88	45.8%	48.9%	48.8%	90	45.9%	49.0%	48.8%
Male	104	54.2%	51.1%	51.2%	106	54.1%	51.0%	51.2%
Economically Disadvantaged	132	68.8%	54.6%	62.1%	135	68.9%	54.6%	62.0%
Non-Educationally Disadvantaged	60	31.3%	45.4%	37.9%	61	31.1%	45.4%	38.0%
Section 504 Students	0	0.0%	9.3%	7.4%	0	0.0%	9.2%	7.4%
EB Students/EL	19	9.9%	9.5%	23.1%	21	10.7%	9.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.7%	1.5%				

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	0	0.0%	6.5%	5.5%	0	0.0%	6.5%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	0	0.0%	0.3%	1.3%	0	0.0%	0.3%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	192	100.0%	100.0%	64.6%	196	100.0%	100.0%	64.6%
Military Connected	6	3.1%	7.1%	3.6%	6	3.1%	7.1%	3.6%
At-Risk	100	52.1%	47.3%	53.3%	102	52.0%	47.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	16	8.3%	8.9%	23.2%	16	8.2%	8.9%	23.2%
Career and Technical Education	0	0.0%	22.7%	26.5%	0	0.0%	22.7%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	74.2%	72.3%	0	-	74.1%	72.2%
Gifted and Talented Education	0	0.0%	6.8%	8.2%	0	0.0%	6.8%	8.2%
Special Education	22	11.5%	14.5%	12.6%	26	13.3%	14.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	22							
By Type of Primary Disability Students with Intellectual Disabilities	0	0.0%	46.0%	44.1%				
Students with Physical Disabilities	15	68.2%	**	20.0%				
Students with Autism	*	*	16.9%	15.5%				
Students with Behavioral Disabilities	*	*	21.7%	18.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	-	-	11.6%	16.8%				
By Ethnicity: African American	-	-	0.9%	3.3%				
Hispanic	-	-	5.1%	8.7%				
White	-	-	4.8%	3.4%				
American Indian	-	-	0.0%	0.1%				
Asian	-	-	0.0%	0.7%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.9%	0.6%				
Count and Percent of Special Ed Students who are Mobile	-	-	14.6%	18.6%				
Count and Percent of EB Students/EL who are Mobile	-	-	14.2%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	-	-	14.0%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	11	17.2%	11.5%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.5%	0.0%	0.0%	4.5%
Grade 1	-	5.8%	2.5%	-	10.5%	3.6%
Grade 2	-	1.1%	1.6%	-	4.8%	2.0%
Grade 3	-	0.0%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	1.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.8%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	8.5%	8.7%	-	25.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.1	20.1	18.7
Grade 1	-	20.5	19.1
Grade 2	-	20.1	19.1
Grade 3	-	18.5	19.3
Grade 4	-	19.6	19.4
Grade 5	-	21.9	20.8
Grade 6	-	22.5	19.2
Secondary:			
English/Language Arts	-	18.8	16.2
Foreign Languages	-	18.4	18.8
Mathematics	-	18.2	17.5
Science	-	19.8	18.5
Social Studies	-	21.3	18.9

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	23.2	100.0%	100.0%	100.0%
Professional Staff:	15.2	65.5%	62.0%	64.1%
Teachers	10.7	46.1%	48.5%	48.7%
Professional Support	3.0	12.9%	8.4%	10.9%
Campus Administration (School Leadership)	1.5	6.5%	3.2%	3.3%
Educational Aides:	8.0	34.5%	16.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	4.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	2.0	8.6%	19.8%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	4.3%	11.8%
Hispanic	0.0	0.0%	11.7%	29.6%
White	10.7	100.0%	82.5%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.6%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	22.9%	24.4%
Females	10.7	100.0%	77.1%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	8.7	81.3%	77.5%	72.2%
Masters	2.0	18.7%	22.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.7	15.9%	3.7%	9.7%
1-5 Years Experience	3.0	28.0%	20.5%	26.3%
6-10 Years Experience	2.0	18.7%	31.3%	20.5%
11-20 Years Experience	3.0	28.0%	23.1%	27.2%
21-30 Years Experience	1.0	9.3%	17.0%	13.3%
Over 30 Years Experience	0.0	0.0%	4.5%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	17.9	n/a	14.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	3.8	6.1
Average Years Experience of Principals with District	5.0	3.8	5.3
Average Years Experience of Assistant Principals	3.0	5.0	5.2
Average Years Experience of Assistant Principals with District	3.0	2.8	4.4
Average Years Experience of Teachers:	9.2	12.7	11.0
Average Years Experience of Teachers with District:	6.0	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$44,998	$44,999	$53,300
1-5 Years Experience	$46,920	$47,236	$56,516
6-10 Years Experience	$51,190	$51,181	$59,732
11-20 Years Experience	$53,885	$55,679	$63,389
21-30 Years Experience	$65,960	$63,278	$67,876
Over 30 Years Experience	-	$65,177	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$51,142	$53,865	$60,717
Professional Support	$53,597	$59,998	$72,022
Campus Administration (School Leadership)	$73,062	$79,015	$85,167
Instructional Staff Percent:	n/a	65.7%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.3%	5.9%
Career and Technical Education	0.0	0.0%	4.0%	5.4%
Compensatory Education	0.0	0.0%	10.1%	3.2%
Gifted and Talented Education	0.0	0.0%	0.3%	1.7%
Regular Education	8.7	81.3%	73.8%	70.6%
Special Education	2.0	18.7%	11.5%	9.7%
Other	0.0	0.0%	0.0%	3.5%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Smithville ISD

District Data

2021-2022

Actual Financial Data Report

2021 - 2022 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,780

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$10,850,647	57.02%	$6,096	$10,850,647	47.69%	$6,096	$26,795,122,749	39.67%	$4,960
State Operating Funds	$7,186,030	37.76%	$4,037	$7,524,094	33.07%	$4,227	$24,396,897,632	36.12%	$4,516
Federal Funds	$588,101	3.09%	$330	$3,557,997	15.64%	$1,999	$14,103,811,039	20.88%	$2,611
Other Local	$404,544	2.13%	$227	$820,702	3.61%	$461	$2,250,851,644	3.33%	$417
Total Operating Revenue	$19,029,322	100.00%	$10,691	$22,753,440	100.00%	$12,783	$67,546,683,064	100.00%	$12,504
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$2,682,732	98.58%	$1,507	$8,860,960,306	86.81%	$1,640
State Assistance for Debt Service	$0	0.00%	$0	$23,509	0.86%	$13	$319,288,915	3.13%	$59
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$15,223	0.56%	$9	$75,078,438	0.74%	$14
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0	$952,245,471	9.33%	$176
Total Other Revenue	$0	0.00%	$0	$2,721,464	100.00%	$1,529	$10,207,573,130	100.00%	$1,890
Subtotal: Operating and Other Revenue	$19,029,322	100.00%	$10,691	$25,474,904	100.00%	$14,312	$77,754,256,194	100.00%	$14,394
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Subtotal: Operating, Other and Recaptured Revenue	$19,029,322	100.00%	$10,691	$25,474,904	100.00%	$14,312	$80,756,295,511	100.00%	$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$4,864,835,809	65.96%	$901
Estimated State TRS Contributions	$900,166	100.00%	$506	$917,139	100.00%	$515	$2,510,251,870	34.04%	$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	$900,166	100.00%	$506	$917,139	100.00%	$515	$7,375,087,679	100.00%	$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$19,929,488	100.00%	$11,196	$26,392,043	100.00%	$14,827	$85,129,343,873	100.00%	$15,759
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$13,683,901	74.25%	$7,688	$15,721,904	71.38%	$8,833	$50,301,683,879	77.97%	$9,312

2021 - 2022 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,780

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	$2,779,339	15.08%	$1,561	$2,996,425	13.60%	$1,683	$6,402,537,996	9.92%	$1,185
Supplies & Materials (Object 63xx)	$1,599,499	8.68%	$899	$2,847,810	12.93%	$1,600	$5,961,153,130	9.24%	$1,104
Other Operating Expenditures (Object 64xx)	$366,408	1.99%	$206	$459,217	2.08%	$258	$1,852,436,057	2.87%	$343
Total Operating Expenditures by Object	$18,429,147	100.00%	$10,353	$22,025,356	100.00%	$12,374	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Debt Services (Object 65xx)	$50,850	5.61%	$29	$2,676,450	74.20%	$1,504	$9,844,903,533	48.41%	$1,822
Capital Outlay (Object 66xx)	$855,084	94.39%	$480	$930,619	25.80%	$523	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Object	$905,934	100.00%	$509	$3,607,069	100.00%	$2,026	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	$19,335,081	100.00%	$10,862	$25,632,425	100.00%	$14,400	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$10,031,730	54.43%	$5,636	$11,450,624	51.99%	$6,433	$36,035,016,731	55.85%	$6,671
Instructional Resources & Media Services (Function 12)	$308,106	1.67%	$173	$312,172	1.42%	$175	$646,159,944	1.00%	$120
Curriculum & Staff Development (Function 13)	$236,725	1.28%	$133	$436,018	1.98%	$245	$1,570,292,996	2.43%	$291
Instructional Leadership (Function 21)	$172,015	0.93%	$97	$342,833	1.56%	$193	$1,113,087,133	1.73%	$206
School Leadership (Function 23)	$1,121,100	6.08%	$630	$1,136,131	5.16%	$638	$3,715,762,954	5.76%	$688
Guidance Counseling Services (Function 31)	$374,241	2.03%	$210	$379,324	1.72%	$213	$2,527,496,320	3.92%	$468
Social Work Services (Function 32)	$52,114	0.28%	$29	$59,356	0.27%	$33	$230,790,970	0.36%	$43
Health Services (Function 33)	$270,002	1.47%	$152	$274,068	1.24%	$154	$753,509,900	1.17%	$139
Transportation (Function 34)	$875,862	4.75%	$492	$892,689	4.05%	$502	$1,904,677,571	2.95%	$353
Food Services (Function 35)	$0	0.00%	$0	$1,319,259	5.99%	$741	$3,228,715,442	5.00%	$598
Extracurricular (Function 36)	$951,595	5.16%	$535	$1,248,588	5.67%	$701	$1,918,276,966	2.97%	$355
General Administration (Function 41,92)	$790,426	4.29%	$444	$797,542	3.62%	$448	$2,123,586,250	3.29%	$393
Facilities Maintenance & Operations (Function 51)	$2,583,903	14.02%	$1,452	$2,709,553	12.30%	$1,522	$6,359,467,682	9.86%	$1,177
Security & Monitoring Services (Function 52)	$91,845	0.50%	$52	$91,845	0.42%	$52	$710,274,203	1.10%	$131
Data Processing Services (Function 53)	$442,424	2.40%	$249	$447,278	2.03%	$251	$1,330,336,046	2.06%	$246
Community Services (Function 61)	$127,059	0.69%	$71	$128,076	0.58%	$72	$326,634,310	0.51%	$60
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$23,725,644	0.04%	$4

2021 - 2022 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,780

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	$18,429,147	100.00%	$10,353	$22,025,356	100.00%	$12,374	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	$50,850	5.61%	$29	$2,676,450	74.20%	$1,504	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	$855,084	94.39%	$480	$930,619	25.80%	$523	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Function	$905,934	100.00%	$509	$3,607,069	100.00%	$2,026	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	$19,335,081	100.00%	$10,862	$25,632,425	100.00%	$14,400	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$8,001,437	43.42%	$4,495	$8,858,690	40.22%	$4,977	$26,146,309,896	40.53%	$4,840
Gifted and Talented (PIC 21)	$21,840	0.12%	$12	$21,840	0.10%	$12	$395,634,789	0.61%	$73
Career and Technical (PIC 22)	$700,518	3.80%	$394	$721,910	3.28%	$406	$2,129,549,811	3.30%	$394
Students with Disabilities (PICs 23,33,43)	$2,635,903	14.30%	$1,481	$2,869,541	13.03%	$1,612	$7,957,924,392	12.33%	$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	$1,050,307	5.70%	$590	$1,667,566	7.57%	$937	$6,383,291,216	9.89%	$1,182
Bilingual (PICs 25,35)	$38,908	0.21%	$22	$38,908	0.18%	$22	$731,950,646	1.13%	$135
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$10,905,874	0.02%	$2
PreKindergarten (PIC 32)	$135,135	0.73%	$76	$135,135	0.61%	$76	$522,860,562	0.81%	$97
Early Education Allotment (PIC 36)	$219,703	1.19%	$123	$219,703	1.00%	$123	$1,241,323,456	1.92%	$230
Dyslexia or Related Disorder Services (PIC 37)	$84,302	0.46%	$47	$84,302	0.38%	$47	$348,794,218	0.54%	$65
College, Career, and Military Readiness (CCMR) (PIC 38)	$57,522	0.31%	$32	$57,522	0.26%	$32	$340,365,348	0.53%	$63
Athletics/Related Activities (PIC 91)	$741,838	4.03%	$417	$743,180	3.37%	$418	$1,264,746,717	1.96%	$234
Un-Allocated (PIC 99)	$4,741,734	25.73%	$2,664	$6,607,059	30.00%	$3,712	$17,044,154,137	26.42%	$3,155
Total Operating Expenditures by Program Intent Code (PIC)	$18,429,147	100.00%	$10,353	$22,025,356	100.00%	$12,374	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$50,850	5.61%	$29	$2,676,450	74.20%	$1,504	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$855,084	94.39%	$480	$930,619	25.80%	$523	$10,445,000,110	51.36%	$1,934

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	$905,934	100.00%	$509	$3,607,069	100.00%	$2,026	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$19,335,081	100.00%	$10,862	$25,632,425	100.00%	$14,400	$84,854,165,916	100.00%	$15,708

Disbursements
Total Disbursements

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	$18,429,147	91.73%	$10,353	$22,025,356	83.47%	$12,374	$64,517,811,062	71.92%	$11,943
Recapture	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	3.35%	$556
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0	$1,174,039,601	1.31%	$217
Intergovernmental Charge	$756,008	3.76%	$425	$756,008	2.86%	$425	$681,506,755	0.76%	$126
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.05%	$9
Debt Service (Object 65xx)	$50,850	0.25%	$29	$2,676,450	10.14%	$1,504	$9,844,903,533	10.97%	$1,822
Capital Projects (Object 66xx)	$855,084	4.26%	$480	$930,619	3.53%	$523	$10,445,000,110	11.64%	$1,934
Total Disbursements	$20,091,089	100.00%	$11,287	$26,388,433	100.00%	$14,825	$89,711,751,589	100.00%	$16,607

Tax Rates
2021 - 2022 (current tax year) Tax Rates

Maintenance & Operations Tax Rate				0.9603			0.9543		
Interest & Sinking Tax Rate				0.2400			0.2270		
Total Tax Rate				1.2003			1.1813		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8220			0.8616		
Tier I Tax Rate				0.8220			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.1383			0.0928		

Fund Balance**
Fund Balance

Nonspendable Fund Balance	$37,338		$21	$37,338		$21	$390,605,886		$78
Restricted Fund Balance	$0		$0	$1,453,040		$816	$24,753,496,577		$4,926

2021 - 2022 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,780

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Committed Fund Balance	$3,450,493		$1,938	$3,450,493		$1,938	$4,412,645,483		$878
Assigned Fund Balance	$0		$0	$0		$0	$4,020,147,608		$800
Unassigned Fund Balance	$5,921,049		$3,326	$5,921,049		$3,326	$17,164,429,624		$3,416
Total Fund Balance**	$9,408,880		$5,286	$10,861,920		$6,102	$50,741,325,178		$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	$9,570,501		$5,481	$10,879,132		$6,231			
2021-2022 Excess (Deficiency) Operating Expenditures	$0		$0	$0		$0	$-7,094,836,097		$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$0		$0	$13,356,331,866		$2,658
2021-2022 Uncommon Items	$-161,621		$-91	$-17,212		$-10			
2021-2022 Total Fund Balance	$9,408,880		$5,286	$10,861,920		$6,102			

Smithville High School
Campus Data

2021-2022

Actual Financial Data Report

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE H S (011904002)
SMITHVILLE ISD

Total Enrolled Membership: 569

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,960,985	100.00%	$8,719	$5,069,406	100.00%	$8,909
Operating-Payroll	$4,023,595	81.10%	$7,071	$4,064,778	80.18%	$7,144
Other Operating	$937,390	18.90%	$1,647	$1,004,628	19.82%	$1,766
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,960,985	100.00%	$8,719	$5,069,406	100.00%	$8,909
Instruction (11,95) *	$3,896,820	78.55%	$6,849	$3,965,278	78.22%	$6,969
Instructional Res/Media (12) *	$92,530	1.87%	$163	$92,530	1.83%	$163
Curriculum/Staff Develop (13) *	$72,360	1.46%	$127	$112,323	2.22%	$197
Instructional Leadership (21) *	$67,581	1.36%	$119	$67,581	1.33%	$119
School Leadership (23) *	$359,425	7.25%	$632	$359,425	7.09%	$632
Guidance/Counseling Svcs (31) *	$153,760	3.10%	$270	$153,760	3.03%	$270
Social Work Services (32) *	$15,946	0.32%	$28	$15,946	0.31%	$28
Health Services (33) *	$82,333	1.66%	$145	$82,333	1.62%	$145
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) **	$251	0.01%	$0	$251	0.00%	$0
Plant Maint/Operation (51) **	$197,416	3.98%	$347	$197,416	3.89%	$347
Security/Monitoring (52) **	$3,925	0.08%	$7	$3,925	0.08%	$7

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE H S (011904002)
SMITHVILLE ISD

Total Enrolled Membership: 569

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$18,638	0.38%	$33	$18,638	0.37%	$33
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$4,944,097	100.00%	$8,689	$5,052,518	100.00%	$8,880
Regular	$2,713,646	54.89%	$4,769	$2,724,180	53.92%	$4,788
Gifted & Talented	$410	0.01%	$1	$410	0.01%	$1
Career & Technical	$697,762	14.11%	$1,226	$719,154	14.23%	$1,264
Students with Disabilities	$763,072	15.43%	$1,341	$763,072	15.10%	$1,341
State Compensatory ED	$485,652	9.82%	$854	$562,147	11.13%	$988
Bilingual	$5,803	0.12%	$10	$5,803	0.11%	$10
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$57,522	1.16%	$101	$57,522	1.14%	$101
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$220,230	4.45%	$387	$220,230	4.36%	$387

Note: Some amounts may not total due to rounding.

*   Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**   Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

           Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Smithville Junior High Campus Data

2021-2022

Actual Financial Data Report

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE J H (011904041)
SMITHVILLE ISD

Total Enrolled Membership: 392

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,035,600	100.00%	$7,744	$3,315,292	100.00%	$8,457
Operating-Payroll	$2,646,721	87.19%	$6,752	$2,823,269	85.16%	$7,202
Other Operating	$388,879	12.81%	$992	$492,023	14.84%	$1,255
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,035,600	100.00%	$7,744	$3,315,292	100.00%	$8,457
Instruction (11,95) *	$2,286,654	75.33%	$5,833	$2,504,961	75.56%	$6,390
Instructional Res/Media (12) *	$74,036	2.44%	$189	$74,036	2.23%	$189
Curriculum/Staff Develop (13) *	$58,526	1.93%	$149	$119,911	3.62%	$306
Instructional Leadership (21) *	$45,044	1.48%	$115	$45,044	1.36%	$115
School Leadership (23) *	$244,121	8.04%	$623	$244,121	7.36%	$623
Guidance/Counseling Svcs (31) *	$81,903	2.70%	$209	$81,903	2.47%	$209
Social Work Services (32) *	$13,139	0.43%	$34	$13,139	0.40%	$34
Health Services (33) *	$66,686	2.20%	$170	$66,686	2.01%	$170
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) **	$147,469	4.86%	$376	$147,469	4.45%	$376
Security/Monitoring (52) **	$1,275	0.04%	$3	$1,275	0.04%	$3

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE J H (011904041)
SMITHVILLE ISD

Total Enrolled Membership: 392

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$16,747	0.55%	$43	$16,747	0.51%	$43
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$3,035,382	100.00%	$7,743	$3,315,074	100.00%	$8,457
Regular	$1,950,928	64.27%	$4,977	$1,996,993	60.24%	$5,094
Gifted & Talented	$14,120	0.47%	$36	$14,120	0.43%	$36
Career & Technical	$100	0.00%	$0	$100	0.00%	$0
Students with Disabilities	$667,460	21.99%	$1,703	$787,428	23.75%	$2,009
State Compensatory ED	$183,883	6.06%	$469	$297,542	8.98%	$759
Bilingual	$6,050	0.20%	$15	$6,050	0.18%	$15
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$47,350	1.56%	$121	$47,350	1.43%	$121
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$165,491	5.45%	$422	$165,491	4.99%	$422

Total Enrolled Membership: 392

Note: Some amounts may not total due to rounding.

*   Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**   Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

        Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Smithville Elementary Campus Data

2021-2022

Actual Financial Data Report

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE EL (011904101)
SMITHVILLE ISD

Total Enrolled Membership: 633

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,559,700	100.00%	$7,203	$5,299,386	100.00%	$8,372
Operating-Payroll	$3,644,745	79.93%	$5,758	$4,202,730	79.31%	$6,639
Other Operating	$541,108	11.87%	$855	$656,388	12.39%	$1,037
Non-Operating(Equipt/Supplies)	$373,847	8.20%	$591	$440,268	8.31%	$696
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,185,853	100.00%	$6,613	$4,859,118	100.00%	$7,676
Instruction (11,95) *	$3,014,908	72.03%	$4,763	$3,609,230	74.28%	$5,702
Instructional Res/Media (12) *	$139,248	3.33%	$220	$139,248	2.87%	$220
Curriculum/Staff Develop (13) *	$80,725	1.93%	$128	$136,532	2.81%	$216
Instructional Leadership (21) *	$49,949	1.19%	$79	$49,949	1.03%	$79
School Leadership (23) *	$405,118	9.68%	$640	$405,118	8.34%	$640
Guidance/Counseling Svcs (31) *	$138,578	3.31%	$219	$138,578	2.85%	$219
Social Work Services (32) *	$19,810	0.47%	$31	$19,810	0.41%	$31
Health Services (33) *	$91,480	2.19%	$145	$91,480	1.88%	$145
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) **	$5,158	0.12%	$8	$5,158	0.11%	$8
Plant Maint/Operation (51) **	$231,943	5.54%	$366	$231,943	4.77%	$366
Security/Monitoring (52) **	$0	0.00%	$0	$0	0.00%	$0

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE EL (011904101)
SMITHVILLE ISD

Total Enrolled Membership: 633

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$8,936	0.21%	$14	$8,936	0.18%	$14
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$4,170,139	100.00%	$6,588	$4,820,268	100.00%	$7,615
Regular	$2,727,750	65.41%	$4,309	$3,065,679	63.60%	$4,843
Gifted & Talented	$7,041	0.17%	$11	$7,041	0.15%	$11
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$774,279	18.57%	$1,223	$774,279	16.06%	$1,223
State Compensatory ED	$311,434	7.47%	$492	$623,634	12.94%	$985
Bilingual	$4,230	0.10%	$7	$4,230	0.09%	$7
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$67,574	1.62%	$107	$67,574	1.40%	$107
Dyslexia or Related Disorder Serv	$36,952	0.89%	$58	$36,952	0.77%	$58
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$240,879	5.78%	$381	$240,879	5.00%	$381

Note: Some amounts may not total due to rounding.

*   Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**   Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Smithville Brown Primary Campus Data

2021-2022

Actual Financial Data Report

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BROWN PRI (011904102)
SMITHVILLE ISD

Total Enrolled Membership: 186

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$1,431,127	100.00%	$7,694	$1,564,536	100.00%	$8,411
Operating-Payroll	$978,489	68.37%	$5,261	$1,094,866	69.98%	$5,886
Other Operating	$214,805	15.01%	$1,155	$231,837	14.82%	$1,246
Non-Operating(Equipt/Supplies)	$237,833	16.62%	$1,279	$237,833	15.20%	$1,279
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$1,193,294	100.00%	$6,416	$1,326,703	100.00%	$7,133
Instruction (11,95) *	$829,432	69.51%	$4,459	$925,571	69.76%	$4,976
Instructional Res/Media (12) *	$2,292	0.19%	$12	$2,292	0.17%	$12
Curriculum/Staff Develop (13) *	$25,114	2.10%	$135	$62,384	4.70%	$335
Instructional Leadership (21) *	$9,441	0.79%	$51	$9,441	0.71%	$51
School Leadership (23) *	$112,436	9.42%	$604	$112,436	8.47%	$604
Guidance/Counseling Svcs (31) *	$0	0.00%	$0	$0	0.00%	$0
Social Work Services (32) *	$3,219	0.27%	$17	$3,219	0.24%	$17
Health Services (33) *	$29,503	2.47%	$159	$29,503	2.22%	$159
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) **	$148,564	12.45%	$799	$148,564	11.20%	$799
Security/Monitoring (52) **	$0	0.00%	$0	$0	0.00%	$0

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BROWN PRI (011904102)
SMITHVILLE ISD

Total Enrolled Membership: 186

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$33,293	2.79%	$179	$33,293	2.51%	$179
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$1,193,294	100.00%	$6,416	$1,326,703	100.00%	$7,133
Regular	$426,293	35.72%	$2,292	$495,933	37.38%	$2,666
Gifted & Talented	$269	0.02%	$1	$269	0.02%	$1
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$219,652	18.41%	$1,181	$229,407	17.29%	$1,233
State Compensatory ED	$55,134	4.62%	$296	$109,148	8.23%	$587
Bilingual	$22,825	1.91%	$123	$22,825	1.72%	$123
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$135,135	11.32%	$727	$135,135	10.19%	$727
Early Education Allotment	$152,129	12.75%	$818	$152,129	11.47%	$818
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$181,857	15.24%	$978	$181,857	13.71%	$978

Total Enrolled Membership: 186

Note: Some amounts may not total due to rounding.

*   Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**   Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Statement of Nondiscrimination

The Smithville Independent School District does not discriminate on the basis of **race, color, national origin, sex, disability, or age** in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle inquiries and/or grievances regarding the non-discrimination policies:

Title IX Coordinator: **Michael Caudill, Ed.D Asst. Supt.**
      901 NE 6th St. Smithville, TX 78957
      512-237-2487, x7162
      mcaudill@smithvilleisd.org

504/ADA Coordinator: **Whitney Brown, Special Programs Coord.**
      901 NE 6th St. Smithville, TX 78957
      512-237-2487, x7182
      wbrown@smithvilleisd.org

Smithville Independent School District

PART III

TAPR Glossary

2022-2023 Texas Academic Performance Report

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, *A–F* ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the *A–F* ratings under 2023 rule is pending and subject to change**.**

2023 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html.

STAAR Performance (2022–23)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain— Annual Growth Score is the percentage of improvement or growth students have made from year to year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning Score is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth, Accelerated Learning and STAAR Progress in the Bilingual Education/ESL report.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English,

with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR Participation (2022–23)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents

  - *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school

- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations

  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.

  - *Other Exclusions.* The following answer documents were excluded from performance calculations:

    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.

    - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.

    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent:* answer documents with score code A

- *Other:* answer documents with score code O

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Data source: STAAR and TELPAS File)

Attendance, Graduation, and Dropout Rates (2022–23)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2021–22 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2021–22 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2021–22 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2021–22 school year}}$$

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate

- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)

- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility

- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2021–22 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2021-22* reports, available on the TEA website at Completion, Graduation, and Dropout | Texas Education Agency.

For detailed information on data sources, see Appendix H in the *2023 Accountability Manual*. *(Data source: PEIMS 40203, 40110, 42400, and 42500)*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2017–18. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2021.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2016–17. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2020.

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Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2018–19 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2018–19 but takes 5 years to graduate (i.e., graduates in May 2023) is still part of the 2022 cohort; he or she is not switched to the 2023 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2022. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2022 for the 2022 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

(2) *Received TxCHSE:* For the 2022 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2022 cohort*}}$$

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    (4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2022 cohort*}}$$

    (5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2022 cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

    (6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\text{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \text{plus}\\ \text{number of students from the cohort who received a TxCHSE by August 32, 2022}\\ \text{plus}\\ \text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}\end{array}}{\text{number of students in the 2022 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

    (1) *Graduated:* The percentage who received their high school diploma by August 31, 2022, for the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2021 cohort*}}$$

    (2) *Received TxCHSE:* For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2021 cohort*}}$$

(3) *Continued High School:* The percentage of the 2021 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\text{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022}\end{array}}{\text{number of students in the 2021 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\text{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022}\\ \textbf{plus}\\ \text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}\end{array}}{\text{number of students in the 2021 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2022, for the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2020 cohort*}}$$

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2022

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number of students in the 2020 cohort*

(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2022–23 school year

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number of students in the 2020 cohort*

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2022–23 school year

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number of students in the 2020 cohort*

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022
plus
number of students from the cohort who received a TxCHSE by August 31, 2022

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number of students in the 2020 cohort*

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022
plus
number of students from the cohort who received a TxCHSE by August 31, 2022
plus
number of students from the cohort who were enrolled in the fall of the 2022–23 school year

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number of students in the 2020 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89

or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2022 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2021. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2021 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2020 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

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For further information on these rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2021-22*. *(Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2022) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2022 with reported graduation plans}}$$

(excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in the Class of 2022 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2022 with reported graduation plans}}$$

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RHSP/DAP Graduates (Annual Rate) (2021-22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2021-22 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2021-22 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2021–22 who earn an FHSP-E}}{\text{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2021–22 who earn an FHSP-DLA}}{\text{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2021–22 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2022-2023)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2021–22 are also shown:

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- Minimum High School Program (MHSP)

- Recommended High School Program (RHSP)

- Distinguished Achievement Program (DAP)

- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

Special Education: The count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR*)

$$\frac{\text{number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance}}{\text{total number of graduates in the 2021-22 school year}}$$

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms "Emergent Bilingual," "English learner" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of graduates identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: PEIMS 40100)*

$$\frac{\text{number of graduates in the 2021–22 school year considered as at risk}}{\text{total number of graduates in the 2021-22 school year}}$$

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (*Data source: PEIMS Course Completion Records)*

College, Career, or Military* Readiness (CCMR) (2022–23)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between

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an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) *(Data source: PEIMS 40203 and 40110)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

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10) ***Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard *(Data source: PEIMS 40203)*

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2021 and 2022 annual graduates is included for indicators displaying military readiness.

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

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TSI Criteria							
TSIA1 and/or TSIA2		**SAT**		**ACT**		**College Prep Course**
>= ELAR criteria shown below	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	>=19 on English **and** >= 23 Composite	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**or**	Complete and earn credit for mathematics college prep course

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

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English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics}}{\text{number of 2021-22 annual graduates}}$$

Any Subject.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics}}{\text{number of 2021-22 annual graduates}}$$

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\text{number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2021-22 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

$$\frac{\text{number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2021-22 annual graduates}}$$

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2021-22 annual graduates}}$$

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\text{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2021-22 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2023 Accountability Manual*. *(Data source: PEIMS 48011)*

$$\frac{\text{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\text{number of 2021-22 annual graduates}}$$

Graduates with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\text{number of 2021-22 annual graduates}}$$

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2023 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2021-22 annual graduates}}$$

Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student *(Data source: PEIMS 40203 and 42401)*

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

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CCMR-related Indicators (2022–23)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 *(Data source: THECB and PEIMS 40203)*

English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA \underline{and} mathematics}}{\text{number of 2021-22 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: PEIMS 43415)*

English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2021-21 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. *(Data source: College Board and IB)*

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All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

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English Language Arts.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of 11}^{th} \text{ and 12}^{th} \text{ graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11}^{th} \text{ and 12}^{th} \text{ grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\text{number of 2021-22 graduates who took either the SAT or the ACT}$$

<div align="center">number of 2021-22 graduates reported</div>

(2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

<div align="center">

number of 2021-22 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

---

number of 2021-22 graduates reported

</div>

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

<div align="center">

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT

---

number of 2021-22 graduates who took the SAT

</div>

(2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

<div align="center">

sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the SAT

---

number of 2021-22 graduates who took the SAT

</div>

(3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

<div align="center">

sum of SAT mathematics scores of all 2021-22 graduates who took the SAT

---

number of 2021-22 graduates who took the SAT

</div>

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

<div align="center">

sum of ACT composite scores of all 2021-22 graduates who took the ACT

---

number of 2021-22 graduates who took the ACT

</div>

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

Other Postsecondary Indicators (2022–23)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2021-22}}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2021-22}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22}}$$

Science.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2021-22}}$$

Social Studies.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2021-22}}$$

(Data source: PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2020-21 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2020-21 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at
http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2022–23)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2020–2021, use the data displayed under Membership.

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Enrollment: Students reported as enrolled as of the last Friday in October (October 28, 2022).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

(Data source: PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts

report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2022–23, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

    (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

    (B) includes —

        (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

        (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

        (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

        (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

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Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\text{number of students in the 2022–23 school year considered as at risk}}{\text{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program:

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

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- 01—Orthopedic Impairment (OI)

- 03—Auditory Impairment (AI)

- 04—Visual Impairment (VI)

- 05—Deaf-Blind (DB)

- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)

- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\text{number of mobile students in 2021–22}}{\text{number of students who were in membership at any time during the}}$$
2021–22 school year

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rate: The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2022-23.

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Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2021} - \text{number of students who returned in fall 2022}}{\text{number of students enrolled in fall 2021}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

$$\frac{\text{number of students enrolled in the same grade from one school year to the next}}{\text{number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2021–22* available from TEA*. (Data source: PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2021–22 the end of the school-start window was September 30, 2022)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

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For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.

- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.

- Classes where the number of students served is reported as zero are not included.

- Service codes with the "SR" prefix are not included.

- Teacher roles coded as "teacher" and/or "substitute teacher" are included.

- Only class settings coded as "regular class" are included.

- Missing partial FTE counts are not included.

- Elementary classes in which the number of students exceeds 100 are not included.

- Mixed grade-level class averages are not included.

  (Data source: PEIMS 30090)

Staff Information (2022–23)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities

record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

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Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2021–22 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS 30055 and 30060)*

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2022-23 school year. *(Data source: Division of District Talent Systems)*

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A

Advanced Academic Courses

- All courses shown were for the 2020–21 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

Course Code	Course Name
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

Course Code	Course Name
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)

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Course Code	Course Name
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

Course Code	Course Name
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

Course Code	Course Name
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV

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Course Code	Course Name
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

Course Code	Course Name
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II

Course Code	Course Name
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

Course Code	Course Name
A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL

Course Code	Course Name
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

Course Code	Course Name
I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH

Course Code	Course Name
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM

Course Code	Course Name
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN

Course Code	Course Name
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

Course Code	Course Name
N1290318	GIFD & TAL IND STUD MENTOR IV

Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004...Assistant/Associate/Deputy Superintendent
027...Superintendent/CAO/CEO/President
061...Asst/Assoc/Deputy Exec Director
062...Component/Department Director
063...Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003...Assistant Principal
020...Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012...Instructional Officer
028...Teacher Supervisor
040...Athletic Director
043...Business Manager
044...Tax Assessor and/or Collector
045...Director - Personnel/Human Resources
055...Registrar
060...Executive Director

PROFESSIONAL SUPPORT STAFF

002 ....Art Therapist
005 ....Psychological Associate
006...Audiologist
007...Corrective Therapist

008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	LSSP/Psychologist
024	Social Worker
026	Speech Therapist/Speech-Lang Pathologist
030	Visiting Teacher/Truant Officer
032	Work-Based Learning Site Coordinator
041	Teacher Facilitator
042	Teacher Appraiser
054	Department Head
056	Athletic Trainer
058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor
105	Security
106	District/Campus Information Technology Professional
107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary
115	Psychiatric Nurse
116	Licensed Clinical Social Worker
117	Licensed Professional Counselor
118	Licensed Marriage & Family Therapist

TEACHERS

087	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

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AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.