

Smithville Independent School District



District Annual Report and Texas Academic Performance Report 2023-2024

**Cheryl Burns, Superintendent
January 2025**

2023-2024
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 2023-2024.

Smithville Independent School District



PART I

Locally Developed Smithville ISD Information

2023-2024
Texas Academic Performance Report

Smithville I.S.D. Mission Statement

We serve the community by equipping all students with a quality education that prepares them to be successful in a changing society.

Smithville I.S.D. Vision Statement

Committed to Excellence.

**Vision Statement Adopted by the Smithville ISD Board of Trustees, March 25, 2024.*

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 2024-2025

Board of Trustees

- Chris Hinnant, Board President
- Grant Gutierrez, Board Vice President
- Josh Magden, Board Secretary
- Bryan Jones, Board Member
- Michael Hancock, Board Member
- Candice Parsons, Board Member
- Chelsa Vinklarek, Board Member

School Administration

Cheryl Burns, Superintendent
Dr. Bethany Logan, Assistant Superintendent
Sean Sanchez, Business Manager
Zack Harris, Director of Operations
Whitney Brown, Special Programs Coordinator
Dr. Tracy Johnson, Director of Special Education
Candy Biehle, Director of Child Nutrition
Lindsey Saunders, District Information Officer
Tucker Copeland, High School Principal
Brenda Ricketts, High School Assistant Principal
Amanda Hudspeth, Junior High Principal
Greg Maxwell, Junior High Assistant Principal
Holly Brockman, Elementary Principal
Erin O'Rourke, Elementary Assistant Principal
Sarah Vinklarek, Brown Primary Principal
Misty Vasquez, School Improvement Coordinator
Layne Neumann, Athletic Director
Jaimie Kadlecek, Girls Athletic Coordinator

Smithville Independent School District

District Site-Based Decision Making and Planning

Committee

2024-2025

<u>Committee Membership</u>	<u>Term Expires</u>
<u>Brown Primary</u>	
Rachel Hurst, Teacher	2025
Shelly Naylor, Teacher	2025
Margaret Lake, Parent	2025
<u>Smithville Elementary</u>	
Natalia Stagner, Teacher	2026
Molly Armstrong, Teacher	2025
Debbie Blackwell, Teacher	2025
Amanda Brantley, Parent	2025
Lora Jones, Parent	2025
Jessica Hodges, Parent	2025
Sharon Welch, Parent	2025
<u>Smithville Junior High</u>	
Patrica Hawkins Teacher	2025
Valerie Rodriguez, Teacher	2026
Kellye Geigenmiller, Parent	2026
Anna Diltz, Non-Teaching Representative	2025
<u>Smithville High School</u>	
Wendy Carroll, Teacher	2026
Tessa Otten, Teacher	2026
Reena Fischer, Non-Teaching Representative	2026
Andres Rosales, Parent	2026
Bobby Galabeas, Parent	2026
Justin Bezner, Parent	2025
<u>District-Level Professional Staff</u>	
Misty Vasquez, District-Level Professional Staff	2026
Dr. Bethany Logan, Assistant Superintendent	
Cheryl Burns, Superintendent	
<u>Community Representative</u>	
Cinda Wilkey	2025
Andra Sparks	2025
Athena Corby	2025
Rosie Gutierrez	2026
<u>Business Representative</u>	
Kierstin Bitterly	2026
Dr. Judy Bergeron	2025
<u>District Site-Based Support Team (Non-voting)</u>	
Tucker Copeland, SHS Principal	
Amanda Hudspeth, SJHS Principal	

Holly Brockman, SES Principal
Sarah Vinklerek, BP Principal
Lindsey Saunders, District Communications Officer

District and Campus Performance Objectives 2024-2026

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 academic area in math, reading, science, social studies and CCMR related subjects.
 - District and campus will implement protocols for MTSS (Multi-Tiered Systems of Supports) for academics, behavior, and attendance
 - 100% of the new SISD teachers (0-3 years) and New to SISD teachers will participate in the New Teacher Academy and Mentor Program during the 24-25 school year in order to recruit and retain new teachers. Retention goal 91%.
 - 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.
 - 100% of certified staff will have access to high quality instructional support funded through local, state, and federal funds to close the learning gap in Math All Students to 74% and Reading All Students 76%.
 - 100% of the campuses will participate trauma informed & whole child practices to create a positive campus and district culture.
 - SISD will participate in the Title IV Part A program. By May 15, 2025, 100% of students in grades K-12th students will have the opportunity to participate in STEAM activities and/or field trips which are aligned to math, ELA, and science to support academic areas tested in STAAR. Target goal Math All Students to 74% and Reading All Students 76%.

- Smithville ISD will complete the Application and Data Collection 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. Achievement Goals-Math All Students to 74% and Reading All Students 76%, 70% Science All Students (grades 5 & 8 taking the test) on STAAR.

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

- 100% of schools will achieve an accountability rating of B or higher resulting in a district rating of a B or higher.
- Students will achieve performance standards for Math All Students to 74% and Reading All Students 76%, 70% Science All Students (grades 5 & 8 taking the test) on STAAR.
- Increase the percentage of SHS students who achieve College, Career, & Military Readiness (CCMR) marker to 95% of graduating seniors.
- Emergent Bilingual reclassification rates will increase by 5%.
- Special Education students will meet federal accountability standards in Domain 3 for reading and math. Federal Domain III Targets. Elementary Math: 58 RLA: 55 Junior High: Math: 56 RLA: 53.
- PreK students will exceed the Texas standards for readiness.
- Smithville Elementary School will receive targeted support for the status of comprehensive through consultants, Region 13, Texas Instructional Leadership, DCSI, and district leadership to Support Domain III Domain III Targets. Elementary Math: 58 RLA: 55.
- Smithville Junior High School will receive targeted support for the status of Additional Target Support through consultants, Region 13, Texas Instructional Leadership, DCSI, and district leadership to Support Domain III Domain III Targets for Special Education student to meet 33% RLA and 34% Math.

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) to solicit meaningful consultation with all stakeholders.
- Provide and conduct a minimum of two surveys per year
- Provide annual SHAC report of activities to the Board of Trustees.
- 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. Link to plans: <https://www.smithvilleisd.org/page/parent-involvement-plans>

- Conduct 100% of the state/federally mandated public forums, meetings and hearings. This includes ESSA, ESSER, Perkins etc.
- Provide regular communication through district apps, school website, and SISD social media sites.
- Conduct student recognition each grade reporting period for each campus.

IV. The district will maintain a strategic, efficient 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 level and campus levels and provide yearly updates with status reports for each goal.



Smithville High School

**Campus Performance
Objectives**

Smithville Independent School District
Smithville High School
2024-2026 Formative Review with Notes


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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
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Curriculum Director.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="1276 500 1381 634"> <p>Dec</p>  </div> <div data-bbox="1415 500 1997 716"> <p>December Evidence of Progress</p> <p>Short Cycle 1 and 2 have been given in all core subjects. Data review meetings held both through weekly plc, and one to one conferences with the principal. Core tested will be giving a semester final that will function as a 3rd short-cycle. Data review meeting will be held after the Christmas break.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 737 1381 764"> <p>May</p> </div> <div data-bbox="1415 737 1871 764"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 792 1381 820"> <p>Aug</p> </div> <div data-bbox="1415 792 1885 820"> <p>August Evidence of Progress</p> </div> </div>

Strategy 2 Details	Formative Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: Standardize effective teaching practice across the campus to provide a high quality, and consistent academic atmosphere throughout Smithville High School.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	<p>Dec December Evidence of Progress  Instructional coaches attend PLC meetings every other week. They provide insight and support to veteran and new teachers regularly.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 3 Details	Formative Reviews
<p>Strategy 3: CTE staff will attend high quality staff development to align program offerings with industry standards.</p> <p>Strategy's Expected Result/Impact: Alignment of CTE classes with industry standards. Increase in the number of students completing pathways and receiving IBC's.</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress  CTE staff has the opportunity to attend any PD necessary to align with industry standards.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 4 Details	Formative Reviews
<p>Strategy 4: High Quality Staff Development will be available to all teachers.</p> <p>Strategy's Expected Result/Impact: Improved instruction in the classroom</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress  All teachers have access to an array of high quality professional development through Region 13.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>

 No Progress




 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
<p>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</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress  Character strong lessons are provided through Tiger-Time every Monday.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>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</p> <p>Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	<p>Dec December Evidence of Progress  SHS counselor sends out the SEL newsletter monthly.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 3 Details	Formative Reviews
<p>Strategy 3: Students transitioning from Smithville Junior High School to Smithville High School will have at least one opportunity per year (BOY or EOY) to ensure a smooth transition to a new campus in order to integrate services provided with Title I. Strategy's Expected Result/Impact: Effective transition from Junior High to High School. Staff Responsible for Monitoring: High School Principal, and Junior High Principal.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress  9th grade student orientation and PFE event.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p> <p>N/A</p>

 No Progress






 Accomplished

 Continue/Modify

 Discontinue








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

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

Strategy 1 Details	Formative Reviews
<p>Strategy 1: Smithville High School will implement PBIS strategies developed by the PBIS committee, and will meet regularly to review discipline data.</p> <p>Strategy's Expected Result/Impact: Decrease the number of disciplinary infractions overall and among targeted groups, and increase positive interactions amongst students and teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PBIS committee members.</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress</p> <p> SHS Counselor leads PBIS meetings. 2 meetings as of Dec. 2</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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
<p>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.</p> <p>Strategy's Expected Result/Impact: Staff and students trained to respond appropriately in the event of an emergency situation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal.</p>	<p>Dec  December Evidence of Progress Staff trained prior to the start of school. Drills conducted during the first week of school. Door sweeps conducted weekly. Evacuation drills regularly conducted.</p> <p>May  May Evidence of Progress</p> <p>Aug  August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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 funds.

Evaluation Data Sources: Campus budgets






Strategy 1 Details	Formative Reviews	
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve student learning in ELA and Math.</p> <p>Staff Responsible for Monitoring: Campus Principal English 1-4 Teachers Algebra 1 and Geometry teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p>  <p>May</p> <p>Aug</p>	<p>December Evidence of Progress</p> <p>All english courses, and Algebra 1, Geometry and Algebra 2 are now utilizing springboard.</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>Strategy 2: Tiger Academy will continue to provide opportunities for students who are at-risk of not graduating to accelerate credit recovery.</p> <p>Strategy's Expected Result/Impact: Reduce drop-out rate</p> <p>Staff Responsible for Monitoring: Tiger Academy Staff, HS principal, Director of Curriculum</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	<p>Dec</p> <p>May</p> <p>Aug</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>

Strategy 3 Details	Formative Reviews
<p>Strategy 3: Credit Recovery program at Smithville High School will allow students who are behind on their credits to accelerate.</p> <p>Strategy's Expected Result/Impact: On-time graduation</p> <p>Staff Responsible for Monitoring: Credit Recovery teacher, HS principal</p> <p>Title I: 2.6</p>	<p>Dec December Evidence of Progress</p> <p> We were able to open up three more sections of credit recovery, allow for more flexibility in student schedules.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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






Performance Objective 6: Continue and refine implementation of a campus Multi-Tiered System of Support (MTSS) Team to meet regularly to review individual 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	
<p>Strategy 1: MTSS team will meet regularly to discuss 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.</p> <p>Strategy's Expected Result/Impact: Provide interventions that result in improved academics, behavior, or SEL, and consider next steps when strategies are not successful.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p>  <p>May</p> <p>Aug</p>	<p>December Evidence of Progress MTSS meeting has been held.</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>Strategy 2: High school students within special populations of Special Education, McKinney Vento and Emergent Bilingual will reduce disciplinary, exclusionary placements by 5% through support provided through MTSS.</p> <p>Strategy's Expected Result/Impact: Reduction in exclusionary placement will lead to an increase in classroom presence and therefore an increase in academic success.</p> <p>Staff Responsible for Monitoring: Special Programs coordinator, Principal, Assistant Principal, Counselor</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	<p>Dec</p> <p>May</p> <p>Aug N/A</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		






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
<p>Strategy 1: Smithville HS will engage in TIL and Fundamental 5 strategies in all classrooms to improve student performance.</p> <p>Staff Responsible for Monitoring: Campus Principal, Director of Curriculum</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	<p>Dec December Evidence of Progress</p> <p> TIL and Fundamental 5 strategies are in use in all classrooms</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	






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
<p>Strategy 1: Through implementation of Curriculum Based Assessments at intervals determined through curriculum mapping, 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.</p> <p>Strategy's Expected Result/Impact: 85% or more students attain the approaches level on EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School Improvement Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress</p> <p> Eng 1 short cycle 2 - 80% approaches Eng 2 short cycle 2 - 90% approaches Alg. 1 short cycle 2 - 60% approaches</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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
<p>Strategy 1: Through the implementation of Curriculum Based Assessments, 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.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students who attain the meets level on Algebra and English EOC to sixty percent.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress</p> <p> PLC's across subjects are held weekly. Short Cycle's 1 and 2 have been completed Eng. 1 short cycle 2 - 33% meets Eng. 2 short cycle 2 - 62.5% meets Alg. 1 short cycle 2 - 21% meets</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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
<p>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.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps to no greater than 10%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Dec</p> <div style="display: flex; align-items: center;">  <p>December Evidence of Progress All sub-groups are analyzed in PLC data meetings following short cycles</p> </div> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0% No Progress</p> </div> <div style="text-align: center;">  <p>100% Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

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

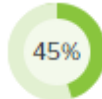





Performance Objective 5: Increase the percentage of SHS students who achieve the College, Career, & Military Readiness (CCMR) standard to 95 percent of the overall population of each graduating class.

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

Strategy 1 Details	Formative Reviews	
<p>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.</p> <p>SHS will also ensure that all CTE Pathways lead to Industry Based Certification. SHS will 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.</p> <p>Strategy's Expected Result/Impact: 95% of SHS seniors will meet the College, Career, and Military Readiness Standard.</p> <p>Staff Responsible for Monitoring: Principal, Director of Curriculum, Campus Counselors</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Dec</p>  <p>May</p> <p>Aug</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>		






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
<p>Strategy 1: EB support will take place as a push in strategy. EB specialist will pull students out as student needs dictate.</p> <p>Strategy's Expected Result/Impact: Increase student knowledge and improve student participation in class as an active learner.</p> <p>Staff Responsible for Monitoring: Principal, EB Support Teacher</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress  Students are receiving EB support. Exit testing(TELPAS) occurs later in the year.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: Smithville High School will increase the support of Emergent Bilingual (EB) students through a common TigerTime with bilingual teachers, that will focus on academics and language acquisition skills.</p> <p>Strategy's Expected Result/Impact: ELL will increase their proficiency in listening, speaking, reading, and writing skills.</p> <p>Staff Responsible for Monitoring: Principal, ESL teacher,</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress  All of our EB students receive added support during tiger time</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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
<p>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.</p> <p>Strategy's Expected Result/Impact: Provide feedback from campus to the district site-based team.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress</p> <p> One SBDM meeting has been held. Meeting two will be held Dec. 11.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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
<p>Strategy 1: SHS will regularly update the school website and social media pages to keep parents informed and celebrate student and staff success.</p> <p>Strategy's Expected Result/Impact: Inform parents and create a positive environment for parents, students, and staff.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Campus Staff, Directors, Sponsors/Coaches</p>	<p>Dec  December Evidence of Progress Information relevant to students, parents, and the community is regularly shared with the district information officer to be shared through our website, social media, and other avenues.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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
<p>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.</p> <p>Strategy's Expected Result/Impact: Student recognition, increase in Tiger Pride.</p> <p>Staff Responsible for Monitoring: Principal, Teachers.</p>	<p>Dec December Evidence of Progress Students of the 9-weeks are recognized at board meetings at the succussion of each 9 weeks grading period.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase student attendance, facilitate parent/guardian awareness.</p> <p>Staff Responsible for Monitoring: Truancy Officer-Letter mail outs, Principal</p>	<p>Dec December Evidence of Progress  All letters are mailed out on a routine basis. District truancy officer regularly makes contact and does home visits.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	






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
<p>Strategy 1: Meet with staff individually a minimum of twice per year to discuss performance and provide support.</p> <p>Strategy's Expected Result/Impact: Reduce staff turnover and improve performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress  Pre conferences and Post conferences held for TIA observations and regular T-Tess observations.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: Provide opportunities for team building and support for all staff. Recognize staff birthdays and major events (i.e. birth of a child, anniversaries, etc.)</p> <p>Strategy's Expected Result/Impact: Improve staff moral and reduce turnover.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	<p>Dec December Evidence of Progress Birthday Lunches purchased for all staff who have had birthdays so far.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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
<p>Strategy 1: Complete a comprehensive campus needs assessment, through the campus SBDM, yearly.</p> <p>Strategy's Expected Result/Impact: Focus on, and address, trends in state assessment, climate, and other areas relating to campus improvement.</p> <p>Staff Responsible for Monitoring: Campus Administration.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress</p> <p> SBDM meeting one has been held. Meeting 2 Dec. 11th. CNA occurs during the second semester.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	



Smithville Junior High

Campus Performance Objectives

Smithville Independent School District
Smithville Junior High
2024-2026 Formative Review with Notes

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Goals


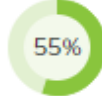




Goal 1: The district will provide a safe and educationally effective environment for students and staff.

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, Counseling Topic Schedule, SHAC committee

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews
<p>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</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress  Checks on Wednesday.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: The counselor will provide weekly lesson reminders in newsletter 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</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress  The counselor provides Character Strong updates in the weekly newsletter and Gratitude Gram activity.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>



Strategy 3 Details	Formative Reviews
<p>Strategy 3: Coordinate with counselor to implement Bullying Prevention lessons for students and families.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Edwards, Hudspeth, Maxwell</p> <p>Title I: 2.5, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress</p> <p> Counselor 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.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 4 Details	Formative Reviews
<p>Strategy 4: The counselor is creating groups during lunches to increase positive behaviors.</p> <p>Strategy's Expected Result/Impact: Give the student experience and opportunities to work through challenges happening on campus and opportunity to work with others in a non-threatening setting.</p> <p>Staff Responsible for Monitoring: Edwards and Hudspeth</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress</p> <p> Mrs. Edwards implemented calming crafts. The groups gives counselor an opportunity to discuss different situations on campus. Caught Being Kind being on the lookout for other humans on campus who are doing kind things and announcements with suggestions of how to be kind.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress N/A</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	




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: MTSS/PBIS Committee Presentations, Google Calendar, Discipline Data, Attendance Data, and Dropout Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews
<p>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</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress  PBIS team has been created and meet once a month. Teachers are rewarding students with tiger tickets. Plan to reorganize the team to add students.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>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</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress  CHAMPS posters are posted in the hallways and classroom. At the beginning of the year reviewed and made changes to poster. Beginning of the year went over CHAMPS posters with all grade levels.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>









Strategy 3 Details	Formative Reviews
<p>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</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress  Assistant Principal and Principal analyze discipline data during weekly meetings.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 4 Details	Formative Reviews
<p>Strategy 4: Review At-Risk student data monthly 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: Maxwell, Hudspeth, Edwards</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	<p>Dec December Evidence of Progress  Monthly meetings with teachers to discuss Tier I academic students. Counselor works with 6th grade core teachers to determine any academic need for students. October MTSS meeting to determine any need for dyslexia testing.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 5 Details	Formative Reviews
<p>Strategy 5: Review campus procedures and expectations through monthly classroom Townhall meetings. Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease office referrals and reflections. Staff Responsible for Monitoring: Maxwell</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress  Beginning of the year during tiger time staff went over campus expectations. September Mr. Maxwell went over locker expectations with boy athletics.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress N/A</p>

Strategy 6 Details	Formative Reviews
<p>Strategy 6: Students within special populations of Special Education, McKinney Vento, and Emergent Bilingual will reduce disciplinary, exclusionary placements by 5% through support provided through MTSS.</p> <p>Strategy's Expected Result/Impact: Increase the support students receive through multi-tiered support system to decrease placements.</p> <p>Staff Responsible for Monitoring: Maxwell</p>	<p>Dec December Evidence of Progress  MTSS committee meet monthly to analyze referral data.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress N/A</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Summative Evaluation: Significant progress made toward meeting Objective


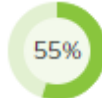
Strategy 1 Details	Formative Reviews
<p>Strategy 1: Train all staff/students on safety drills using SRP (Standard Response Protocol). Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to emergency situations using SRP. Staff Responsible for Monitoring: Hudspeth, Maxwell</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress</p> <p> Beginning of the year training for staff on all safety drills and procedures. Provided Raptor App training for staff in November to take roll in the system. Student training was done beginning 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.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: Train all staff on cybersecurity Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to cybersecurity situations. Staff Responsible for Monitoring: Hudspeth, Maxwell</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress</p> <p> Vector training completed by staff.</p> <p>May May Evidence of Progress</p> <p></p> <p>Aug August Evidence of Progress</p> <p></p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	




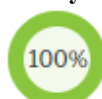





Goal 1: The district will provide a safe and educationally effective environment for students and staff.

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

Evaluation Data Sources: Student scores, student participation rates

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews
<p>Strategy 1: Continue to provide support for Project Lead The Way to increase student access to STEM activities and enrichment/elective options.</p> <p>Strategy's Expected Result/Impact: Provide additional enrichment/elective option to students.</p> <p>Staff Responsible for Monitoring: Hudspeth</p> <p>Title I: 2.5 -</p>	<p>Dec December Evidence of Progress</p> <p> Materials were purchased to implement the curriculum in class. Administrators monitor curriculum is followed with lesson plans and walks.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: Continue to provide GT support through Tiger Time with Destination Imagination and Tx Future Problem Solvers programs.</p> <p>Strategy's Expected Result/Impact: Provide enrichment option to students.</p> <p>Staff Responsible for Monitoring: Hudspeth</p> <p>Targeted Support Strategy</p>	<p>Dec December Evidence of Progress</p> <p> 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.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>



Strategy 3 Details	Formative Reviews
<p>Strategy 3: Continue to provide support for Career Exploration to increase student enrichment/elective options.</p> <p>Strategy's Expected Result/Impact: Provide enrichment option to students.</p> <p>Staff Responsible for Monitoring: Maxwell</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress  Administrators monitor curriculum is followed with lesson plans and walks.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 4 Details	Formative Reviews
<p>Strategy 4: 100% of the students 6-8 grade will receive explicit instruction on digital literacy and use of technology.</p> <p>Strategy's Expected Result/Impact: Provide students with an understanding while using technology how to communicate information safely and appropriately.</p> <p>Staff Responsible for Monitoring: Maxwell and Hudspeth</p>	<p>Dec December Evidence of Progress  All three grade level teachers have been trained with curriculum. Administrators monitor curriculum is followed with lesson plans and walks.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress N/A</p>
Strategy 5 Details	Formative Reviews
<p>Strategy 5: Students transitioning from Smithville Elementary to Smithville Junior High School will have at least one opportunity per year (BOY or EOY).</p> <p>Strategy's Expected Result/Impact: To ensure a smooth transition to a new campus in order to integrate services.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell, and Edwards</p> <p>Title I: 2.6</p>	<p>Dec December Evidence of Progress  Tiger Camp in July for all incoming 6th graders.</p> <p>May May Evidence of Progress </p> <p>Aug August Evidence of Progress </p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	




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 and federal targets of 44% of students at 'Meets' RLA and 47% at 'Meets' math by May 2025.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase all tested subject areas short cycle scores.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	<p>Dec December Evidence of Progress</p> <p> During Tiger Time students work on IReady using the following schedule Tuesday Reading IReady, Thursday Math IReady, and Friday rotate between two subjects. Math and Reading groups are created based on data.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment by implementing high quality instructional material into the classroom which have well-balanced focused lesson plans and assessments that target the needs of all students and monitor student progress to grow on STAAR.</p> <p>Strategy's Expected Result/Impact: Student achievement, as a whole and as student groups, will increase.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	<p>Dec December Evidence of Progress</p> <p> Administrators attend weekly PLCs (Professional Learning Communities) to discuss (assessment results, upcoming TEKS, differentiated strategies). Sharing action steps between admin team.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>

Strategy 3 Details	Formative Reviews
<p>Strategy 3: Campus administrators will coach teachers during PLC with internalizing material protocol so that STAAR "Meets Expectation" scores meet or exceeds 60%.</p> <p>Strategy's Expected Result/Impact: Increased learning due to improved teaching performance in the use of data analysis and instructional response to the data</p> <p>Staff Responsible for Monitoring: Hudspeth and Maxwell</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	<p>Dec December Evidence of Progress</p>  <p>Principal and Assistant Principal provided professional development over the following topics Fundamental 5, HQIM, rigor, Tier I interventions, IReady implementation, and analyzing short cycle data. Continue implementing PLC Planning Agenda.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 4 Details	Formative Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: Provide valuable feedback to instructional staff on classroom instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress</p>  <p>Administrators have done 120 walkthroughs and provides feedback within 24 hours of the walk. Twice a month Principal and Assistant Principal will calibrate walks.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 5 Details	Formative Reviews
<p>Strategy 5: Provide high quality staff development by deciding on topics based on weekly walks in order to improve instructional outcomes for student groups so that 60% of student will score "Meets Expectation" on STAAR.</p> <p>Strategy's Expected Result/Impact: Student achievement increase as a result of weekly use by teachers of data analysis and corresponding instructional response.</p> <p>Staff Responsible for Monitoring: Hudspeth and Maxwell</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress</p>  <p>Beginning of the year provided professional development regarding PLC and lesson plan components. November training reminder over Fundamental Five.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>



Strategy 6 Details	Formative Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement through a vertically aligned curriculum</p> <p>Staff Responsible for Monitoring: Hudspeth and Maxwell</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	<p>Dec December Evidence of Progress</p> <p> End of the 2023 -2024 school year teachers worked on YAG and calendar during curriculum mapping. Content PLCs meet weekly to discuss the rigor of activities. Using the PLC Planning Agenda. Core subjects implement the following vertically aligned curriculum ELA HMH, Science SAVAAS, Social Studies HMH, and Math IReady.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 7 Details	Formative Reviews
<p>Strategy 7: Implementing a mentoring program with strategically placing mentor with mentee together on campus. Providing opportunities to observe each other with feedback.</p> <p>Strategy's Expected Result/Impact: Retention of staff</p> <p>Staff Responsible for Monitoring: Hudspeth and Maxwell</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress</p> <p> 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.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 8 Details	Formative Reviews
<p>Strategy 8: Implement practice for TELPAS students during Tiger Time using Summit K12.</p> <p>Strategy's Expected Result/Impact: Increase student achievement to exit students from the program.</p> <p>Staff Responsible for Monitoring: Hudspeth and C. Johnson</p>	<p>Dec December Evidence of Progress</p> <p> EB teacher has created groups and rotates students during tiger time to work on Summit K12.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p> <p>N/A</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	






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

Performance Objective 2: Campus will actively be working to move the designation for additional targeted support in the closing the gaps Domain III. (identification reason: special education)- All students in all subpopulations will be at 44% 'Meets' RLA and 47% at 'Meets' Math by May 2025.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews
<p>Strategy 1: Train and implement Sheltered Instruction strategies for ESL students in all classes.</p> <p>Strategy's Expected Result/Impact: ESL student scores will increase through the implementation of ESL strategies.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	<p>Dec December Evidence of Progress</p>  <p>Principal and EB teacher had conversations with individual teachers with discussion of strategies for new EB students. During professional development discussion of using strategies that will benefit EB students. HQIM provides strategies for EB.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: Monitor student achievement in math and reading for all student groups, including economically disadvantaged, special education and at-risk, and respond with changes in instructional strategy use and practices.</p> <p>Strategy's Expected Result/Impact: Student achievement in the various student groups will increase as the campus identifies and implements aligned instructional strategies.</p> <p>Staff Responsible for Monitoring: Hudspeth and Maxwell</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<p>Dec December Evidence of Progress</p>  <p>Administrators work with PLCs on analysis of data from short cycle and December testing. Discussion of creating small groups during lessons and how will manage the entire class.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>







Strategy 3 Details	Formative Reviews
<p>Strategy 3: Implement co-teaching instructional strategies and monitor during walks for all special educations in math and reading inclusion settings.</p> <p>Strategy's Expected Result/Impact: Special Education achievement will increase as measure on state tests.</p> <p>Staff Responsible for Monitoring: Hudspeth and Maxwell</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	<p>Dec December Evidence of Progress</p> <p> Mid-September meeting with co-teachers discussing expectations in the classroom. Focus walks on suggestions for inclusion teacher and provide feedback. District provided coteach training during professional development.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews
<p>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</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress</p> <p> New teachers were trained with Rooms at the beginning of the year. In November had had 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 December testing communicate through district websites or Rooms.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>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</p>	<p>Dec December Evidence of Progress</p> <p> Parent newsletter sent with the first nine weeks report card. Information on the newsletter are important dates, dance information, band communication, yearbook purchasing, information from teachers, and guidelines for absences.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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 2024-2025 school year.

Evaluation Data Sources: Attendance Sheets, Schedule

Summative Evaluation: Some progress made toward meeting Objective





Strategy 1 Details	Formative Reviews	
<p>Strategy 1: Parent/Counselor Bully Prevention 101 Session</p> <p>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.</p> <p>Staff Responsible for Monitoring: Edwards, Hudspeth</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Dec</p> <p>May</p> <p>Aug</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>Strategy 2: Meet the Teacher/Open House</p> <p>Strategy's Expected Result/Impact: Establish face to face communication between parents, teachers, and staff</p> <p>Staff Responsible for Monitoring: Hudspeth and Maxwell</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Dec</p> <p></p> <p>May</p> <p></p> <p>Aug</p> <p></p>	<p>December Evidence of Progress</p> <p>August 8, 2024 parents attended open house</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Summative Evaluation: No progress made toward meeting Objective







Strategy 1 Details	Formative Reviews	
<p>Strategy 1: In the parent newsletter create an online survey and use input from parents during the SBDM meetings to improve the campus.</p> <p>Strategy's Expected Result/Impact: Gather parent feedback on how the campus can continually improve.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Dec	December Evidence of Progress
	May	May Evidence of Progress
	Aug	August Evidence of Progress
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>		

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 2024-2025 school year.

Evaluation Data Sources: Attendance data

Summative Evaluation: Some progress made toward meeting Objective

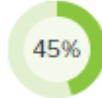





Strategy 1 Details	Formative Reviews
<p>Strategy 1: Campus will analyze weekly attendance reports, establish clear attendance expectations for parents, communicating attendance concerns through letters and phone calls. The campus will also create and implement an attendance incentive plan for students.</p> <p>Strategy's Expected Result/Impact: Improve attendance</p> <p>Staff Responsible for Monitoring: Maxwell, Koch</p> <p>Title I: 2.4, 2.6</p>	<p>Dec December Evidence of Progress</p> <p> 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. PBIS team working on incentive plan to start second semester.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: Principal, registrars, and counselors will coordinate to ensure all PEIMS data is entered correctly for At-Risk students.</p> <p>Strategy's Expected Result/Impact: Ensure correct information in PEIMS data</p> <p>Staff Responsible for Monitoring: Hudspeth, Edwards, Koch</p> <p>Title I: 2.6</p>	<p>Dec December Evidence of Progress</p> <p> Follow PEIMS check sheet dates and remind counselor and registrar. Check in monthly with counselor and registrar at-risk students getting coded.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews
<p>Strategy 1: Coordinate professional development with PLC and campus professional development gear towards areas of growth as identified by walk through data.</p> <p>Strategy's Expected Result/Impact: Improvement of teaching strategies within the classroom.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	<p>Dec December Evidence of Progress</p> <p> Admin team discussion of growth based on walk data with observing HQIM and Fundamental 5. During faculty meeting and professional development day provided mini-lesson on topics.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: Campus administrators will model and develop coaching cycles to improve and retain teachers.</p> <p>Strategy's Expected Result/Impact: Reduction in turnover</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress</p> <p> Administrators develops coaching cycle with teachers focusing on new teachers to the campus.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	



Smithville Elementary and Brown Primary School



Campus Performance Objectives

**Smithville Independent School District
Smithville Elementary-Brown Primary
2024-2026 Formative Review with Notes**



Brown Primary &
Smithville Elementary

Nurture - Encourage - Inspire

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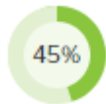

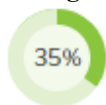
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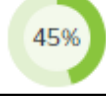




Goals

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

Performance Objective 1: SES: Provide ongoing support to teachers in use of HQIM IReady and HMH, data analysis and making timely instructional adjustments so at the elementary 48% at 'Meets' RLA and 52% at 'Meets' math by the May 2025. As this is Year 2 of Comprehensive Improvement, the goals established will ensure the campus exits this status.

Evaluation Data Sources: Observation/walk-through/ coaching Tracker, Short Cycle Assessments, Benchmarks, STAAR

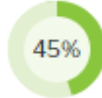
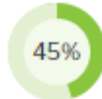





Strategy 1 Details	Formative Reviews	
<p>Strategy 1: SES: Weekly lesson internalization at PLC on math and reading HQIM and coaching/feedback with the Instructional Leadership Team.</p> <p>Strategy's Expected Result/Impact: Efficient identification of teachers who may need coaching and support. Student growth academically.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p> 	<p>August Evidence of Progress</p>

Strategy 2 Details	Formative Reviews	
<p>Strategy 2: SES: Provide frequent feedback and coaching through feedback/observation coaching sessions and PLC in the use of HQIM and lesson internalization.</p> <p>Strategy's Expected Result/Impact: Frequent feedback will lead to effective instructional adjustments.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Dec</p>  <p>May</p>  <p>Aug</p> 	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
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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 24-25 school year, students will participate in at least 10 Social Emotional Learning (SEL) lessons.

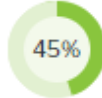
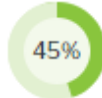
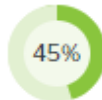


Evaluation Data Sources: PLC Schedule







Strategy 1 Details	Formative Reviews	
<p>Strategy 1: SES: Implement SEL lesson during PLC time.</p> <p>Strategy's Expected Result/Impact: Students will have increased growth both socially and emotionally.</p> <p>Staff Responsible for Monitoring: SEL PLC para Brockman</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p>  <p>May</p>  <p>Aug</p> 	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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 24-25 school year, there will be a 10% decrease in office referrals in comparison to the 23-24 school year.

Evaluation Data Sources: Discipline Data





Strategy 1 Details	Formative Reviews	
<p>Strategy 1: SES: Continue to implement PBIS Rewards (Tiger Tokens and Tiger Token Store)</p> <p>Strategy's Expected Result/Impact: Increased Positive Behaviors</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team Campus Teachers</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p> 	<p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>Strategy 2: SES: Include expectation reminders in the campus staff newsletter and morning announcements as areas of success and concern are identified.</p> <p>Strategy's Expected Result/Impact: Decrease of unwanted student behaviors due to reteaching of behavior expectations.</p> <p>Staff Responsible for Monitoring: Brockman O'Rourke</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>





Strategy 3 Details	Formative Reviews	
<p>Strategy 3: SES: Implement refined Behavior MTSS practices and data collection for all students, specifically for those students at Tier II and Tier III.</p> <p>Strategy's Expected Result/Impact: Identification and intervention for students who struggle with behavior expectations.</p> <p>Staff Responsible for Monitoring: Brockman O'Rourke</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 4: BP: By the end of the 24-25 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
<p>Strategy 1: BP: New PK teachers will receive ESC 13 instructional coaching and/or coaching from consultant.</p> <p>Strategy's Expected Result/Impact: Increased effectiveness in developmentally appropriate practices and instructional strategies in PK classrooms.</p> <p>Staff Responsible for Monitoring: S. Vinklarek</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress Coaching from consultant throughout the semester.</p> <p> 50%</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: BP: Grade level PLCs will follow the MIA (Materials Internalization & Alignment) approach to help teachers internalize HQIM lessons and differentiate for specific students and needs.</p> <p>Strategy's Expected Result/Impact: Increased effective instructional practices and strategies across all grade levels.</p> <p>Staff Responsible for Monitoring: S. Vinklarek, N. Hannath, M. Vasquez</p>	<p>Dec December Evidence of Progress PLC agenda, master schedule, BP staff calendar</p> <p> 100%</p> <p>May May Evidence of Progress</p> <p> 100%</p> <p>Aug August Evidence of Progress</p> <p> 100%</p>

Strategy 3 Details	Formative Reviews
<p>Strategy 3: BP: Teachers with 0-3 years teaching experience will participate in the SISD Mentor Program.</p> <p>Strategy's Expected Result/Impact: New teachers gain knowledge and build essential teaching skills while working with a veteran teacher.</p> <p>Staff Responsible for Monitoring: S. Vinklarek, M. Vasquez</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	<p>Dec December Evidence of Progress Mentor/Mentee walkthroughs, Mentor/Mentee meetings</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 4 Details	Formative Reviews
<p>Strategy 4: BP: Campus will work with contracted Specialist in Early Childhood Education to continue to build instructional practices and environments.</p> <p>Strategy's Expected Result/Impact: Increasingly effective instructional practices and efficient classroom environments.</p> <p>Staff Responsible for Monitoring: S. Vinklarek</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress EC Specialist feedback documentation</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress N/A</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 5: BP: By the end of the 24-25 school year, the campus will have developed and implemented a plans of action for students entering Brown Primary during the current school year and/or transitioning to Smithville Elementary the following school year.






Evaluation Data Sources: Documentation of plan

Strategy 1 Details	Formative Reviews
<p>Strategy 1: BP: Collaborate with District ESL Liaison to develop and implement a plan of action for students entering a US school from a foreign country.</p> <p>Strategy's Expected Result/Impact: Students and families will feel better prepared to enter school and students will have a more smooth transition knowing that concerns/needs have been addressed.</p> <p>Staff Responsible for Monitoring: S. Vinklarek</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress N/A District ESL Liaison position has not been filled.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress N/A</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: BP: Brown Primary will collaborate with Smithville Elementary to provide a field trip opportunity for current Kindergarten students to explore the elementary campus and meet SES staff in the Spring.</p> <p>Strategy's Expected Result/Impact: Smooth transition for students moving to the Smithville Elementary campus.</p> <p>Staff Responsible for Monitoring: Vinklarek</p>	<p>Dec December Evidence of Progress  Collaboration with SES Principal to determine date</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress N/A</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 6: BP: Throughout the 24-25 school year, the campus will work to ensure that all classrooms are appropriately staffed and within a 22:1 ratio.





Evaluation Data Sources: Master schedule

Strategy 1 Details	Formative Reviews	
<p>Strategy 1: BP: Communicate staffing needs and projected student enrollment with District Administration.</p> <p>Strategy's Expected Result/Impact: Appropriate staffing ratios in all classrooms</p> <p>Staff Responsible for Monitoring: S. Vinklarek</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	<p>Dec</p>  <p>May</p> <p>Aug N/A</p>	<p>December Evidence of Progress Master schedule</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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






Performance Objective 7: BP: Throughout the 24-25 school year, students will develop a positive self-perception and healthy habits to increase whole-child wellness.

Evaluation Data Sources: Student EOY screener

Strategy 1 Details	Formative Reviews
<p>Strategy 1: BP: Counselor will provide 8 SEL based lessons including topics such as bullying reporting and prevention, suicide awareness and prevention, child abuse awareness, and other mental health related topics.</p> <p>Strategy's Expected Result/Impact: Students become aware and equipped to report issues to staff or other trusted adults.</p> <p>Staff Responsible for Monitoring: S. Vinklarek, R. Behrens</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress BP Counselor schedule</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress N/A</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: BP: 100% of Kindergarten students will receive explicit instruction on digital literacy and use of technology.</p> <p>Strategy's Expected Result/Impact: Students will learn how to navigate the online programs in a safe, productive manner.</p> <p>Staff Responsible for Monitoring: Vinklarek, Miles</p>	<p>Dec December Evidence of Progress Student progress on the Learning.com platform</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress N/A</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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





Performance Objective 8: BP: By the end of the 24-25 school year, Brown Primary staff will attend professional development in the areas of early childhood and special populations.







Strategy 1 Details	Formative Reviews
<p>Strategy 1: BP: Professional development provided by ESC 13 directed toward building effective, developmentally appropriate stations/center materials.</p> <p>Strategy's Expected Result/Impact: Increased student performance in reading and math.</p> <p>Staff Responsible for Monitoring: S. Vinklarek</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress N/A This is typically scheduled after MOY assessments which will be completed in January.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: Campus administration will continue to attend professional development in the TIL Materials Internalization and Alignment model.</p> <p>Strategy's Expected Result/Impact: Efficient, effective collaboration during PLC leading to greater levels of student support and differentiation in the classroom.</p> <p>Staff Responsible for Monitoring: S. Vinklarek</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	<p>Dec December Evidence of Progress  Coaching sessions with Dr. Logan.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 1: SES: By the end of the 24-25 school year, Smithville Elementary will meet federal accountability targets elementary 48% of high focus student pass RLA and 52% pass math which is a focus area for accountability.

Evaluation Data Sources: Accountability Rating









Strategy 1 Details	Formative Reviews	
<p>Strategy 1: SES: Implement by using High-Quality Instructional Materials, HQIMs, in all grade levels for Reading, Math, and, Science.</p> <p>Strategy's Expected Result/Impact: Increased math, reading and science performance of all students.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>Strategy 2: SES: Implement Materials Internalization Alignment (MIA) practices for all teachers during PLCs.</p> <p>Strategy's Expected Result/Impact: Increased math, reading, and science performance of all students.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>

Strategy 3 Details	Formative Reviews	
<p>Strategy 3: SES: Track Short Cycle Data by student and by Student Expectation to determine areas of reteach, intervention and progress in all grade levels.</p> <p>Strategy's Expected Result/Impact: Targeted intervention based on student needs.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p>  <p>May</p>  <p>Aug</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 2: SES: By the end of the 24-25 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	
<p>Strategy 1: SES: Track short cycle data by subpopulations to identify areas of concern in each sub-population.</p> <p>Strategy's Expected Result/Impact: Targeted intervention based on student need.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>Strategy 2: SES: Implement refined MTSS procedures to support students who are not showing adequate progress on short cycles.</p> <p>Strategy's Expected Result/Impact: Identification and intervention of students who needs additional support.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 3: SES: By the end of the 24-25 school year, Smithville Elementary will increase the percentage of students that score meets grade level or above on STAAR Reading by 10 percentage points from the 23-24 school year.

Evaluation Data Sources: STAAR Data
Interim Data

Strategy 1 Details	Formative Reviews	
<p>Strategy 1: SES: Implement using High-Quality Instructional Materials, HQIMs, HMH Reading. Strategy's Expected Result/Impact: Increased reading performance of all students. Staff Responsible for Monitoring: Campus Instructional Leadership Team</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p>  <p>May</p> <p>Aug</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>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</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p>  <p>May</p>  <p>Aug</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>





Strategy 3 Details	Formative Reviews	
<p>Strategy 3: SES: Implement Materials Internalization Alignment (MIA) practices for all teachers during PLCs.</p> <p>Strategy's Expected Result/Impact: Increased reading performance of all students.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>







 No Progress
  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 24-25 school year, Smithville Elementary will increase the percentage of students that score meets grade level or above on STAAR Math by 10 percentage points from the 23-24 school year.

Evaluation Data Sources: STAAR Data
Interim Data





Strategy 1 Details	Formative Reviews	
<p>Strategy 1: SES: Implement using High-Quality Instructional Materials, HQIMs, such as iReady Math. Strategy's Expected Result/Impact: Increased math performance of all students. Staff Responsible for Monitoring: Campus Instructional Leadership Team</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>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</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>






Strategy 3 Details	Formative Reviews	
<p>Strategy 3: SES: Implement Materials Internalization Alignment (MIA) practices for all teachers during PLCs.</p> <p>Strategy's Expected Result/Impact: Increased math performance of all students.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p>  <p>May</p>  <p>Aug</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 5: SES: By the end of the 24-25 school year, Smithville Elementary will increase the percentage of students that score meets grade level or above on STAAR Science by 10 percentage points from the 23-24 school year.

Evaluation Data Sources: STAAR Data
Interim Data





Strategy 1 Details	Formative Reviews	
<p>Strategy 1: SES: Track Science Short Cycle Data to determine campus wide areas of success and improvement.</p> <p>Strategy's Expected Result/Impact: Targeted intervention based on student need.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>Strategy 2: SES: Implement using High-Quality Instructional Materials, HQIMs, such as SAVVAS Science.</p> <p>Strategy's Expected Result/Impact: Increased science performance of all students.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>







Strategy 3 Details	Formative Reviews	
<p>Strategy 3: SES: Implement Materials Internalization Alignment (MIA) practices for all teachers during PLCs.</p> <p>Strategy's Expected Result/Impact: Increased science performance of all students.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	<p>Dec</p>  <p>May</p> <p>Aug</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 483 663 532">  No Progress </div> <div data-bbox="764 483 982 532">  Accomplished </div> <div data-bbox="1083 483 1333 532">  Continue/Modify </div> <div data-bbox="1434 483 1629 532">  Discontinue </div> </div>		

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 24-25 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



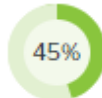





Strategy 1 Details	Formative Reviews	
<p>Strategy 1: SES: Track Short Cycle Data of Emergent Bilingual students to determine campus wide areas of success and improvement.</p> <p>Strategy's Expected Result/Impact: Targeted intervention based on student need.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>Strategy 2: SES: Implement using High-Quality Instructional Materials, HQIMs, for Reading, Math and Science.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS performance of Emergent Bilingual students.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>

Strategy 3 Details	Formative Reviews	
<p>Strategy 3: SES: Determine and implement effective data-driven language accommodations in all subject areas through BOY, MOY, and EOY LPAC meetings.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores through language accommodations.</p> <p>Staff Responsible for Monitoring: O'Rourke Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p>  <p>May</p>  <p>Aug</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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 24-25 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



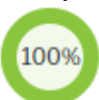






Strategy 1 Details	Formative Reviews	
<p>Strategy 1: SES: Track Short Cycle Data of student receiving Special Education services to determine campus wide areas of success and improvement.</p> <p>Strategy's Expected Result/Impact: Targeted intervention based on student need.</p> <p>Staff Responsible for Monitoring: O'Rourke Classroom Teachers Special Education Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>Strategy 2: SES: Evaluate specials education services being provided to each individual student and determine changes based on student short cycle data.</p> <p>Strategy's Expected Result/Impact: Accommodations and services are provided based on student areas of qualification.</p> <p>Staff Responsible for Monitoring: Brockman O'Rourke Special Education Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 8: BP: By the end of the 24-25 school year, 80% of students will score at the proficient level of their respective state-approved assessments.

Evaluation Data Sources: Frogstreet AIM-CRT data, iReady assessment data


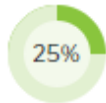




Strategy 1 Details	Formative Reviews
<p>Strategy 1: BP: Brown Primary will utilize the MTSS process to identify struggling students and provide effectively tiered intervention strategies.</p> <p>Strategy's Expected Result/Impact: Students are given appropriate interventions for academic and behavior challenges reflective within data.</p> <p>Staff Responsible for Monitoring: All Brown Primary staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress</p> <p> BP Staff calendar, MTSS student records, SPED/504 referrals</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: BP: Brown Primary will implement the iReady suite of formative and diagnostic assessments and lesson materials.</p> <p>Strategy's Expected Result/Impact: Increased ability to track and measure student progress or lack there of.</p> <p>Staff Responsible for Monitoring: S. Vinklarek</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress</p> <p> Math lesson plans, walkthrough documentation, Kindergarten BOY reports</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>

Strategy 3 Details	Formative Reviews
<p>Strategy 3: BP: Brown Primary will work with the instructional coach to support teachers and develop highly effective lessons.</p> <p>Strategy's Expected Result/Impact: Increased student learning and performance.</p> <p>Staff Responsible for Monitoring: S. Vinklarek, N. Hannath</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress PLC attendance, walkthrough documentation</p> <p> 50%</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 4 Details	Formative Reviews
<p>Strategy 4: BP: Brown Primary will utilize lessons from High Quality Instructional Materials, including those from HMH, iReady, SAAVAS, etc..</p> <p>Strategy's Expected Result/Impact: Lessons will be aligned to grade level TEKS and support rigorous learning.</p> <p>Staff Responsible for Monitoring: S. Vinklarek, N. Hannath, M. Vasquez</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	<p>Dec December Evidence of Progress Curriculum map, walkthrough documentation</p> <p> 100%</p> <p>May May Evidence of Progress</p> <p> 100%</p> <p>Aug August Evidence of Progress</p> <p> 100%</p>
Strategy 5 Details	Formative Reviews
<p>Strategy 5: BP will upgrade classroom learning centers/stations to match real world and enriching activities for our students.</p> <p>Strategy's Expected Result/Impact: Students will have increased opportunities to explore and extend learning while interacting with peers.</p> <p>Staff Responsible for Monitoring: S. Vinklarek</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<p>Dec December Evidence of Progress Walkthrough documentation</p> <p> 50%</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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 24-25 school year, Smithville Elementary will gather data from parents regarding climate/culture, academic/behavioral strengths & struggles, and overall performance in the fall and spring semesters.


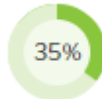


Evaluation Data Sources: Parent Survey


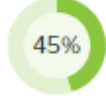




Strategy 1 Details	Formative Reviews	
<p>Strategy 1: SES: Develop a parent survey to send out in November and April. Strategy's Expected Result/Impact: Increased feedback from parents. Staff Responsible for Monitoring: Brockman O'Rourke</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

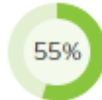



Strategy 1 Details	Formative Reviews	
<p>Strategy 1: SES: Utilize the SISD app to communicate with parents regarding upcoming events on campus.</p> <p>Strategy's Expected Result/Impact: Increased communication with parents.</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>Strategy 2: SES: Send home a grade-level monthly newsletter.</p> <p>Strategy's Expected Result/Impact: Increased school-to-home communication</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>







Strategy 3 Details	Formative Reviews	
<p>Strategy 3: SES: Regularly post campus highlights to the SES social media pages.</p> <p>Strategy's Expected Result/Impact: Increased school-to-home communication</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p>  <p>May</p>  <p>Aug</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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 24-25 school year, Smithville Elementary will host a parent-involvement activity that invites parents to participate in an academic activity.

Evaluation Data Sources: Flyers
Sign In Sheets





Strategy 1 Details	Formative Reviews	
<p>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</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>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</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>

Strategy 3 Details	Formative Reviews	
<p>Strategy 3: SES: Invite all parents to participate in parent-teacher conferences.</p> <p>Strategy's Expected Result/Impact: Parents will be well informed regarding their student's progress.</p> <p>Staff Responsible for Monitoring: Brockman</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p>	<p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 4: BP: By the end of the 24-25 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
<p>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</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress N/A Parent surveys will go out in the Spring</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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: During the 24-25 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
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and support for campus.</p> <p>Staff Responsible for Monitoring: S. Vinklarek, R. Behrens</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div data-bbox="1297 428 1356 456">Dec</div> <div data-bbox="1528 428 1902 456">December Evidence of Progress</div> </div> <div data-bbox="1276 461 1377 565">  </div> <div data-bbox="1415 461 1822 488">BP Public Calendar, Thrillshare posts</div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div data-bbox="1297 581 1356 609">May</div> <div data-bbox="1562 581 1869 609">May Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div data-bbox="1297 638 1356 665">Aug</div> <div data-bbox="1549 638 1881 665">August Evidence of Progress</div> </div> </div>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: BP: Provide language support and accessibility for Spanish speaking parents through SISD ESL Liaison.</p> <p>Strategy's Expected Result/Impact: Increased involvement and participation from Spanish speaking parents and families.</p> <p>Staff Responsible for Monitoring: S. Vinklarek, J. Nicks</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div data-bbox="1297 805 1356 833">Dec</div> <div data-bbox="1528 805 1902 833">December Evidence of Progress</div> </div> <div data-bbox="1297 841 1356 868">N/A</div> <div data-bbox="1415 841 1776 868">Awaiting the position to be filled</div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div data-bbox="1297 889 1356 917">May</div> <div data-bbox="1562 889 1869 917">May Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div data-bbox="1297 946 1356 974">Aug</div> <div data-bbox="1549 946 1881 974">August Evidence of Progress</div> </div> </div>

Strategy 3 Details	Formative Reviews
<p>Strategy 3: BP: Host Parent-Teacher conferences in the Fall semester to discuss student performance and school-home connections.</p> <p>Strategy's Expected Result/Impact: Increased communication and strengthened relationship between school and home.</p> <p>Staff Responsible for Monitoring: S. Vinklarek, Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec  December Evidence of Progress Parent conferences were held at the end of the first 9-week grading period</p> <p>May  May Evidence of Progress</p> <p>Aug  August Evidence of Progress</p>
Strategy 4 Details	Formative Reviews
<p>Strategy 4: BP: Utilize feedback received on 23-24 parent survey to decrease the frequency of activities parents would need to take miss work in order to attend.</p> <p>Strategy's Expected Result/Impact: Increased attendance at events</p> <p>Staff Responsible for Monitoring: S. Vinklarek</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec  December Evidence of Progress BP Public Calendar</p> <p>May  May Evidence of Progress</p> <p>Aug  August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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 24-25 school year, Brown Primary will work to develop a bridge between community services and our students and families who need assistance acquiring these services.







Evaluation Data Sources: Developed community services directory, attendance of community services representatives at parent events

Strategy 1 Details	Formative Reviews	
<p>Strategy 1: BP: The Counselor will work to develop a collection of local resources available to assist families in need and publish the list on our website.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of programs and assistance available in our area.</p> <p>Staff Responsible for Monitoring: R. Behrens, S. Vinklarek</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	<p>Dec</p>  <p>May</p> <p>Aug N/A</p>	<p>December Evidence of Progress Counselor continues to build collection</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 768 663 816">  No Progress </div> <div data-bbox="764 768 982 816">  Accomplished </div> <div data-bbox="1079 768 1331 816">  Continue/Modify </div> <div data-bbox="1432 768 1629 816">  Discontinue </div> </div>		


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


Performance Objective 7: BP: During the 24-25 school year, Brown Primary will work to make the campus more accessible and appealing for visitors, including those who speak Spanish.

Evaluation Data Sources: Updated exterior signage, signage in dual languages

Strategy 1 Details	Formative Reviews	
<p>Strategy 1: BP: Provide all flyers and forms in both English and Spanish. Strategy's Expected Result/Impact: More accessibility for Spanish speaking families. Staff Responsible for Monitoring: S. Vinklarek</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p> 	<p>December Evidence of Progress Thrillshare posts</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p> 	<p>August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews	
<p>Strategy 2: BP: Provide campus signage in both English and Spanish. Strategy's Expected Result/Impact: Increased accessibility for Spanish speaking families. Staff Responsible for Monitoring: S. Vinklarek</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec</p> 	<p>December Evidence of Progress Campus signage</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>Aug</p> 	<p>August Evidence of Progress</p>

 No Progress

 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 8: BP: During the 24-25 school year, Brown Primary will work with families and child care facilities to develop/implement a transition plan for families and students.





Evaluation Data Sources: Documented transition plan, meeting agendas, transition events posted to calendar

Strategy 1 Details	Formative Reviews	
<p>Strategy 1: BP: Collaborate with area child care/school directors and principals to establish common interests and supports.</p> <p>Strategy's Expected Result/Impact: Increased collaboration between entities</p> <p>Staff Responsible for Monitoring: S. Vinklarek</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	<p>Dec</p>  <p>May</p> <p>Aug N/A</p>	<p>December Evidence of Progress</p> <p>Meeting agenda</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>		

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

Performance Objective 9: During the 24-25 school year, Smithville Elementary will work with families to develop/implement a transition plan for families and students.







Evaluation Data Sources: Documented meeting agendas, and transition events posted to the calendar.

Strategy 1 Details	Formative Reviews	
<p>Strategy 1: Students transitioning from Smithville Elementary to Smithville Junior High School will have at least one opportunity per year to ensure a smooth transition to a new campus in order to integrate services provided with Title I.</p> <p>Staff Responsible for Monitoring: Brockman O'Rourke</p> <p>Title I: 2.6</p>	<p>Dec</p> <p>May</p> <p>Aug N/A</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 1: BP: By the end of the 24-25 school year, Brown Primary will have maintained a 95% average attendance rate.


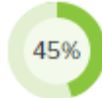




Evaluation Data Sources: Attendance data

Strategy 1 Details	Formative Reviews
<p>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</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Dec December Evidence of Progress  Awards were presented to students meeting the criteria for the first 9-week grading period</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p>
Strategy 2 Details	Formative Reviews
<p>Strategy 2: BP: Families will be contacted after 10 unexcused absences to determine specific intervention strategies that will support the student in attending school. Strategy's Expected Result/Impact: Decreased number of students with excessive absences.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	<p>Dec December Evidence of Progress  Attendance letters sent home, MTSS schedule</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress N/A</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 2: SES: By the end of the 24-25 school year, Smithville Elementary will have maintained a 95% average attendance rate.

Evaluation Data Sources: Brockman

Strategy 1 Details	Formative Reviews	
<p>Strategy 1: SES: Students will be recognized and rewarded for attendance each 9-week period.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate.</p> <p>Staff Responsible for Monitoring: Brockman O'Rourke LeDoux</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<p>Dec</p>  <p>May</p>  <p>Aug</p>	<p>December Evidence of Progress</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

Smithville Independent School District

Violent and Criminal Incidents

2023-2024 School Year

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

Offense	High School	Junior High	Elementary	Brown Primary	Central Office	Total
Possess, Sells, or Use of Marihuana/Other	29	5				34
Assault Against School Employee	1					1
Assault Against Person Not School Employee/Volunteer	3	4				7
Fighting – Mutual Combat	26	39				65
Terroristic Threat	4					4
Possession of Alcohol	2	2				4
Total:	65	50				115

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.
- Referral to community mental health resources for students and family.
- 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, 2023-2024
 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.
- 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.
- Social and Emotional Learning-Counselors provide instruction on conflict resolution, managing emotions, coping strategies etc. This is done via small group and whole class discussions.
- 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 receive 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 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.
- Multi-Tiered Systems of Support – A pre-referral group of teachers, administrators and counselors 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.
- Truancy 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 2024-2026
 Smithville High School Campus Improvement Plan 2024-2026
 Smithville Junior High Campus Improvement Plan 2024-2026
 Smithville Elementary Campus Improvement Plan 2024-2026
 Brown Primary Campus Improvement Plan 2024-2026
 Smithville ISD Emergency Operations Procedures
 2023-2024 PEIMS Data

Smithville Independent School District

PART II

Information Compiled by the Texas Education Agency

2023-2024 Texas Academic Performance Report

**Smithville Independent School District
Texas High School Graduates from FY 2023
Enrolled in Texas Public or Independent Higher Education Fall 2023**

Institution	Students
Blinn College District (003549)	7
Texas State University (003615)	5
University of Texas At Austin (003658)	5
Texas Public 4-yr Institution (14)	23
Other Public 2-yr Institution (2)	3
Not trackable	5
Not found	90
Total high school graduates	138

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
9 Oct 2024 -- Server\HS2HEnew\XM20-010\H2Hdistrict.sas - \QWK04569\MainProc.sas

Report of 2021-2022 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2023

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 2021-2022 high school graduates who attended public four-year and two-year higher education in FY 2023. 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 2022, spring 2023, and summer 2023 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 2023, 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 2023 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 FY2022
Enrolled in Texas Public or Independent Higher Education in FY 2023**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
SMITHVILLE ISD								
	011904002 SMITHVILLE H S							
	Four-Year Public University	22	4	5	3	5	4	1
	Two-Year Public Colleges	19	8	1	1	6	3	0
	Independent Colleges & Universities	4						
	Not Trackable	6						
	Not Found	95						
	Total High School Graduates	146						

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 enrollment in public higher education less than 5, the GPA data is omitted.



Smithville ISD District Data

2023-2024



District Accreditation Status



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / 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 entries

Search:

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

2023-2024



Texas Academic Performance Report

2023-24 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

District Number: 011904

2024 Special Education Determination Status:

Needs Assistance

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Texas Education Agency
2023-24 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	74%	75%	33%	60%	86%	-	-	-	*	44%	-	77%	71%	69%	40%
	2023	76%	78%	77%	71%	73%	82%	-	-	-	60%	38%	*	77%	79%	65%	50%
At Meets Grade Level or Above	2024	48%	50%	55%	17%	38%	65%	-	-	-	*	19%	-	55%	55%	46%	20%
	2023	50%	53%	48%	43%	35%	58%	-	-	-	20%	24%	*	51%	41%	35%	20%
At Masters Grade Level	2024	21%	23%	23%	0%	14%	31%	-	-	-	*	3%	-	21%	29%	13%	7%
	2023	20%	23%	19%	14%	5%	29%	-	-	-	0%	5%	*	21%	15%	7%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	69%	69%	17%	57%	80%	-	-	-	*	31%	-	69%	72%	58%	53%
	2023	73%	74%	78%	71%	76%	83%	-	-	-	40%	48%	*	79%	76%	65%	60%
At Meets Grade Level or Above	2024	42%	44%	50%	0%	36%	61%	-	-	-	*	13%	-	51%	50%	40%	33%
	2023	45%	47%	52%	43%	49%	56%	-	-	-	40%	24%	*	54%	47%	36%	30%
At Masters Grade Level	2024	15%	18%	11%	0%	7%	13%	-	-	-	*	0%	-	12%	9%	8%	7%
	2023	19%	22%	11%	0%	3%	18%	-	-	-	0%	5%	*	14%	6%	4%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	83%	71%	79%	88%	-	-	-	83%	48%	*	84%	83%	73%	77%
	2023	77%	79%	76%	43%	71%	84%	-	-	-	50%	30%	67%	77%	73%	69%	50%
At Meets Grade Level or Above	2024	51%	55%	46%	29%	33%	61%	-	-	-	0%	10%	*	49%	39%	27%	23%
	2023	48%	54%	39%	14%	27%	50%	-	-	-	13%	7%	50%	44%	29%	24%	21%
At Masters Grade Level	2024	23%	27%	18%	0%	10%	27%	-	-	-	0%	0%	*	19%	15%	7%	0%
	2023	22%	27%	16%	0%	7%	23%	-	-	-	13%	0%	17%	22%	4%	7%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	67%	66%	43%	60%	77%	-	-	-	33%	30%	*	66%	67%	48%	54%
	2023	71%	71%	66%	57%	56%	77%	-	-	-	14%	19%	100%	67%	64%	54%	50%
At Meets Grade Level or Above	2024	46%	45%	43%	43%	19%	61%	-	-	-	33%	10%	*	46%	38%	25%	8%
	2023	48%	49%	40%	29%	29%	50%	-	-	-	0%	12%	50%	45%	30%	25%	29%
At Masters Grade Level	2024	21%	21%	22%	14%	10%	33%	-	-	-	0%	3%	*	26%	14%	11%	0%
	2023	22%	23%	14%	0%	7%	19%	-	-	-	0%	0%	17%	17%	7%	8%	7%
Grade 5 Reading																	

Texas Education Agency
2023-24 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 Approaches Grade Level or Above	2024	79%	81%	75%	57%	71%	79%	-	-	-	67%	42%	80%	73%	82%	69%	60%
	2023	81%	82%	75%	57%	67%	86%	*	*	-	40%	38%	63%	81%	62%	67%	50%
At Meets Grade Level or Above	2024	55%	60%	43%	29%	31%	53%	-	-	-	17%	15%	40%	43%	42%	30%	20%
	2023	57%	60%	49%	29%	37%	59%	*	*	-	40%	21%	38%	53%	38%	35%	28%
At Masters Grade Level	2024	29%	35%	22%	14%	10%	29%	-	-	-	17%	0%	40%	24%	16%	12%	7%
	2023	28%	33%	28%	0%	14%	38%	*	*	-	40%	8%	38%	32%	17%	15%	11%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	77%	76%	71%	69%	82%	-	-	-	50%	36%	100%	78%	71%	66%	67%
	2023	80%	80%	75%	43%	63%	91%	*	*	-	40%	52%	63%	78%	68%	65%	50%
At Meets Grade Level or Above	2024	50%	52%	54%	43%	45%	64%	-	-	-	0%	12%	100%	59%	42%	43%	40%
	2023	51%	53%	46%	29%	30%	60%	*	*	-	40%	22%	63%	51%	34%	32%	11%
At Masters Grade Level	2024	19%	22%	17%	0%	7%	26%	-	-	-	0%	3%	20%	21%	8%	6%	7%
	2023	21%	25%	16%	0%	11%	22%	*	*	-	0%	9%	25%	20%	7%	7%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	59%	54%	43%	38%	64%	-	-	-	50%	21%	80%	58%	43%	39%	33%
	2023	65%	67%	58%	29%	42%	73%	*	*	-	60%	33%	75%	57%	60%	43%	22%
At Meets Grade Level or Above	2024	28%	30%	17%	14%	10%	23%	-	-	-	0%	3%	20%	22%	5%	9%	7%
	2023	36%	38%	32%	29%	19%	39%	*	*	-	40%	17%	25%	34%	26%	23%	11%
At Masters Grade Level	2024	11%	13%	7%	0%	2%	10%	-	-	-	0%	0%	0%	8%	3%	3%	0%
	2023	16%	18%	14%	0%	11%	17%	*	*	-	40%	4%	0%	17%	10%	10%	11%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	78%	76%	75%	65%	89%	*	*	-	33%	35%	83%	76%	76%	67%	50%
	2023	77%	78%	86%	100%	78%	90%	-	*	*	83%	56%	100%	88%	84%	83%	59%
At Meets Grade Level or Above	2024	57%	60%	51%	25%	39%	65%	*	*	-	33%	12%	83%	55%	41%	35%	25%
	2023	52%	56%	57%	67%	45%	65%	-	*	*	50%	16%	50%	55%	63%	43%	29%
At Masters Grade Level	2024	26%	29%	25%	0%	17%	32%	*	*	-	17%	4%	33%	27%	19%	12%	10%
	2023	22%	27%	21%	11%	18%	25%	-	*	*	17%	0%	13%	23%	19%	11%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	72%	62%	38%	45%	81%	*	*	-	33%	23%	100%	69%	43%	49%	40%
	2023	75%	76%	69%	56%	59%	79%	-	*	*	67%	32%	50%	73%	63%	57%	41%

Texas Education Agency
2023-24 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 Meets Grade Level or Above	2024	39%	42%	28%	13%	17%	39%	*	*	-	17%	8%	60%	31%	22%	16%	15%
	2023	40%	42%	30%	11%	22%	37%	-	*	*	33%	8%	13%	31%	28%	9%	0%
At Masters Grade Level	2024	14%	17%	10%	0%	8%	15%	*	*	-	0%	0%	0%	13%	3%	8%	5%
	2023	16%	17%	8%	0%	8%	8%	-	*	*	17%	4%	0%	9%	7%	3%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	76%	74%	63%	57%	90%	*	*	*	57%	33%	*	77%	67%	61%	38%
	2023	78%	79%	75%	*	72%	80%	-	*	-	*	25%	-	77%	71%	63%	61%
At Meets Grade Level or Above	2024	54%	58%	51%	38%	37%	62%	*	*	*	57%	11%	*	52%	49%	35%	6%
	2023	55%	58%	51%	*	46%	61%	-	*	-	*	6%	-	51%	53%	35%	39%
At Masters Grade Level	2024	29%	34%	26%	13%	18%	33%	*	*	*	29%	0%	*	29%	18%	17%	0%
	2023	27%	33%	30%	*	24%	41%	-	*	-	*	0%	-	27%	38%	19%	17%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	51%	30%	29%	33%	25%	-	-	-	*	7%	*	32%	26%	25%	24%
	2023	63%	58%	46%	*	43%	62%	-	*	-	*	19%	-	46%	46%	38%	35%
At Meets Grade Level or Above	2024	34%	30%	8%	14%	8%	9%	-	-	-	*	7%	*	11%	4%	5%	0%
	2023	37%	32%	21%	*	16%	34%	-	*	-	*	13%	-	18%	27%	18%	15%
At Masters Grade Level	2024	11%	8%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
	2023	11%	7%	1%	*	3%	0%	-	*	-	*	0%	-	0%	4%	0%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	77%	*	69%	85%	-	*	-	*	40%	*	80%	70%	68%	58%
	2023	83%	84%	74%	57%	66%	85%	-	-	-	60%	38%	*	77%	68%	70%	29%
At Meets Grade Level or Above	2024	56%	60%	46%	*	36%	58%	-	*	-	*	13%	*	44%	50%	27%	25%
	2023	58%	61%	43%	21%	36%	53%	-	-	-	40%	12%	*	42%	46%	28%	18%
At Masters Grade Level	2024	29%	34%	22%	*	16%	28%	-	*	-	*	7%	*	23%	20%	15%	8%
	2023	28%	33%	18%	0%	15%	23%	-	-	-	20%	4%	*	17%	20%	11%	6%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	74%	61%	40%	51%	71%	*	*	*	50%	27%	*	60%	62%	51%	50%
	2023	76%	78%	73%	42%	75%	79%	-	-	-	*	54%	-	75%	69%	67%	68%
At Meets Grade Level or Above	2024	43%	49%	30%	20%	29%	34%	*	*	*	17%	13%	*	31%	28%	18%	14%
	2023	46%	53%	40%	8%	41%	47%	-	-	-	*	8%	-	40%	40%	27%	21%

Texas Education Agency
2023-24 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	2024	16%	24%	6%	0%	6%	5%	*	*	*	17%	7%	*	6%	5%	2%	0%
	2023	17%	25%	18%	0%	17%	24%	-	-	-	*	0%	-	20%	14%	6%	11%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	73%	75%	*	66%	85%	-	*	-	*	27%	*	73%	80%	63%	58%
	2023	74%	77%	75%	36%	70%	86%	-	-	-	80%	48%	*	77%	70%	65%	59%
At Meets Grade Level or Above	2024	44%	50%	45%	*	38%	57%	-	*	-	*	13%	*	41%	53%	29%	29%
	2023	47%	54%	50%	21%	38%	65%	-	-	-	40%	20%	*	50%	50%	45%	24%
At Masters Grade Level	2024	17%	23%	17%	*	9%	28%	-	*	-	*	7%	*	20%	10%	8%	0%
	2023	17%	23%	13%	7%	6%	19%	-	-	-	20%	0%	*	14%	10%	10%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	64%	38%	*	36%	42%	-	*	-	*	13%	*	35%	45%	25%	30%
	2023	62%	66%	46%	14%	42%	56%	-	-	-	40%	15%	*	44%	51%	37%	12%
At Meets Grade Level or Above	2024	33%	38%	16%	*	13%	21%	-	*	-	*	7%	*	14%	20%	8%	4%
	2023	33%	39%	20%	14%	15%	25%	-	-	-	20%	12%	*	17%	27%	13%	6%
At Masters Grade Level	2024	17%	22%	3%	*	2%	4%	-	*	-	*	0%	*	4%	0%	2%	0%
	2023	16%	21%	8%	0%	4%	12%	-	-	-	20%	0%	*	6%	15%	3%	0%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	71%	61%	33%	60%	68%	-	-	-	50%	20%	*	61%	59%	52%	41%
	2023	72%	73%	67%	31%	64%	73%	-	*	-	67%	42%	*	68%	64%	57%	48%
At Meets Grade Level or Above	2024	52%	55%	43%	17%	34%	56%	-	-	-	38%	11%	*	43%	43%	33%	15%
	2023	52%	56%	47%	19%	46%	52%	-	*	-	50%	26%	*	51%	39%	38%	33%
At Masters Grade Level	2024	16%	20%	8%	0%	5%	11%	-	-	-	13%	3%	*	7%	8%	4%	0%
	2023	13%	18%	9%	0%	7%	11%	-	*	-	0%	10%	*	10%	7%	3%	10%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	75%	69%	46%	66%	73%	-	*	-	60%	35%	*	74%	56%	60%	38%
	2023	74%	75%	65%	9%	64%	70%	-	-	-	86%	25%	*	69%	56%	56%	24%
At Meets Grade Level or Above	2024	58%	61%	54%	31%	49%	59%	-	*	-	60%	23%	*	57%	48%	47%	38%
	2023	54%	58%	48%	0%	49%	52%	-	-	-	57%	8%	*	55%	28%	37%	12%

Texas Education Agency
2023-24 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	2024	9%	12%	4%	0%	0%	7%	-	*	-	0%	0%	*	4%	4%	1%	0%
	2023	9%	12%	6%	0%	10%	5%	-	-	-	0%	8%	*	7%	2%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	79%	78%	50%	83%	80%	-	-	-	40%	38%	*	77%	79%	72%	76%
	2023	79%	76%	79%	50%	80%	83%	-	-	-	60%	55%	*	85%	65%	72%	60%
At Meets Grade Level or Above	2024	43%	42%	31%	8%	30%	34%	-	-	-	40%	9%	*	33%	26%	24%	8%
	2023	43%	43%	40%	14%	32%	49%	-	-	-	40%	17%	*	42%	35%	29%	27%
At Masters Grade Level	2024	24%	25%	12%	0%	11%	15%	-	-	-	0%	0%	*	14%	9%	6%	0%
	2023	23%	25%	17%	0%	6%	25%	-	-	-	20%	3%	*	16%	18%	9%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	91%	92%	81%	88%	97%	-	-	-	100%	81%	*	91%	94%	89%	85%
	2023	88%	88%	87%	83%	81%	91%	-	*	-	83%	73%	*	88%	83%	82%	56%
At Meets Grade Level or Above	2024	56%	60%	50%	19%	42%	65%	-	-	-	33%	19%	*	50%	49%	40%	19%
	2023	56%	60%	52%	25%	46%	58%	-	*	-	67%	33%	*	53%	51%	38%	25%
At Masters Grade Level	2024	19%	25%	13%	0%	8%	21%	-	-	-	0%	0%	*	14%	10%	9%	4%
	2023	21%	27%	15%	0%	7%	22%	-	*	-	17%	13%	*	17%	11%	3%	6%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	98%	83%	100%	97%	-	-	-	100%	82%	-	97%	100%	97%	100%
	2023	94%	94%	90%	82%	89%	93%	-	*	-	67%	74%	*	92%	83%	86%	71%
At Meets Grade Level or Above	2024	69%	73%	68%	33%	60%	77%	-	-	-	43%	35%	-	68%	66%	57%	14%
	2023	70%	74%	65%	27%	67%	73%	-	*	-	17%	37%	*	69%	53%	55%	36%
At Masters Grade Level	2024	37%	44%	31%	17%	33%	34%	-	-	-	14%	24%	-	31%	34%	25%	14%
	2023	38%	44%	33%	0%	27%	42%	-	*	-	17%	5%	*	36%	22%	22%	14%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	89%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
	2023	90%	90%	93%	-	89%	100%	-	*	-	*	-	-	100%	67%	100%	*
At Meets Grade Level or Above	2024	59%	68%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
	2023	61%	68%	78%	-	67%	88%	-	*	-	*	-	-	86%	50%	67%	*

Texas Education Agency
2023-24 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	2024	12%	19%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
	2023	12%	19%	11%	-	0%	13%	-	*	-	*	-	-	14%	0%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	75%	70%	53%	63%	78%	*	100%	*	60%	36%	80%	72%	68%	61%	53%
	2023	76%	77%	73%	50%	67%	81%	*	81%	*	55%	41%	70%	75%	68%	64%	47%
At Meets Grade Level or Above	2024	48%	52%	42%	21%	33%	53%	*	73%	*	29%	13%	46%	44%	39%	31%	18%
	2023	49%	53%	44%	22%	37%	53%	*	81%	*	33%	17%	38%	47%	39%	32%	22%
At Masters Grade Level	2024	20%	24%	15%	3%	9%	20%	*	36%	*	9%	2%	18%	16%	11%	8%	3%
	2023	20%	24%	16%	2%	10%	21%	*	50%	*	12%	4%	13%	17%	12%	8%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	77%	73%	52%	65%	81%	*	100%	*	62%	37%	82%	74%	69%	63%	50%
	2023	77%	78%	74%	52%	69%	80%	*	83%	*	63%	37%	70%	76%	69%	65%	47%
At Meets Grade Level or Above	2024	54%	57%	48%	24%	37%	60%	*	100%	*	40%	14%	55%	50%	45%	36%	21%
	2023	53%	57%	48%	25%	41%	55%	*	83%	*	37%	15%	40%	50%	41%	35%	26%
At Masters Grade Level	2024	22%	26%	17%	3%	11%	23%	*	80%	*	13%	2%	27%	18%	15%	9%	4%
	2023	20%	25%	17%	3%	13%	21%	*	83%	*	11%	5%	20%	18%	14%	9%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	72%	66%	42%	59%	75%	*	*	*	46%	28%	74%	67%	63%	55%	53%
	2023	75%	75%	72%	50%	67%	81%	*	67%	*	38%	41%	68%	75%	65%	62%	51%
At Meets Grade Level or Above	2024	43%	45%	36%	19%	27%	46%	*	*	*	24%	10%	47%	39%	31%	25%	16%
	2023	45%	47%	41%	18%	32%	50%	*	67%	*	24%	14%	39%	43%	35%	26%	18%
At Masters Grade Level	2024	17%	20%	12%	2%	7%	16%	*	*	*	8%	2%	11%	13%	7%	6%	2%
	2023	19%	22%	13%	0%	8%	19%	*	33%	*	5%	3%	11%	15%	10%	6%	4%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	76%	75%	70%	68%	82%	-	*	-	75%	46%	88%	76%	75%	68%	64%
	2023	77%	78%	74%	52%	64%	84%	*	*	-	75%	53%	70%	75%	72%	64%	45%
At Meets Grade Level or Above	2024	43%	48%	38%	19%	33%	47%	-	*	-	13%	11%	25%	39%	37%	29%	20%
	2023	47%	51%	45%	24%	34%	55%	*	*	-	50%	24%	30%	46%	43%	35%	20%

Texas Education Agency
2023-24 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	2024	16%	21%	12%	0%	7%	19%	-	*	-	0%	1%	13%	14%	8%	7%	2%
	2023	18%	23%	14%	3%	8%	20%	*	*	-	25%	6%	0%	16%	10%	7%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	80%	69%	60%	63%	74%	-	*	-	73%	50%	*	69%	69%	63%	47%
	2023	78%	80%	68%	44%	63%	76%	-	*	-	55%	40%	*	69%	66%	62%	39%
At Meets Grade Level or Above	2024	51%	56%	43%	20%	32%	54%	-	*	-	27%	22%	*	44%	40%	34%	7%
	2023	52%	57%	43%	20%	39%	50%	-	*	-	18%	22%	*	44%	39%	35%	19%
At Masters Grade Level	2024	27%	33%	18%	10%	15%	21%	-	*	-	9%	13%	*	18%	15%	14%	3%
	2023	27%	33%	21%	0%	14%	28%	-	*	-	18%	2%	*	21%	18%	13%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	37%	43%	0%	29%	53%	-	-	-	*	6%	-	42%	45%	31%	20%
	2023	37%	40%	39%	29%	27%	50%	-	-	-	0%	19%	*	42%	32%	24%	10%
Reading and Mathematics Including EOC	2024	35%	37%	43%	0%	29%	53%	-	-	-	*	6%	-	42%	45%	31%	20%
	2023	37%	40%	39%	29%	27%	50%	-	-	-	0%	19%	*	42%	32%	24%	10%
Reading Including EOC	2024	48%	50%	55%	17%	38%	65%	-	-	-	*	19%	-	55%	55%	46%	20%
	2023	50%	53%	48%	43%	35%	58%	-	-	-	20%	24%	*	51%	41%	35%	20%
Math Including EOC	2024	42%	44%	50%	0%	36%	61%	-	-	-	*	13%	-	51%	50%	40%	33%
	2023	45%	47%	52%	43%	49%	56%	-	-	-	40%	24%	*	54%	47%	36%	30%
4th Graders																	
Reading and Mathematics	2024	38%	40%	36%	29%	17%	54%	-	-	-	0%	7%	*	38%	32%	16%	0%
	2023	38%	42%	29%	0%	20%	40%	-	-	-	0%	4%	17%	34%	20%	15%	14%
Reading and Mathematics Including EOC	2024	38%	40%	36%	29%	17%	54%	-	-	-	0%	7%	*	38%	32%	16%	0%
	2023	38%	42%	29%	0%	20%	40%	-	-	-	0%	4%	17%	34%	20%	15%	14%
Reading Including EOC	2024	51%	55%	46%	29%	33%	61%	-	-	-	0%	10%	*	49%	39%	27%	23%
	2023	48%	54%	39%	14%	27%	50%	-	-	-	13%	7%	50%	44%	29%	24%	21%
Math Including EOC	2024	46%	46%	43%	43%	19%	61%	-	-	-	33%	10%	*	46%	38%	25%	8%
	2023	48%	50%	40%	29%	29%	50%	-	-	-	0%	12%	50%	45%	30%	25%	29%
5th Graders																	
Reading and Mathematics	2024	42%	46%	36%	29%	26%	45%	-	-	-	0%	3%	40%	38%	32%	27%	20%
	2023	43%	47%	36%	29%	21%	48%	*	*	-	40%	13%	38%	42%	24%	21%	11%

Texas Education Agency
2023-24 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)
Reading and Mathematics Including EOC	2024	42%	46%	36%	29%	26%	45%	-	-	-	0%	3%	40%	38%	32%	27%	20%
	2023	43%	47%	36%	29%	21%	48%	*	*	-	40%	13%	38%	42%	24%	21%	11%
Reading Including EOC	2024	55%	60%	43%	29%	31%	53%	-	-	-	17%	15%	40%	43%	42%	30%	20%
	2023	57%	60%	49%	29%	37%	59%	*	*	-	40%	21%	38%	53%	38%	35%	28%
Math Including EOC	2024	51%	52%	54%	43%	45%	64%	-	-	-	0%	12%	100%	59%	42%	43%	40%
	2023	51%	53%	46%	29%	30%	60%	*	*	-	40%	22%	63%	51%	34%	32%	11%
6th Graders																	
Reading and Mathematics	2024	36%	40%	27%	13%	15%	38%	*	*	-	17%	8%	60%	31%	16%	14%	10%
	2023	35%	39%	29%	11%	20%	37%	-	*	*	33%	8%	13%	30%	28%	9%	0%
Reading and Mathematics Including EOC	2024	36%	40%	27%	13%	15%	38%	*	*	-	17%	8%	60%	31%	16%	14%	10%
	2023	35%	39%	29%	11%	20%	37%	-	*	*	33%	8%	13%	30%	28%	9%	0%
Reading Including EOC	2024	57%	60%	51%	25%	39%	65%	*	*	-	33%	12%	83%	55%	41%	35%	25%
	2023	52%	56%	57%	67%	45%	65%	-	*	*	50%	16%	50%	55%	63%	43%	29%
Math Including EOC	2024	40%	44%	28%	13%	17%	39%	*	*	-	17%	8%	60%	31%	22%	16%	15%
	2023	40%	44%	30%	11%	22%	37%	-	*	*	33%	8%	13%	31%	28%	9%	0%
7th Graders																	
Reading and Mathematics	2024	35%	38%	24%	25%	20%	28%	*	*	*	14%	7%	*	28%	15%	10%	0%
	2023	37%	41%	39%	*	38%	49%	-	*	-	*	6%	-	37%	44%	23%	26%
Reading and Mathematics Including EOC	2024	36%	41%	24%	25%	20%	28%	*	*	*	14%	7%	*	28%	15%	10%	0%
	2023	38%	44%	39%	*	38%	49%	-	*	-	*	6%	-	37%	44%	23%	26%
Reading Including EOC	2024	54%	57%	51%	38%	37%	62%	*	*	*	57%	11%	*	52%	49%	35%	6%
	2023	55%	58%	51%	*	46%	61%	-	*	-	*	6%	-	51%	53%	35%	39%
Math Including EOC	2024	40%	45%	25%	25%	21%	30%	*	*	*	14%	7%	*	30%	15%	13%	0%
	2023	43%	48%	45%	*	40%	59%	-	*	-	*	13%	-	45%	46%	31%	26%
8th Graders																	
Reading and Mathematics	2024	28%	30%	14%	*	15%	17%	-	*	-	*	13%	*	12%	19%	10%	14%
	2023	31%	34%	15%	8%	16%	14%	-	-	-	*	8%	-	10%	24%	7%	6%
Reading and Mathematics Including EOC	2024	41%	45%	28%	*	23%	36%	-	*	-	*	13%	*	27%	30%	15%	13%
	2023	44%	48%	33%	14%	26%	41%	-	-	-	40%	8%	*	32%	37%	21%	12%
Reading Including EOC	2024	57%	60%	46%	*	36%	58%	-	*	-	*	13%	*	44%	50%	27%	25%
	2023	58%	61%	43%	21%	36%	53%	-	-	-	40%	12%	*	42%	46%	28%	18%

Texas Education Agency
2023-24 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)
Math Including EOC	2024	49%	51%	29%	*	25%	36%	-	*	-	*	13%	*	27%	33%	16%	13%
	2023	51%	54%	38%	14%	30%	48%	-	-	-	40%	8%	*	38%	37%	28%	12%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	39%	31%	18%	20%	42%	*	*	*	13%	7%	33%	33%	26%	18%	11%
	2023	37%	41%	32%	13%	24%	41%	*	60%	*	16%	9%	24%	33%	28%	16%	12%
Reading and Mathematics Including EOC	2024	38%	42%	32%	18%	21%	43%	*	*	*	16%	7%	33%	34%	28%	19%	11%
	2023	39%	43%	34%	15%	25%	44%	*	60%	*	19%	9%	27%	36%	30%	19%	13%
Reading Including EOC	2024	54%	57%	49%	25%	36%	61%	*	*	*	38%	14%	53%	50%	46%	34%	20%
	2023	53%	57%	48%	33%	38%	57%	*	80%	*	30%	14%	46%	49%	45%	33%	27%
Math Including EOC	2024	45%	47%	38%	23%	26%	50%	*	*	*	24%	10%	50%	41%	33%	25%	17%
	2023	47%	49%	41%	21%	33%	51%	*	60%	*	25%	14%	42%	44%	36%	27%	17%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	School Year	State	Region13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	68%	66%	29%	65%	72%	-	-	-	58%	54%	*	64%	69%	61%	81%
	2023	55%	58%	44%	29%	43%	47%	-	-	-	43%	30%	50%	49%	33%	36%	39%
Grade 4 Mathematics	2024	60%	57%	62%	43%	45%	74%	-	-	-	75%	41%	*	59%	67%	52%	46%
	2023	63%	63%	48%	50%	50%	48%	-	-	-	25%	38%	50%	51%	41%	38%	54%
Grade 5 ELA/Reading	2024	70%	72%	60%	36%	56%	62%	-	-	-	75%	50%	80%	57%	65%	55%	57%
	2023	65%	68%	61%	50%	56%	66%	*	*	-	40%	58%	38%	68%	42%	56%	50%
Grade 5 Mathematics	2024	65%	66%	71%	57%	68%	77%	-	-	-	42%	36%	80%	73%	67%	68%	63%
	2023	71%	73%	60%	43%	56%	66%	*	*	-	20%	59%	63%	60%	58%	56%	59%
Grade 6 ELA/Reading	2024	61%	62%	60%	57%	59%	61%	*	*	-	42%	32%	50%	59%	63%	55%	53%
	2023	51%	53%	65%	100%	64%	60%	-	*	*	67%	66%	67%	64%	67%	66%	59%
Grade 6 Mathematics	2024	48%	50%	39%	64%	33%	42%	*	*	-	42%	32%	20%	37%	42%	42%	45%
	2023	54%	59%	42%	39%	43%	42%	-	*	*	42%	59%	25%	43%	39%	39%	50%
Grade 7 ELA/Reading	2024	66%	68%	56%	44%	38%	70%	*	*	*	64%	24%	*	59%	50%	37%	25%
	2023	71%	73%	69%	*	64%	74%	-	*	-	*	38%	-	71%	63%	57%	65%
Grade 7 Mathematics	2024	49%	46%	35%	36%	41%	26%	-	-	-	*	27%	*	36%	32%	35%	38%
	2023	56%	55%	49%	*	43%	64%	-	*	-	*	22%	-	50%	46%	47%	48%
Grade 8 ELA/Reading	2024	69%	70%	53%	*	51%	58%	-	*	-	*	47%	*	53%	51%	45%	44%
	2023	63%	64%	54%	36%	57%	53%	-	-	-	*	57%	*	56%	46%	51%	35%
Grade 8 Mathematics	2024	66%	66%	50%	50%	53%	50%	*	*	*	42%	60%	*	52%	44%	46%	59%
	2023	74%	73%	82%	82%	82%	85%	-	-	-	*	70%	-	86%	74%	80%	78%
End of Course English I	2024	64%	67%	60%	38%	59%	64%	-	-	-	60%	32%	*	60%	58%	53%	64%
	2023	57%	61%	56%	17%	51%	63%	-	*	-	*	43%	*	58%	49%	46%	46%
End of Course English II	2024	69%	68%	68%	61%	64%	72%	-	*	-	60%	45%	*	71%	60%	67%	44%
	2023	74%	75%	80%	30%	89%	78%	-	-	-	90%	61%	-	84%	67%	75%	*
End of Course Algebra I	2024	72%	72%	53%	40%	55%	54%	-	-	-	*	36%	*	52%	56%	57%	58%
	2023	76%	78%	75%	81%	70%	77%	-	-	-	*	70%	*	78%	66%	71%	55%
All Grades Both Subjects	2024	64%	65%	57%	44%	53%	62%	*	56%	*	54%	39%	60%	57%	56%	52%	52%
	2023	64%	66%	60%	52%	59%	63%	*	64%	*	49%	52%	52%	64%	53%	55%	54%
All Grades ELA/Reading	2024	67%	68%	60%	42%	56%	66%	*	80%	*	58%	40%	68%	61%	59%	53%	52%
	2023	63%	65%	61%	46%	60%	62%	*	83%	*	61%	50%	52%	64%	51%	55%	51%
All Grades Mathematics	2024	60%	60%	53%	48%	49%	57%	*	*	*	48%	37%	50%	53%	53%	50%	52%
	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	2024	38%	37%	38%	*	27%	50%	-	-	-	*	29%	*	33%	44%	32%	40%
	2023	33%	33%	28%	*	38%	22%	-	-	-	*	14%	-	31%	22%	32%	17%
Grade 4 Mathematics	2024	26%	23%	19%	*	25%	22%	-	-	-	*	6%	*	7%	33%	10%	50%
	2023	27%	26%	14%	*	10%	18%	-	-	-	*	11%	-	11%	20%	9%	*

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	School Year	State	Region13	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)
Grade 5 ELA/Reading	2024	35%	35%	23%	*	23%	25%	-	-	-	*	14%	*	13%	50%	23%	25%
	2023	37%	38%	34%	*	24%	67%	-	-	-	*	19%	*	42%	20%	35%	25%
Grade 5 Mathematics	2024	41%	40%	44%	*	45%	48%	-	-	-	*	17%	*	36%	55%	39%	44%
	2023	48%	46%	40%	*	33%	63%	-	-	-	*	36%	*	47%	31%	41%	27%
Grade 6 ELA/Reading	2024	24%	23%	27%	*	21%	57%	-	-	-	*	7%	*	21%	36%	28%	20%
	2023	26%	26%	59%	100%	46%	50%	-	-	-	*	41%	*	67%	44%	71%	43%
Grade 6 Mathematics	2024	27%	25%	10%	*	8%	11%	-	-	-	*	0%	-	4%	17%	12%	9%
	2023	35%	36%	26%	*	19%	40%	-	-	-	*	19%	*	32%	17%	26%	22%
Grade 7 ELA/Reading	2024	23%	21%	24%	-	8%	*	-	-	-	*	8%	-	40%	0%	8%	17%
	2023	39%	38%	33%	*	25%	27%	-	*	-	*	14%	-	33%	33%	30%	27%
Grade 7 Mathematics	2024	14%	13%	8%	*	9%	0%	-	-	-	*	0%	*	4%	13%	10%	9%
	2023	22%	22%	21%	*	26%	20%	-	*	-	*	0%	-	22%	18%	17%	20%
Grade 8 ELA/Reading	2024	34%	32%	21%	-	18%	30%	-	-	-	*	18%	*	33%	0%	17%	22%
	2023	39%	36%	48%	60%	27%	73%	-	-	-	*	38%	-	59%	27%	52%	0%
Grade 8 Mathematics	2024	44%	36%	17%	*	17%	18%	-	*	-	*	15%	-	18%	14%	13%	29%
	2023	49%	42%	51%	44%	50%	58%	-	-	-	*	47%	-	55%	41%	53%	50%
End of Course English I	2024	20%	20%	26%	0%	28%	33%	-	-	-	*	20%	*	25%	29%	21%	31%
	2023	26%	27%	14%	*	14%	*	-	-	-	*	0%	*	8%	22%	20%	20%
End of Course English II	2024	29%	26%	36%	20%	45%	30%	-	-	-	*	10%	-	44%	20%	32%	*
	2023	41%	39%	44%	*	63%	42%	-	-	-	*	29%	-	48%	33%	36%	*
End of Course Algebra I	2024	55%	51%	54%	33%	67%	58%	-	-	-	*	20%	*	43%	71%	54%	71%
	2023	58%	55%	61%	*	43%	90%	-	-	-	*	38%	*	67%	43%	47%	*
All Grades Both Subjects	2024	32%	30%	26%	20%	25%	34%	-	*	-	15%	13%	42%	24%	31%	23%	28%
	2023	38%	37%	38%	40%	32%	47%	-	*	-	29%	25%	33%	42%	29%	37%	26%
All Grades ELA/Reading	2024	30%	28%	28%	16%	24%	38%	-	-	-	27%	16%	33%	28%	26%	24%	25%
	2023	35%	35%	39%	48%	31%	45%	-	*	-	46%	24%	*	43%	29%	41%	23%
All Grades Mathematics	2024	35%	32%	25%	23%	25%	31%	-	*	-	5%	9%	50%	20%	34%	23%	31%
	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.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	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	2024	75%	75%	70%	-	-	-	-	-	-	54%	50%	66%	62%	26%	73%	53%	88%
	2023	76%	77%	73%	-	-	-	-	-	-	46%	53%	42%	-	34%	76%	45%	100%
At Meets Grade Level or Above	2024	48%	52%	42%	-	-	-	-	-	-	19%	19%	19%	16%	0%	46%	18%	63%
	2023	49%	53%	44%	-	-	-	-	-	-	19%	21%	17%	-	20%	47%	19%	82%
At Masters Grade Level	2024	20%	24%	15%	-	-	-	-	-	-	3%	4%	0%	5%	0%	16%	3%	33%
	2023	20%	24%	16%	-	-	-	-	-	-	6%	7%	5%	-	0%	17%	5%	28%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	77%	73%	-	-	-	-	-	-	50%	54%	44%	31%	50%	76%	50%	86%
	2023	77%	78%	74%	-	-	-	-	-	-	45%	59%	37%	-	40%	77%	45%	100%
At Meets Grade Level or Above	2024	54%	57%	48%	-	-	-	-	-	-	22%	22%	26%	15%	0%	52%	21%	71%
	2023	53%	57%	48%	-	-	-	-	-	-	22%	25%	21%	-	33%	50%	23%	86%
At Masters Grade Level	2024	22%	26%	17%	-	-	-	-	-	-	4%	6%	0%	0%	0%	19%	4%	21%
	2023	20%	25%	17%	-	-	-	-	-	-	7%	5%	8%	-	0%	18%	6%	29%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	72%	66%	-	-	-	-	-	-	55%	51%	77%	70%	13%	67%	53%	100%
	2023	75%	75%	72%	-	-	-	-	-	-	51%	55%	47%	-	40%	75%	49%	100%
At Meets Grade Level or Above	2024	43%	45%	36%	-	-	-	-	-	-	17%	19%	15%	0%	0%	40%	16%	50%
	2023	45%	47%	41%	-	-	-	-	-	-	16%	18%	14%	-	13%	43%	15%	86%
At Masters Grade Level	2024	17%	20%	12%	-	-	-	-	-	-	3%	3%	0%	0%	0%	13%	2%	25%
	2023	19%	22%	13%	-	-	-	-	-	-	4%	7%	2%	-	0%	14%	4%	29%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	76%	75%	-	-	-	-	-	-	66%	51%	88%	80%	*	77%	64%	88%
	2023	77%	78%	74%	-	-	-	-	-	-	47%	31%	53%	-	0%	78%	42%	100%
At Meets Grade Level or Above	2024	43%	48%	38%	-	-	-	-	-	-	20%	22%	12%	30%	*	41%	20%	63%
	2023	47%	51%	45%	-	-	-	-	-	-	16%	15%	17%	-	0%	48%	15%	78%
At Masters Grade Level	2024	16%	21%	12%	-	-	-	-	-	-	2%	0%	0%	10%	*	13%	2%	38%
	2023	18%	23%	14%	-	-	-	-	-	-	5%	15%	0%	-	0%	15%	4%	33%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	80%	69%	-	-	-	-	-	-	46%	32%	*	*	*	71%	45%	85%
	2023	78%	80%	68%	-	-	-	-	-	-	34%	-	34%	-	-	71%	34%	100%
At Meets Grade Level or Above	2024	51%	56%	43%	-	-	-	-	-	-	7%	5%	*	*	*	47%	7%	62%
	2023	52%	57%	43%	-	-	-	-	-	-	17%	-	17%	-	-	45%	17%	67%
At Masters Grade Level	2024	27%	33%	18%	-	-	-	-	-	-	4%	0%	*	*	*	18%	3%	46%
	2023	27%	33%	21%	-	-	-	-	-	-	7%	-	7%	-	-	22%	7%	17%
School Progress - Annual Growth																		

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	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 Both Subjects	2024	64%	65%	57%	-	-	-	-	-	-	52%	50%	64%	53%	42%	58%	52%	55%
	2023	64%	66%	60%	-	-	-	-	-	-	54%	54%	54%	-	50%	61%	53%	89%
All Grades ELA/Reading	2024	67%	68%	60%	-	-	-	-	-	-	52%	51%	55%	63%	42%	62%	52%	62%
	2023	63%	65%	61%	-	-	-	-	-	-	52%	56%	50%	-	42%	61%	51%	85%
All Grades Mathematics	2024	60%	60%	53%	-	-	-	-	-	-	53%	50%	80%	43%	42%	53%	52%	43%
	2023	66%	68%	60%	-	-	-	-	-	-	56%	51%	59%	-	58%	60%	56%	95%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	30%	26%	-	-	-	-	-	-	28%	24%	50%	25%	29%	26%	28%	*
	2023	38%	37%	38%	-	-	-	-	-	-	29%	33%	26%	-	8%	41%	26%	*
All Grades ELA/Reading	2024	30%	28%	28%	-	-	-	-	-	-	25%	23%	36%	17%	*	29%	25%	*
	2023	35%	35%	39%	-	-	-	-	-	-	26%	40%	19%	-	0%	43%	23%	*
All Grades Mathematics	2024	35%	32%	25%	-	-	-	-	-	-	31%	26%	80%	*	*	24%	31%	-
	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.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	99%	99%	*	100%	*	99%	99%	98%	99%	98%	99%	100%
Included in Accountability	92%	92%	95%	98%	94%	96%	*	100%	*	97%	95%	98%	98%	90%	94%	90%
Not Included in Accountability: Mobile	4%	5%	3%	2%	3%	2%	*	0%	*	2%	3%	0%	1%	6%	4%	5%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	2%	0%	*	0%	*	0%	1%	0%	1%	2%	1%	5%
Not Tested	1%	2%	1%	0%	1%	1%	*	0%	*	1%	1%	2%	1%	2%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	*	0%	*	1%	1%	2%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	100%	*	98%	99%	100%	100%	99%	99%	100%
Included in Accountability	91%	90%	95%	97%	93%	97%	*	100%	*	96%	94%	100%	97%	89%	93%	85%
Not Included in Accountability: Mobile	4%	5%	3%	3%	3%	2%	*	0%	*	2%	3%	0%	1%	7%	4%	5%
Not Included in Accountability: Other Exclusions	4%	4%	2%	0%	4%	0%	*	0%	*	0%	2%	0%	1%	2%	2%	10%
Not Tested	1%	1%	1%	0%	0%	1%	*	0%	*	2%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	*	0%	*	2%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	*	*	100%	100%	95%	100%	99%	99%	100%
Included in Accountability	93%	92%	96%	96%	95%	97%	*	*	*	97%	96%	95%	98%	91%	95%	92%
Not Included in Accountability: Mobile	5%	5%	3%	4%	4%	2%	*	*	*	3%	3%	0%	1%	7%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	*	*	*	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	1%	0%	1%	1%	*	*	*	0%	0%	5%	0%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	*	*	*	0%	0%	5%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	99%	100%	99%	99%	-	*	-	100%	99%	100%	100%	96%	98%	100%
Included in Accountability	93%	93%	97%	100%	97%	96%	-	*	-	100%	96%	100%	99%	91%	94%	96%
Not Included in Accountability: Mobile	4%	4%	2%	0%	1%	2%	-	*	-	0%	2%	0%	1%	4%	3%	1%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	2%	1%	0%	1%	1%	-	*	-	0%	1%	0%	0%	4%	2%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	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)
Absent	1%	2%	1%	0%	1%	1%	-	*	-	0%	1%	0%	0%	3%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	99%	98%	97%	100%	97%	97%	-	*	-	100%	100%	*	97%	97%	97%	97%
Included in Accountability	94%	93%	95%	100%	94%	95%	-	*	-	100%	97%	*	97%	91%	94%	91%
Not Included in Accountability: Mobile	4%	4%	2%	0%	3%	2%	-	*	-	0%	3%	*	1%	6%	3%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	3%	0%	3%	3%	-	*	-	0%	0%	*	3%	3%	3%	3%
Absent	1%	2%	3%	0%	3%	3%	-	*	-	0%	0%	*	3%	3%	3%	3%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	95%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
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%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	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%	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%
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%	*

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	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													
2022-23	93.3%	92.8%	93.6%	92.5%	93.3%	93.9%	* 94.4%	*	92.5%	92.5%	92.7%	93.2%	
2021-22	92.2%	91.8%	92.4%	91.1%	92.1%	92.9%	* 93.4%	*	90.3%	91.1%	91.2%	92.4%	
Chronic Absenteeism													
2022-23	20.3%	21.5%	20.8%	24.8%	23.1%	18.5%	* 9.1%	*	25.6%	27.5%	26.0%	22.4%	
2021-22	25.7%	26.8%	27.7%	34.2%	29.5%	24.5%	* 30.0%	*	41.7%	36.8%	32.9%	27.3%	
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	2.3%	1.8%	2.4%	2.0%	1.8%	-	*	-	0.0%	1.3%	2.5%	0.0%
2021-22	2.2%	2.2%	1.1%	2.2%	1.5%	0.9%	-	*	-	0.0%	3.7%	1.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.2%	90.7%	92.3%	88.7%	90.5%	-	*	-	100.0%	75.0%	89.2%	88.9%
Received TxCHSE	0.3%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	2.8%	2.0%	0.0%	3.8%	1.4%	-	*	-	0.0%	6.3%	3.6%	11.1%
Dropped Out	6.3%	5.5%	7.3%	7.7%	7.5%	8.1%	-	*	-	0.0%	18.8%	7.2%	0.0%
Graduates and TxCHSE	90.6%	91.6%	90.7%	92.3%	88.7%	90.5%	-	*	-	100.0%	75.0%	89.2%	88.9%
Graduates, TxCHSE, and Continuers	93.7%	94.5%	92.7%	92.3%	92.5%	91.9%	-	*	-	100.0%	81.3%	92.8%	100.0%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.3%	97.9%	100.0%	97.6%	98.9%	-	-	*	100.0%	100.0%	98.3%	100.0%
Received TxCHSE	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.2%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	5.1%	2.1%	0.0%	2.4%	1.1%	-	-	*	0.0%	0.0%	1.7%	0.0%
Graduates and TxCHSE	92.2%	93.7%	97.9%	100.0%	97.6%	98.9%	-	-	*	100.0%	100.0%	98.3%	100.0%
Graduates, TxCHSE, and Continuers	93.2%	94.9%	97.9%	100.0%	97.6%	98.9%	-	-	*	100.0%	100.0%	98.3%	100.0%

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	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 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%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	93.8%	95.3%	100.0%	100.0%	92.3%	*	-	-	*	89.5%	92.6%	*
Received TxCHSE	0.5%	0.6%	0.8%	0.0%	0.0%	1.3%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.8%	3.9%	0.0%	0.0%	6.4%	*	-	-	*	10.5%	7.4%	*
Graduates and TxCHSE	93.2%	94.4%	96.1%	100.0%	100.0%	93.6%	*	-	-	*	89.5%	92.6%	*
Graduates, TxCHSE, and Continuers	93.7%	95.2%	96.1%	100.0%	100.0%	93.6%	*	-	-	*	89.5%	92.6%	*
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%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	91.2%	89.5%	92.3%	87.0%	89.3%	-	*	-	100.0%	75.0%	87.1%	88.9%
Class of 2022	89.7%	91.5%	94.5%	100.0%	95.2%	95.5%	-	-	*	83.3%	81.8%	93.2%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	25.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	8.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	3.2%	1.5%	0.0%	4.3%	0.0%	-	*	-	0.0%	16.7%	2.7%	12.5%
Class of 2022	3.7%	3.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	87.2%	68.4%	50.0%	66.0%	76.1%	-	*	-	50.0%	16.7%	64.9%	25.0%
Class of 2022	84.3%	86.4%	67.4%	55.6%	60.0%	72.6%	-	-	-	60.0%	22.2%	58.2%	20.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	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 2023	88.6%	90.2%	69.9%	50.0%	70.2%	76.1%	-	*	-	50.0%	33.3%	67.6%	37.5%
Class of 2022	88.0%	89.4%	67.4%	55.6%	60.0%	72.6%	-	-	-	60.0%	22.2%	58.2%	20.0%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	5.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	3.3%	1.4%	0.0%	4.2%	0.0%	-	*	-	0.0%	14.3%	2.6%	12.5%
2021-22	3.9%	3.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	85.1%	67.4%	50.0%	64.6%	76.1%	-	*	-	44.4%	14.3%	63.2%	25.0%
2021-22	82.3%	84.4%	63.7%	55.6%	54.5%	70.1%	-	-	-	50.0%	13.3%	56.1%	16.7%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	87.5%	68.8%	50.0%	68.8%	76.1%	-	*	-	44.4%	28.6%	65.8%	37.5%
2021-22	86.0%	86.8%	63.7%	55.6%	54.5%	70.1%	-	-	-	50.0%	13.3%	56.1%	16.7%

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	138	100.0%	377,367	100.0%
By Ethnicity:				
African American	12	8.7%	46,822	12.4%
Hispanic	48	34.8%	197,333	52.3%
White	67	48.6%	103,009	27.3%
American Indian	0	0.0%	1,181	0.3%
Asian	2	1.4%	19,151	5.1%
Pacific Islander	0	0.0%	574	0.2%
Two or More Races	9	6.5%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	43	31.2%	49,278	13.1%
Foundation H.S. Program (Endorsement)	2	1.4%	16,475	4.4%
Foundation H.S. Program (DLA)	93	67.4%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	14	10.1%	34,589	9.2%
Economically Disadvantaged Graduates	76	55.1%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	8	5.8%	50,229	13.3%
At-Risk Graduates	36	26.1%	168,430	44.6%
CTE Completers	39	28.3%	116,959	31.0%

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

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)													
2022-23	76.3%	76.5%	52.6%	36.4%	56.3%	55.2%	-	*	-	22.2%	64.3%	44.0%	25.0%
2021-22	70.0%	70.5%	46.2%	22.2%	36.4%	53.5%	-	-	-	50.0%	53.3%	35.7%	50.0%
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	67.1%	37.2%	36.4%	33.3%	43.3%	-	*	-	11.1%	28.6%	32.0%	12.5%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	72.0%	43.5%	33.3%	29.2%	59.7%	-	*	-	11.1%	21.4%	31.6%	0.0%
2021-22	57.1%	66.5%	30.1%	11.1%	15.9%	40.2%	-	-	-	16.7%	6.7%	21.1%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	62.5%	28.3%	8.3%	20.8%	40.3%	-	*	-	0.0%	7.1%	21.1%	0.0%
2021-22	48.2%	57.3%	24.0%	11.1%	15.9%	29.9%	-	-	-	16.7%	0.0%	17.5%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	57.3%	26.8%	8.3%	18.8%	38.8%	-	*	-	0.0%	7.1%	19.7%	0.0%
2021-22	42.2%	51.9%	20.5%	11.1%	13.6%	26.4%	-	-	-	0.0%	0.0%	15.8%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	29.2%	10.1%	0.0%	12.5%	10.4%	-	*	-	0.0%	0.0%	5.3%	0.0%
2021-22	20.5%	29.0%	5.5%	0.0%	2.3%	8.0%	-	-	-	0.0%	0.0%	3.5%	0.0%
Associate Degree (Annual Graduates)													
2022-23	2.5%	1.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.4%	0.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	20.8%	23.9%	25.0%	14.6%	31.3%	-	*	-	11.1%	0.0%	15.8%	0.0%
2021-22	24.0%	21.9%	26.0%	11.1%	13.6%	33.3%	-	-	-	33.3%	0.0%	14.0%	0.0%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	12.1%	18.1%	8.3%	16.7%	22.4%	-	*	-	0.0%	7.1%	9.2%	0.0%
2021-22	4.4%	12.5%	8.2%	0.0%	0.0%	13.8%	-	-	-	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.2%	2.9%	0.0%	4.2%	3.0%	-	*	-	0.0%	28.6%	3.9%	12.5%
2021-22	5.0%	5.5%	1.4%	11.1%	0.0%	1.1%	-	-	-	0.0%	13.3%	0.0%	0.0%
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

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
2022-23	36.4%	28.0%	16.8%	0.0%	25.0%	11.9%	-	*	-	22.2%	35.7%	14.7%	12.5%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	25.3%	13.8%	0.0%	20.8%	9.0%	-	*	-	22.2%	21.4%	14.5%	12.5%
2021-22	28.0%	18.8%	15.1%	0.0%	15.9%	16.1%	-	-	-	16.7%	33.3%	14.0%	50.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.6%	2.2%	0.0%	6.3%	0.0%	-	*	-	0.0%	21.4%	1.3%	0.0%
2021-22	2.5%	2.3%	1.4%	0.0%	0.0%	2.3%	-	-	-	0.0%	13.3%	1.8%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.4%	1.4%	0.0%	0.0%	3.0%	-	*	-	0.0%	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

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

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

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	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	2022-23	21.0%	20.6%	14.5%	8.3%	12.5%	17.9%	-	*	-	0.0%	7.1%	7.9%	0.0%
	2021-22	22.8%	20.3%	6.2%	0.0%	4.5%	8.0%	-	-	-	0.0%	6.7%	3.5%	0.0%
Mathematics	2022-23	19.9%	26.0%	8.7%	8.3%	8.3%	10.4%	-	*	-	0.0%	0.0%	7.9%	0.0%
	2021-22	18.7%	23.8%	21.9%	11.1%	13.6%	27.6%	-	-	-	16.7%	0.0%	14.0%	0.0%
Both Subjects	2022-23	12.5%	13.1%	6.5%	8.3%	6.3%	7.5%	-	*	-	0.0%	0.0%	5.3%	0.0%
	2021-22	12.6%	12.4%	1.4%	0.0%	2.3%	1.1%	-	-	-	0.0%	0.0%	1.8%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	16.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2021-22	11.7%	11.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2022-23	20.2%	15.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2021-22	14.0%	10.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2022-23	12.5%	7.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2021-22	7.5%	4.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	29.8%	15.1%	0.0%	12.2%	19.6%	-	*	-	0.0%	0.0%	10.4%	0.0%
	2022	23.0%	27.9%	11.8%	0.0%	10.7%	14.4%	-	*	-	0.0%	0.0%	6.1%	8.3%
English Language Arts	2023	13.8%	16.3%	0.7%	0.0%	0.0%	1.3%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2022	13.2%	15.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2023	7.0%	10.8%	8.6%	0.0%	7.8%	10.5%	-	*	-	0.0%	0.0%	5.6%	0.0%
	2022	6.9%	10.7%	7.1%	0.0%	8.3%	8.1%	-	*	-	0.0%	0.0%	4.4%	8.3%
Science	2023	10.3%	15.4%	10.4%	0.0%	6.7%	14.4%	-	*	-	0.0%	0.0%	6.9%	0.0%
	2022	9.6%	14.0%	7.5%	0.0%	4.8%	10.0%	-	*	-	0.0%	0.0%	2.6%	0.0%
Social Studies	2023	13.1%	15.4%	1.1%	0.0%	1.1%	1.3%	-	*	-	0.0%	0.0%	1.4%	0.0%
	2022	12.5%	14.7%	0.4%	0.0%	0.0%	0.6%	-	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	69.6%	45.2%	-	36.4%	46.7%	-	*	-	-	-	26.7%	-
	2022	53.3%	69.3%	36.4%	-	11.1%	43.5%	-	*	-	-	-	28.6%	*
English Language Arts	2023	52.3%	72.3%	*	-	-	*	-	-	-	-	-	-	-
	2022	53.2%	72.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	67.1%	50.0%	-	42.9%	50.0%	-	*	-	-	-	25.0%	-
	2022	50.4%	65.1%	35.0%	-	14.3%	46.2%	-	-	-	-	-	20.0%	*
Science	2023	44.8%	58.6%	31.0%	-	16.7%	31.8%	-	*	-	-	-	20.0%	-
	2022	44.7%	56.8%	19.0%	-	* 18.8%	-	-	*	-	-	-	*	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	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	2023	42.0%	63.0%	*	-	*	*	-	-	-	-	-	*	-
	2022	41.9%	62.1%	*	-	-	*	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	85.8%	71.0%	50.0%	60.4%	83.6%	-	*	-	66.7%	26.7%	61.8%	12.5%
	2021-22	71.5%	72.7%	39.0%	55.6%	29.5%	41.4%	-	-	-	50.0%	12.5%	28.1%	0.0%
At/Above Criterion for All Examinees	2022-23	28.9%	39.5%	30.6%	0.0%	24.1%	39.3%	-	*	-	0.0%	*	23.4%	*
	2021-22	32.1%	45.6%	24.6%	0.0%	7.7%	36.1%	-	-	-	*	*	6.3%	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1025	987	953	951	1023	-	*	-	782	*	943	*
	2021-22	1001	1062	1012	895	965	1048	-	-	-	895	840	962	-
English Language Arts and Writing	2022-23	497	521	499	483	472	521	-	*	-	402	*	473	*
	2021-22	506	537	515	453	484	539	-	-	-	415	410	486	-
Mathematics	2022-23	482	504	488	470	480	501	-	*	-	380	*	470	*
	2021-22	496	525	496	443	481	509	-	-	-	480	430	476	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	22.2	*	*	*	*	-	-	-	-	-	*	-
	2021-22	19.5	23.7	20.9	12.0	12.0	23.4	-	-	-	19.0	12.0	18.0	-
English Language Arts	2022-23	18.8	22.1	*	*	*	*	-	-	-	-	-	*	-
	2021-22	19.2	23.9	21.3	11.5	9.0	24.0	-	-	-	21.5	9.0	17.8	-
Mathematics	2022-23	18.9	21.6	*	*	*	*	-	-	-	-	-	*	-
	2021-22	19.3	22.9	21.5	16.0	16.0	23.5	-	-	-	16.0	16.0	20.5	-
Science	2022-23	19.5	22.2	*	*	*	*	-	-	-	-	-	*	-
	2021-22	19.8	23.6	19.5	10.0	14.0	21.6	-	-	-	18.0	14.0	17.0	-

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	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	2022-23	45.4%	47.4%	37.3%	34.3%	35.6%	39.5%	-	*	-	24.0%	15.2%	35.8%	25.0%
	2021-22	44.2%	46.5%	40.9%	34.2%	31.5%	47.3%	-	*	-	39.1%	29.2%	37.7%	14.7%
English Language Arts	2022-23	17.4%	18.6%	12.2%	11.4%	7.1%	15.8%	-	*	-	0.0%	0.0%	7.1%	0.0%
	2021-22	16.6%	18.3%	11.6%	10.8%	6.3%	14.7%	-	*	-	9.1%	0.0%	5.9%	3.2%
Mathematics	2022-23	19.5%	22.3%	25.1%	20.6%	19.2%	28.5%	-	*	-	28.6%	5.0%	21.4%	12.1%
	2021-22	19.9%	22.4%	26.6%	25.0%	22.4%	29.7%	-	*	-	18.2%	8.6%	17.9%	6.7%
Science	2022-23	21.5%	23.3%	31.2%	32.4%	28.0%	33.4%	-	*	-	19.0%	16.1%	30.1%	20.6%
	2021-22	21.1%	22.6%	31.9%	25.7%	26.5%	35.4%	-	*	-	36.4%	19.6%	26.4%	9.7%
Social Studies	2022-23	24.0%	26.3%	12.4%	11.8%	7.1%	16.1%	-	*	-	0.0%	0.0%	7.1%	0.0%
	2021-22	22.8%	25.0%	11.5%	10.8%	5.7%	14.8%	-	*	-	9.1%	0.0%	4.9%	3.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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Texas Education Agency
2023-24 Student Information (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,824	100.0%	5,517,464	100.0%	1,834	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	5	0.3%	18,968	0.3%	12	0.7%	26,847	0.5%
Pre-Kindergarten	53	2.9%	247,979	4.5%	53	2.9%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	53	2.9%	205,531	3.7%	53	2.9%	205,907	3.7%
Kindergarten	132	7.2%	361,329	6.5%	132	7.2%	361,799	6.5%
Grade 1	129	7.1%	385,096	7.0%	130	7.1%	385,471	7.0%
Grade 2	149	8.2%	402,233	7.3%	149	8.1%	402,576	7.3%
Grade 3	138	7.6%	399,869	7.2%	138	7.5%	400,181	7.2%
Grade 4	124	6.8%	399,137	7.2%	124	6.8%	399,422	7.2%
Grade 5	138	7.6%	399,200	7.2%	138	7.5%	399,419	7.2%
Grade 6	138	7.6%	400,347	7.3%	139	7.6%	400,511	7.2%
Grade 7	135	7.4%	405,118	7.3%	135	7.4%	405,298	7.3%
Grade 8	124	6.8%	414,033	7.5%	124	6.8%	414,195	7.5%
Grade 9	169	9.3%	472,595	8.6%	170	9.3%	472,783	8.5%
Grade 10	143	7.8%	439,091	8.0%	143	7.8%	439,298	7.9%
Grade 11	124	6.8%	406,681	7.4%	124	6.8%	406,966	7.4%
Grade 12	123	6.7%	365,788	6.6%	123	6.7%	367,894	6.7%
Ethnic Distribution								
African American	97	5.3%	706,235	12.8%	97	5.3%	707,609	12.8%
Hispanic	650	35.6%	2,936,051	53.2%	654	35.7%	2,942,144	53.2%
White	981	53.8%	1,379,090	25.0%	987	53.8%	1,384,437	25.0%
American Indian	5	0.3%	17,886	0.3%	5	0.3%	17,939	0.3%
Asian	9	0.5%	295,946	5.4%	9	0.5%	296,367	5.4%
Pacific Islander	1	0.1%	8,831	0.2%	1	0.1%	8,844	0.2%
Two or More Races	81	4.4%	173,425	3.1%	81	4.4%	173,896	3.1%
Sex								
Female	893	49.0%	2,695,318	48.9%	897	48.9%	2,700,356	48.8%
Male	931	51.0%	2,822,146	51.1%	937	51.1%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	985	54.0%	3,434,955	62.3%	990	54.0%	3,439,856	62.2%
Non-Educationally Disadvantaged	839	46.0%	2,082,509	37.7%	844	46.0%	2,091,380	37.8%
Section 504 Students	172	9.4%	399,808	7.2%	172	9.4%	400,078	7.2%
EB Students/EL	197	10.8%	1,344,804	24.4%	197	10.7%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	50	2.5%	105,976	1.9%				
Students w/ Dyslexia	147	8.1%	329,004	6.0%	147	8.0%	329,228	6.0%

Texas Education Agency
2023-24 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%	1.3%	0.0%	3.9%
Grade 1	0.9%	2.1%	0.0%	3.3%
Grade 2	2.8%	1.3%	0.0%	1.6%
Grade 3	0.0%	0.7%	0.0%	0.7%
Grade 4	0.0%	0.4%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.3%	0.0%	0.3%
Grade 7	0.0%	0.5%	5.6%	0.4%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	6.8%	7.9%	12.5%	11.9%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	7	0.8%	5,974	0.2%

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

Class Size Information	District	State
Elementary		
Kindergarten	21.5	18.4
Grade 1	21.0	18.8
Grade 2	20.3	19.1
Grade 3	17.8	19.4
Grade 4	19.5	19.4
Grade 5	22.6	20.9
Grade 6	21.1	19.2
Secondary		
English/Language Arts	18.0	16.3
Foreign Languages	18.8	18.8
Mathematics	18.3	17.5
Science	19.0	18.5
Social Studies	20.7	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

	District		State	
Staff Information	Count	Percent	Count	Percent
Total Staff	262.4	100.0%	775,882.5	100.0%
Professional Staff	160.2	61.0%	496,151.0	63.9%
Teachers	123.8	47.2%	374,799.9	48.3%
Professional Support	21.9	8.4%	86,026.7	11.1%
Campus Administration (School Leadership)	8.4	3.2%	25,836.1	3.3%
Central Administration	6.0	2.3%	9,488.3	1.2%
Educational Aides	38.9	14.8%	88,200.6	11.4%
Auxiliary Staff	63.4	24.2%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	4,187.0	n/a
Part-time Librarians	1.0	n/a	651.0	n/a
Full-time Counselors	3.0	n/a	13,870.0	n/a
Part-time Counselors	2.0	n/a	1,172.0	n/a
Total Minority Staff	52.2	19.9%	421,896.4	54.4%
Teachers by Ethnicity				
African American	7.6	6.1%	47,341.1	12.6%
Hispanic	12.3	10.0%	112,921.8	30.1%
White	101.9	82.3%	200,118.0	53.4%
American Indian	0.0	0.0%	1,286.9	0.3%
Asian	0.0	0.0%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	2.0	1.6%	4,726.6	1.3%
Teachers by Sex				
Males	29.8	24.0%	91,815.2	24.5%
Females	94.1	76.0%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	3.0	2.4%	9,453.8	2.5%
Bachelors	92.9	75.0%	268,886.4	71.7%
Masters	27.9	22.5%	93,414.7	24.9%
Doctorate	0.0	0.0%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	12.3	10.0%	32,507.6	8.7%
1-5 Years Experience	21.0	17.0%	102,619.4	27.4%
6-10 Years Experience	32.0	25.8%	75,585.4	20.2%
11-20 Years Experience	32.0	25.8%	101,415.3	27.1%
21-30 Years Experience	21.5	17.4%	51,471.9	13.7%
Over 30 Years Experience	5.0	4.0%	11,200.2	3.0%
Number of Students per Teacher	14.7	n/a	14.7	n/a

Texas Education Agency
2023-24 Staff Information (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	3.0	6.0
Average Years Experience of Principals with District	3.0	5.1
Average Years Experience of Assistant Principals	6.5	5.1
Average Years Experience of Assistant Principals with District	3.0	4.3
Average Years Experience of Teachers	12.9	11.1
Average Years Experience of Teachers with District	7.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$47,014	\$54,272
1-5 Years Experience	\$49,412	\$58,185
6-10 Years Experience	\$52,920	\$61,494
11-20 Years Experience	\$57,481	\$65,219
21-30 Years Experience	\$66,227	\$69,723
Over 30 Years Experience	\$68,769	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$55,864	\$62,474
Professional Support	\$65,422	\$73,783
Campus Administration (School Leadership)	\$82,211	\$86,738
Central Administration	\$110,229	\$116,028
Instructional Staff Percent	66.3%	65.0%
Turnover Rate for Teachers	24.0%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

Designation	District		State	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	-	-	9,429	\$5,848
Exemplary	-	-	10,279	\$11,434
Master	-	-	5,255	\$21,235

Texas Education Agency
2023-24 Staff Information (TAPR)
 SMITHVILLE ISD (011904) - BASTROP COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	0.1	0.1%	22,656.0	6.0%
Career and Technical Education	5.0	4.0%	20,454.1	5.5%
Compensatory Education	10.1	8.1%	11,626.3	3.1%
Gifted and Talented Education	0.3	0.2%	6,181.4	1.6%
Regular Education	95.9	77.5%	261,452.4	69.8%
Special Education	12.5	10.1%	38,736.9	10.3%
Other	0.0	0.0%	13,749.8	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

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

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

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

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)



Smithville High School Campus Data

2023-2024



Texas Academic Performance Report

2023-24 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: SMITHVILLE H S

Campus Number: 011904002

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Texas Education Agency
2023-24 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	61%	61%	33%	60%	68%	-	-	-	50%	20%	*	61%	59%	52%	41%
	2023	72%	67%	67%	31%	64%	73%	-	*	-	67%	42%	*	68%	64%	57%	48%
At Meets Grade Level or Above	2024	52%	43%	43%	17%	34%	56%	-	-	-	38%	11%	*	43%	43%	33%	15%
	2023	52%	47%	47%	19%	46%	52%	-	*	-	50%	26%	*	51%	39%	38%	33%
At Masters Grade Level	2024	16%	8%	8%	0%	5%	11%	-	-	-	13%	3%	*	7%	8%	4%	0%
	2023	13%	9%	9%	0%	7%	11%	-	*	-	0%	10%	*	10%	7%	3%	10%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	69%	69%	46%	66%	73%	-	*	-	60%	35%	*	74%	56%	60%	38%
	2023	74%	65%	65%	9%	64%	70%	-	-	-	86%	25%	*	69%	56%	56%	24%
At Meets Grade Level or Above	2024	58%	54%	54%	31%	49%	59%	-	*	-	60%	23%	*	57%	48%	47%	38%
	2023	54%	48%	48%	0%	49%	52%	-	-	-	57%	8%	*	55%	28%	37%	12%
At Masters Grade Level	2024	9%	4%	4%	0%	0%	7%	-	*	-	0%	0%	*	4%	4%	1%	0%
	2023	9%	6%	6%	0%	10%	5%	-	-	-	0%	8%	*	7%	2%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	78%	72%	50%	79%	73%	-	-	-	*	38%	*	72%	72%	70%	74%
	2023	79%	79%	74%	42%	77%	77%	-	-	-	*	55%	*	80%	60%	69%	57%
At Meets Grade Level or Above	2024	43%	31%	23%	8%	26%	23%	-	-	-	*	9%	*	26%	19%	23%	9%
	2023	43%	40%	28%	8%	25%	35%	-	-	-	*	17%	*	30%	26%	21%	21%
At Masters Grade Level	2024	24%	12%	6%	0%	9%	5%	-	-	-	*	0%	*	7%	5%	4%	0%
	2023	23%	17%	8%	0%	2%	14%	-	-	-	*	3%	*	8%	6%	3%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	92%	92%	81%	88%	97%	-	-	-	100%	81%	*	91%	94%	89%	85%
	2023	88%	87%	87%	83%	81%	91%	-	*	-	83%	73%	*	88%	83%	82%	56%
At Meets Grade Level or Above	2024	56%	50%	50%	19%	42%	65%	-	-	-	33%	19%	*	50%	49%	40%	19%
	2023	56%	52%	52%	25%	46%	58%	-	*	-	67%	33%	*	53%	51%	38%	25%
At Masters Grade Level	2024	19%	13%	13%	0%	8%	21%	-	-	-	0%	0%	*	14%	10%	9%	4%
	2023	21%	15%	15%	0%	7%	22%	-	*	-	17%	13%	*	17%	11%	3%	6%
End of Course U.S. History																	

Texas Education Agency
2023-24 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	2024	96%	98%	98%	83%	100%	97%	-	-	-	100%	82%	-	97%	100%	97%	100%
	2023	94%	90%	90%	82%	89%	93%	-	*	-	67%	74%	*	92%	83%	86%	71%
At Meets Grade Level or Above	2024	69%	68%	68%	33%	60%	77%	-	-	-	43%	35%	-	68%	66%	57%	14%
	2023	70%	65%	65%	27%	67%	73%	-	*	-	17%	37%	*	69%	53%	55%	36%
At Masters Grade Level	2024	37%	31%	31%	17%	33%	34%	-	-	-	14%	24%	-	31%	34%	25%	14%
	2023	38%	33%	33%	0%	27%	42%	-	*	-	17%	5%	*	36%	22%	22%	14%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	*	*	-	*	-	-	-	-	-	-	-	*	-	-	-
	2023	90%	93%	93%	-	89%	100%	-	*	-	*	-	-	100%	67%	100%	*
At Meets Grade Level or Above	2024	59%	*	*	-	*	-	-	-	-	-	-	-	*	-	-	-
	2023	61%	78%	78%	-	67%	88%	-	*	-	*	-	-	86%	50%	67%	*
At Masters Grade Level	2024	12%	*	*	-	*	-	-	-	-	-	-	-	*	-	-	-
	2023	12%	11%	11%	-	0%	13%	-	*	-	*	-	-	14%	0%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	70%	77%	55%	77%	81%	-	*	-	70%	48%	83%	78%	74%	71%	65%
	2023	76%	73%	76%	48%	74%	81%	-	*	-	70%	53%	44%	79%	68%	69%	49%
At Meets Grade Level or Above	2024	48%	42%	48%	20%	41%	58%	-	*	-	40%	18%	50%	49%	44%	39%	18%
	2023	49%	44%	49%	16%	46%	55%	-	*	-	43%	24%	11%	53%	39%	38%	25%
At Masters Grade Level	2024	20%	15%	12%	2%	9%	15%	-	*	-	7%	4%	17%	12%	11%	8%	2%
	2023	20%	16%	13%	0%	9%	17%	-	*	-	7%	8%	0%	15%	9%	6%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	73%	64%	39%	62%	71%	-	*	-	54%	26%	*	67%	58%	56%	40%
	2023	77%	74%	66%	22%	64%	72%	-	*	-	77%	35%	*	68%	60%	57%	37%
At Meets Grade Level or Above	2024	54%	48%	48%	23%	40%	58%	-	*	-	46%	16%	*	49%	45%	39%	23%
	2023	53%	48%	48%	11%	47%	52%	-	*	-	54%	18%	*	53%	34%	37%	24%
At Masters Grade Level	2024	22%	17%	6%	0%	3%	9%	-	*	-	8%	2%	*	6%	6%	3%	0%
	2023	20%	17%	7%	0%	8%	8%	-	*	-	0%	9%	*	9%	5%	2%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	66%	72%	50%	80%	73%	-	-	-	*	38%	*	72%	72%	70%	74%
	2023	75%	72%	77%	42%	79%	82%	-	*	-	40%	55%	*	84%	60%	71%	53%

Texas Education Agency
2023-24 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 Meets Grade Level or Above	2024	43%	36%	24%	8%	28%	23%	-	-	-	*	9%	*	27%	19%	23%	9%
	2023	45%	41%	36%	8%	30%	45%	-	*	-	20%	17%	*	40%	28%	24%	20%
At Masters Grade Level	2024	17%	12%	6%	0%	9%	5%	-	-	-	*	0%	*	7%	5%	4%	0%
	2023	19%	13%	8%	0%	2%	14%	-	*	-	0%	3%	*	9%	6%	3%	0%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	75%	92%	81%	88%	97%	-	-	-	100%	81%	*	91%	94%	89%	85%
	2023	77%	74%	87%	83%	81%	91%	-	*	-	83%	73%	*	88%	83%	82%	56%
At Meets Grade Level or Above	2024	43%	38%	50%	19%	42%	65%	-	-	-	33%	19%	*	50%	49%	40%	19%
	2023	47%	45%	52%	25%	46%	58%	-	*	-	67%	33%	*	53%	51%	38%	25%
At Masters Grade Level	2024	16%	12%	13%	0%	8%	21%	-	-	-	0%	0%	*	14%	10%	9%	4%
	2023	18%	14%	15%	0%	7%	22%	-	*	-	17%	13%	*	17%	11%	3%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	69%	98%	83%	100%	97%	-	-	-	100%	82%	-	97%	100%	97%	100%
	2023	78%	68%	90%	82%	89%	93%	-	*	-	67%	74%	*	92%	83%	86%	71%
At Meets Grade Level or Above	2024	51%	43%	68%	33%	60%	77%	-	-	-	43%	35%	-	68%	66%	57%	14%
	2023	52%	43%	65%	27%	67%	73%	-	*	-	17%	37%	*	69%	53%	55%	36%
At Masters Grade Level	2024	27%	18%	31%	17%	33%	34%	-	-	-	14%	24%	-	31%	34%	25%	14%
	2023	27%	21%	33%	0%	27%	42%	-	*	-	17%	5%	*	36%	22%	22%	14%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (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)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	60%	60%	38%	59%	64%	-	-	-	60%	32%	*	60%	58%	53%	64%
	2023	57%	56%	56%	17%	51%	63%	-	*	-	*	43%	*	58%	49%	46%	46%
End of Course English II	2024	69%	68%	68%	61%	64%	72%	-	*	-	60%	45%	*	71%	60%	67%	44%
	2023	74%	80%	80%	30%	89%	78%	-	-	-	90%	61%	-	84%	67%	75%	*
End of Course Algebra I	2024	72%	53%	63%	40%	69%	63%	-	-	-	*	36%	*	60%	67%	62%	65%
	2023	76%	75%	71%	83%	67%	73%	-	-	-	*	70%	*	76%	58%	68%	50%
All Grades Both Subjects	2024	64%	57%	63%	45%	63%	67%	-	*	-	57%	37%	*	64%	61%	60%	60%
	2023	64%	60%	68%	40%	68%	71%	-	*	-	75%	57%	*	72%	57%	62%	52%
All Grades ELA/Reading	2024	67%	60%	64%	48%	61%	68%	-	*	-	60%	38%	*	66%	59%	59%	57%
	2023	63%	61%	67%	21%	68%	70%	-	*	-	72%	48%	*	71%	56%	60%	53%
All Grades Mathematics	2024	60%	53%	63%	40%	69%	63%	-	-	-	*	36%	*	60%	67%	62%	65%
	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	2024	20%	26%	26%	0%	28%	33%	-	-	-	*	20%	*	25%	29%	21%	31%
	2023	26%	14%	14%	*	14%	*	-	-	-	*	0%	*	8%	22%	20%	20%
End of Course English II	2024	29%	36%	36%	20%	45%	30%	-	-	-	*	10%	-	44%	20%	32%	*
	2023	41%	44%	44%	*	63%	42%	-	-	-	*	29%	-	48%	33%	36%	*
End of Course Algebra I	2024	55%	54%	54%	33%	67%	58%	-	-	-	*	20%	*	43%	71%	54%	71%
	2023	58%	61%	61%	*	43%	90%	-	-	-	*	38%	*	67%	43%	47%	*
All Grades Both Subjects	2024	32%	26%	39%	19%	45%	42%	-	-	-	33%	17%	*	37%	42%	36%	42%
	2023	38%	38%	42%	11%	36%	55%	-	-	-	*	24%	*	46%	32%	35%	27%
All Grades ELA/Reading	2024	30%	28%	31%	10%	34%	32%	-	-	-	*	16%	*	34%	25%	25%	29%
	2023	35%	39%	32%	0%	32%	39%	-	-	-	*	15%	*	34%	28%	30%	29%
All Grades Mathematics	2024	35%	25%	54%	33%	67%	58%	-	-	-	*	20%	*	43%	71%	54%	71%
	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.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	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	2024	75%	70%	77%	-	-	-	-	-	-	65%	-	66%	62%	-	78%	65%	86%
	2023	76%	73%	76%	-	-	-	-	-	-	45%	-	45%	-	-	78%	45%	100%
At Meets Grade Level or Above	2024	48%	42%	48%	-	-	-	-	-	-	18%	-	19%	16%	-	51%	18%	76%
	2023	49%	44%	49%	-	-	-	-	-	-	21%	-	21%	-	-	51%	21%	75%
At Masters Grade Level	2024	20%	15%	12%	-	-	-	-	-	-	2%	-	0%	5%	-	12%	2%	48%
	2023	20%	16%	13%	-	-	-	-	-	-	4%	-	4%	-	-	14%	4%	21%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	73%	64%	-	-	-	-	-	-	40%	-	44%	31%	-	67%	40%	75%
	2023	77%	74%	66%	-	-	-	-	-	-	33%	-	33%	-	-	68%	33%	100%
At Meets Grade Level or Above	2024	54%	48%	48%	-	-	-	-	-	-	23%	-	26%	15%	-	51%	23%	75%
	2023	53%	48%	48%	-	-	-	-	-	-	19%	-	19%	-	-	50%	19%	77%
At Masters Grade Level	2024	22%	17%	6%	-	-	-	-	-	-	0%	-	0%	0%	-	7%	0%	13%
	2023	20%	17%	7%	-	-	-	-	-	-	3%	-	3%	-	-	7%	3%	23%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	66%	72%	-	-	-	-	-	-	74%	-	77%	70%	-	71%	74%	*
	2023	75%	72%	77%	-	-	-	-	-	-	50%	-	50%	-	-	78%	50%	100%
At Meets Grade Level or Above	2024	43%	36%	24%	-	-	-	-	-	-	9%	-	15%	0%	-	26%	9%	*
	2023	45%	41%	36%	-	-	-	-	-	-	21%	-	21%	-	-	36%	21%	67%
At Masters Grade Level	2024	17%	12%	6%	-	-	-	-	-	-	0%	-	0%	0%	-	7%	0%	*
	2023	19%	13%	8%	-	-	-	-	-	-	0%	-	0%	-	-	9%	0%	0%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	75%	92%	-	-	-	-	-	-	85%	-	88%	80%	-	94%	85%	*
	2023	77%	74%	87%	-	-	-	-	-	-	50%	-	50%	-	-	89%	50%	100%
At Meets Grade Level or Above	2024	43%	38%	50%	-	-	-	-	-	-	19%	-	12%	30%	-	56%	19%	*
	2023	47%	45%	52%	-	-	-	-	-	-	14%	-	14%	-	-	55%	14%	67%
At Masters Grade Level	2024	16%	12%	13%	-	-	-	-	-	-	4%	-	0%	10%	-	13%	4%	*
	2023	18%	14%	15%	-	-	-	-	-	-	0%	-	0%	-	-	16%	0%	33%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	69%	98%	-	-	-	-	-	-	100%	-	*	*	-	97%	100%	100%
	2023	78%	68%	90%	-	-	-	-	-	-	69%	-	69%	-	-	92%	69%	*
At Meets Grade Level or Above	2024	51%	43%	68%	-	-	-	-	-	-	17%	-	*	*	-	70%	17%	75%
	2023	52%	43%	65%	-	-	-	-	-	-	31%	-	31%	-	-	68%	31%	*

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	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	2024	27%	18%	31%	-	-	-	-	-	-	17%	-	*	*	-	29%	17%	75%
	2023	27%	21%	33%	-	-	-	-	-	-	15%	-	15%	-	-	34%	15%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	57%	63%	-	-	-	-	-	-	60%	-	64%	53%	-	64%	60%	75%
	2023	64%	60%	68%	-	-	-	-	-	-	52%	-	52%	-	-	69%	52%	83%
All Grades ELA/Reading	2024	67%	60%	64%	-	-	-	-	-	-	57%	-	55%	63%	-	64%	57%	71%
	2023	63%	61%	67%	-	-	-	-	-	-	53%	-	53%	-	-	67%	53%	83%
All Grades Mathematics	2024	60%	53%	63%	-	-	-	-	-	-	65%	-	80%	43%	-	62%	65%	*
	2023	66%	60%	71%	-	-	-	-	-	-	50%	-	50%	-	-	73%	50%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	26%	39%	-	-	-	-	-	-	42%	-	50%	25%	-	39%	42%	*
	2023	38%	38%	42%	-	-	-	-	-	-	27%	-	27%	-	-	43%	27%	*
All Grades ELA/Reading	2024	30%	28%	31%	-	-	-	-	-	-	29%	-	36%	17%	-	32%	29%	*
	2023	35%	39%	32%	-	-	-	-	-	-	29%	-	29%	-	-	31%	29%	*
All Grades Mathematics	2024	35%	25%	54%	-	-	-	-	-	-	71%	-	80%	*	-	50%	71%	-
	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.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	99%	-	*	-	100%	99%	100%	99%	98%	99%	100%
Included in Accountability	92%	95%	94%	100%	90%	98%	-	*	-	100%	96%	100%	97%	89%	94%	80%
Not Included in Accountability: Mobile	4%	3%	3%	0%	3%	1%	-	*	-	0%	1%	0%	1%	5%	3%	6%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	5%	0%	-	*	-	0%	3%	0%	1%	4%	3%	15%
Not Tested	1%	1%	1%	0%	1%	1%	-	*	-	0%	1%	0%	1%	2%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	-	*	-	0%	1%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	99%	-	*	-	100%	100%	*	100%	98%	100%	100%
Included in Accountability	91%	95%	93%	100%	87%	98%	-	*	-	100%	92%	*	96%	88%	91%	71%
Not Included in Accountability: Mobile	4%	3%	3%	0%	3%	1%	-	*	-	0%	2%	*	1%	6%	3%	4%
Not Included in Accountability: Other Exclusions	4%	2%	4%	0%	9%	0%	-	*	-	0%	6%	*	3%	5%	5%	25%
Not Tested	1%	1%	1%	0%	1%	1%	-	*	-	0%	0%	*	0%	2%	0%	0%
Absent	1%	1%	1%	0%	1%	1%	-	*	-	0%	0%	*	0%	2%	0%	0%
Other	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%
Included in Accountability	93%	96%	95%	100%	92%	97%	-	-	-	*	100%	*	98%	90%	95%	85%
Not Included in Accountability: Mobile	5%	3%	4%	0%	5%	3%	-	-	-	*	0%	*	2%	6%	3%	7%
Not Included in Accountability: Other Exclusions	1%	0%	2%	0%	3%	0%	-	-	-	*	0%	*	0%	4%	2%	7%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	98%	100%	97%	99%	-	-	-	100%	97%	*	100%	95%	98%	100%
Included in Accountability	93%	97%	96%	100%	94%	99%	-	-	-	100%	97%	*	99%	89%	95%	90%
Not Included in Accountability: Mobile	4%	2%	1%	0%	1%	0%	-	-	-	0%	0%	*	1%	2%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	3%	0%	-	-	-	0%	0%	*	0%	4%	2%	7%
Not Tested	1%	1%	2%	0%	3%	1%	-	-	-	0%	3%	*	0%	5%	2%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	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)
Absent	1%	1%	2%	0%	3%	1%	-	-	-	0%	3%	*	0%	5%	2%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	97%	97%	100%	98%	96%	-	-	-	100%	100%	-	97%	97%	99%	100%
Included in Accountability	94%	95%	95%	100%	93%	95%	-	-	-	100%	100%	-	97%	89%	97%	78%
Not Included in Accountability: Mobile	4%	2%	2%	0%	5%	1%	-	-	-	0%	0%	-	0%	8%	1%	22%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	3%	3%	0%	2%	4%	-	-	-	0%	0%	-	3%	3%	1%	0%
Absent	1%	3%	3%	0%	2%	4%	-	-	-	0%	0%	-	3%	3%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	*	*	-	*	-	-	-	-	-	-	-	*	-	-	-
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%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	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)
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%
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%	*

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.6%	93.6%	91.6%	93.2%	94.3%	-	*	-	91.6%	93.4%	92.4%	92.1%
2021-22	92.2%	92.4%	92.3%	91.6%	91.6%	93.0%	-	*	-	89.1%	91.1%	90.6%	91.6%
Chronic Absenteeism													
2022-23	20.3%	20.8%	19.5%	19.5%	24.2%	15.9%	-	*	-	28.6%	16.7%	25.6%	25.6%
2021-22	25.7%	27.7%	28.1%	33.3%	31.8%	24.5%	-	*	-	38.5%	38.3%	34.4%	25.0%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.8%	1.8%	2.4%	2.0%	1.8%	-	*	-	0.0%	1.3%	2.5%	0.0%
2021-22	2.2%	1.1%	1.1%	2.2%	1.5%	0.9%	-	*	-	0.0%	3.7%	1.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	90.7%	90.7%	92.3%	88.7%	90.5%	-	*	-	100.0%	75.0%	89.2%	88.9%
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	2.0%	2.0%	0.0%	3.8%	1.4%	-	*	-	0.0%	6.3%	3.6%	11.1%
Dropped Out	6.3%	7.3%	7.3%	7.7%	7.5%	8.1%	-	*	-	0.0%	18.8%	7.2%	0.0%
Graduates and TxCHSE	90.6%	90.7%	90.7%	92.3%	88.7%	90.5%	-	*	-	100.0%	75.0%	89.2%	88.9%
Graduates, TxCHSE, and Continuers	93.7%	92.7%	92.7%	92.3%	92.5%	91.9%	-	*	-	100.0%	81.3%	92.8%	100.0%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	97.9%	97.9%	100.0%	97.6%	98.9%	-	-	*	100.0%	100.0%	98.3%	100.0%
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	2.1%	2.1%	0.0%	2.4%	1.1%	-	-	*	0.0%	0.0%	1.7%	0.0%
Graduates and TxCHSE	92.2%	97.9%	97.9%	100.0%	97.6%	98.9%	-	-	*	100.0%	100.0%	98.3%	100.0%
Graduates, TxCHSE, and Continuers	93.2%	97.9%	97.9%	100.0%	97.6%	98.9%	-	-	*	100.0%	100.0%	98.3%	100.0%

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
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%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	95.3%	95.3%	100.0%	100.0%	92.3%	*	-	-	*	89.5%	92.6%	*
Received TxCHSE	0.5%	0.8%	0.8%	0.0%	0.0%	1.3%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	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	93.2%	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%	*
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%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	89.5%	89.5%	92.3%	87.0%	89.3%	-	*	-	100.0%	75.0%	87.1%	88.9%
Class of 2022	89.7%	94.5%	94.5%	100.0%	95.2%	95.5%	-	-	*	83.3%	81.8%	93.2%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	1.5%	1.5%	0.0%	4.3%	0.0%	-	*	-	0.0%	16.7%	2.7%	12.5%
Class of 2022	3.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	68.4%	68.4%	50.0%	66.0%	76.1%	-	*	-	50.0%	16.7%	64.9%	25.0%
Class of 2022	84.3%	67.4%	67.4%	55.6%	60.0%	72.6%	-	-	-	60.0%	22.2%	58.2%	20.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	88.6%	69.9%	69.9%	50.0%	70.2%	76.1%	-	*	-	50.0%	33.3%	67.6%	37.5%
Class of 2022	88.0%	67.4%	67.4%	55.6%	60.0%	72.6%	-	-	-	60.0%	22.2%	58.2%	20.0%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	1.4%	1.4%	0.0%	4.2%	0.0%	-	*	-	0.0%	14.3%	2.6%	12.5%
2021-22	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	67.4%	67.4%	50.0%	64.6%	76.1%	-	*	-	44.4%	14.3%	63.2%	25.0%
2021-22	82.3%	63.7%	63.7%	55.6%	54.5%	70.1%	-	-	-	50.0%	13.3%	56.1%	16.7%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	68.8%	68.8%	50.0%	68.8%	76.1%	-	*	-	44.4%	28.6%	65.8%	37.5%
2021-22	86.0%	63.7%	63.7%	55.6%	54.5%	70.1%	-	-	-	50.0%	13.3%	56.1%	16.7%

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	138	100.0%	138	377,367
By Ethnicity:				
African American	12	8.7%	12	46,822
Hispanic	48	34.8%	48	197,333
White	67	48.6%	67	103,009
American Indian	0	0.0%	0	1,181
Asian	2	1.4%	2	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	9	6.5%	9	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	43	31.2%	43	49,278
Foundation H.S. Program (Endorsement)	2	1.4%	2	16,475
Foundation H.S. Program (DLA)	93	67.4%	93	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	14	10.1%	14	34,589
Economically Disadvantaged Graduates	76	55.1%	76	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	8	5.8%	8	50,229
At-Risk Graduates	36	26.1%	36	168,430
CTE Completers	39	28.3%	39	116,959

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

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)													
2022-23	76.3%	52.6%	52.6%	36.4%	56.3%	55.2%	-	*	-	22.2%	64.3%	44.0%	25.0%
2021-22	70.0%	46.2%	46.2%	22.2%	36.4%	53.5%	-	-	-	50.0%	53.3%	35.7%	50.0%
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	61.9%	37.2%	37.2%	36.4%	33.3%	43.3%	-	*	-	11.1%	28.6%	32.0%	12.5%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	43.5%	43.5%	33.3%	29.2%	59.7%	-	*	-	11.1%	21.4%	31.6%	0.0%
2021-22	57.1%	30.1%	30.1%	11.1%	15.9%	40.2%	-	-	-	16.7%	6.7%	21.1%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	28.3%	28.3%	8.3%	20.8%	40.3%	-	*	-	0.0%	7.1%	21.1%	0.0%
2021-22	48.2%	24.0%	24.0%	11.1%	15.9%	29.9%	-	-	-	16.7%	0.0%	17.5%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	26.8%	26.8%	8.3%	18.8%	38.8%	-	*	-	0.0%	7.1%	19.7%	0.0%
2021-22	42.2%	20.5%	20.5%	11.1%	13.6%	26.4%	-	-	-	0.0%	0.0%	15.8%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	10.1%	10.1%	0.0%	12.5%	10.4%	-	*	-	0.0%	0.0%	5.3%	0.0%
2021-22	20.5%	5.5%	5.5%	0.0%	2.3%	8.0%	-	-	-	0.0%	0.0%	3.5%	0.0%
Associate Degree (Annual Graduates)													
2022-23	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	23.9%	23.9%	25.0%	14.6%	31.3%	-	*	-	11.1%	0.0%	15.8%	0.0%
2021-22	24.0%	26.0%	26.0%	11.1%	13.6%	33.3%	-	-	-	33.3%	0.0%	14.0%	0.0%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	18.1%	18.1%	8.3%	16.7%	22.4%	-	*	-	0.0%	7.1%	9.2%	0.0%
2021-22	4.4%	8.2%	8.2%	0.0%	0.0%	13.8%	-	-	-	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	2.9%	2.9%	0.0%	4.2%	3.0%	-	*	-	0.0%	28.6%	3.9%	12.5%
2021-22	5.0%	1.4%	1.4%	11.1%	0.0%	1.1%	-	-	-	0.0%	13.3%	0.0%	0.0%
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	16.8%	16.8%	0.0%	25.0%	11.9%	-	*	-	22.2%	35.7%	14.7%	12.5%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	13.8%	13.8%	0.0%	20.8%	9.0%	-	*	-	22.2%	21.4%	14.5%	12.5%
2021-22	28.0%	15.1%	15.1%	0.0%	15.9%	16.1%	-	-	-	16.7%	33.3%	14.0%	50.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.2%	2.2%	0.0%	6.3%	0.0%	-	*	-	0.0%	21.4%	1.3%	0.0%
2021-22	2.5%	1.4%	1.4%	0.0%	0.0%	2.3%	-	-	-	0.0%	13.3%	1.8%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	1.4%	1.4%	0.0%	0.0%	3.0%	-	*	-	0.0%	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

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

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

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	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	2022-23	21.0%	14.5%	14.5%	8.3%	12.5%	17.9%	-	*	-	0.0%	7.1%	7.9%	0.0%
	2021-22	22.8%	6.2%	6.2%	0.0%	4.5%	8.0%	-	-	-	0.0%	6.7%	3.5%	0.0%
Mathematics	2022-23	19.9%	8.7%	8.7%	8.3%	8.3%	10.4%	-	*	-	0.0%	0.0%	7.9%	0.0%
	2021-22	18.7%	21.9%	21.9%	11.1%	13.6%	27.6%	-	-	-	16.7%	0.0%	14.0%	0.0%
Both Subjects	2022-23	12.5%	6.5%	6.5%	8.3%	6.3%	7.5%	-	*	-	0.0%	0.0%	5.3%	0.0%
	2021-22	12.6%	1.4%	1.4%	0.0%	2.3%	1.1%	-	-	-	0.0%	0.0%	1.8%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2021-22	11.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2022-23	20.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2021-22	14.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2022-23	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2021-22	7.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	15.1%	15.1%	0.0%	12.2%	19.6%	-	*	-	0.0%	0.0%	10.4%	0.0%
	2022	23.0%	11.8%	11.8%	0.0%	10.7%	14.4%	-	*	-	0.0%	0.0%	6.1%	8.3%
English Language Arts	2023	13.8%	0.7%	0.7%	0.0%	0.0%	1.3%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2022	13.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2023	7.0%	8.6%	8.6%	0.0%	7.8%	10.5%	-	*	-	0.0%	0.0%	5.6%	0.0%
	2022	6.9%	7.1%	7.1%	0.0%	8.3%	8.1%	-	*	-	0.0%	0.0%	4.4%	8.3%
Science	2023	10.3%	10.4%	10.4%	0.0%	6.7%	14.4%	-	*	-	0.0%	0.0%	6.9%	0.0%
	2022	9.6%	7.5%	7.5%	0.0%	4.8%	10.0%	-	*	-	0.0%	0.0%	2.6%	0.0%
Social Studies	2023	13.1%	1.1%	1.1%	0.0%	1.1%	1.3%	-	*	-	0.0%	0.0%	1.4%	0.0%
	2022	12.5%	0.4%	0.4%	0.0%	0.0%	0.6%	-	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	45.2%	45.2%	-	36.4%	46.7%	-	*	-	-	-	26.7%	-
	2022	53.3%	36.4%	36.4%	-	11.1%	43.5%	-	*	-	-	-	28.6%	*
English Language Arts	2023	52.3%	*	*	-	-	*	-	-	-	-	-	-	-
	2022	53.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	50.0%	50.0%	-	42.9%	50.0%	-	*	-	-	-	25.0%	-
	2022	50.4%	35.0%	35.0%	-	14.3%	46.2%	-	-	-	-	-	20.0%	*
Science	2023	44.8%	31.0%	31.0%	-	16.7%	31.8%	-	*	-	-	-	20.0%	-
	2022	44.7%	19.0%	19.0%	-	* 18.8%	-	-	*	-	-	-	*	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	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	2023	42.0%	*	*	-	*	*	-	-	-	-	-	*	-
	2022	41.9%	*	*	-	-	*	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	71.0%	71.0%	50.0%	60.4%	83.6%	-	*	-	66.7%	26.7%	61.8%	12.5%
	2021-22	71.5%	39.0%	39.0%	55.6%	29.5%	41.4%	-	-	-	50.0%	12.5%	28.1%	0.0%
At/Above Criterion for All Examinees	2022-23	28.9%	30.6%	30.6%	0.0%	24.1%	39.3%	-	*	-	0.0%	*	23.4%	*
	2021-22	32.1%	24.6%	24.6%	0.0%	7.7%	36.1%	-	-	-	*	*	6.3%	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	987	987	953	951	1023	-	*	-	782	*	943	*
	2021-22	1001	1012	1012	895	965	1048	-	-	-	895	840	962	-
English Language Arts and Writing	2022-23	497	499	499	483	472	521	-	*	-	402	*	473	*
	2021-22	506	515	515	453	484	539	-	-	-	415	410	486	-
Mathematics	2022-23	482	488	488	470	480	501	-	*	-	380	*	470	*
	2021-22	496	496	496	443	481	509	-	-	-	480	430	476	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	*	*	*	*	*	-	-	-	-	-	*	-
	2021-22	19.5	20.9	20.9	12.0	12.0	23.4	-	-	-	19.0	12.0	18.0	-
English Language Arts	2022-23	18.8	*	*	*	*	*	-	-	-	-	-	*	-
	2021-22	19.2	21.3	21.3	11.5	9.0	24.0	-	-	-	21.5	9.0	17.8	-
Mathematics	2022-23	18.9	*	*	*	*	*	-	-	-	-	-	*	-
	2021-22	19.3	21.5	21.5	16.0	16.0	23.5	-	-	-	16.0	16.0	20.5	-
Science	2022-23	19.5	*	*	*	*	*	-	-	-	-	-	*	-
	2021-22	19.8	19.5	19.5	10.0	14.0	21.6	-	-	-	18.0	14.0	17.0	-

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

	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	2022-23	45.4%	37.3%	37.3%	34.3%	35.6%	39.5%	-	*	-	24.0%	15.2%	35.8%	25.0%
	2021-22	44.2%	40.9%	40.9%	34.2%	31.5%	47.3%	-	*	-	39.1%	29.2%	37.7%	14.7%
English Language Arts	2022-23	17.4%	12.2%	12.2%	11.4%	7.1%	15.8%	-	*	-	0.0%	0.0%	7.1%	0.0%
	2021-22	16.6%	11.6%	11.6%	10.8%	6.3%	14.7%	-	*	-	9.1%	0.0%	5.9%	3.2%
Mathematics	2022-23	19.5%	25.1%	25.1%	20.6%	19.2%	28.5%	-	*	-	28.6%	5.0%	21.4%	12.1%
	2021-22	19.9%	26.6%	26.6%	25.0%	22.4%	29.7%	-	*	-	18.2%	8.6%	17.9%	6.7%
Science	2022-23	21.5%	31.2%	31.2%	32.4%	28.0%	33.4%	-	*	-	19.0%	16.1%	30.1%	20.6%
	2021-22	21.1%	31.9%	31.9%	25.7%	26.5%	35.4%	-	*	-	36.4%	19.6%	26.4%	9.7%
Social Studies	2022-23	24.0%	12.4%	12.4%	11.8%	7.1%	16.1%	-	*	-	0.0%	0.0%	7.1%	0.0%
	2021-22	22.8%	11.5%	11.5%	10.8%	5.7%	14.8%	-	*	-	9.1%	0.0%	4.9%	3.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

Texas Education Agency
2023-24 Student Information (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	559	100.0%	1,824	5,517,464	560	100.0%	1,834	5,531,236
Students by Grade								
Grade 9	169	30.2%	9.3%	8.6%	170	30.4%	9.3%	8.5%
Grade 10	143	25.6%	7.8%	8.0%	143	25.5%	7.8%	7.9%
Grade 11	124	22.2%	6.8%	7.4%	124	22.1%	6.8%	7.4%
Grade 12	123	22.0%	6.7%	6.6%	123	22.0%	6.7%	6.7%
Ethnic Distribution								
African American	36	6.4%	5.3%	12.8%	36	6.4%	5.3%	12.8%
Hispanic	194	34.7%	35.6%	53.2%	195	34.8%	35.7%	53.2%
White	306	54.7%	53.8%	25.0%	306	54.6%	53.8%	25.0%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	2	0.4%	0.5%	5.4%	2	0.4%	0.5%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	21	3.8%	4.4%	3.1%	21	3.8%	4.4%	3.1%
Sex								
Female	288	51.5%	49.0%	48.9%	289	51.6%	48.9%	48.8%
Male	271	48.5%	51.0%	51.1%	271	48.4%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	313	56.0%	54.0%	62.3%	314	56.1%	54.0%	62.2%
Non-Educationally Disadvantaged	246	44.0%	46.0%	37.7%	246	43.9%	46.0%	37.8%
Section 504 Students	97	17.4%	9.4%	7.2%	97	17.3%	9.4%	7.2%
EB Students/EL	43	7.7%	10.8%	24.4%	43	7.7%	10.7%	24.3%
Students w/ Disciplinary Placements (2022-23)	31	5.1%	2.5%	1.9%				
Students w/ Dyslexia	51	9.1%	8.1%	6.0%	51	9.1%	8.0%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	7	1.3%	0.7%	1.4%	7	1.3%	0.7%	1.4%
Immigrant	0	0.0%	0.1%	2.9%	0	0.0%	0.1%	2.9%
Migrant	5	0.9%	0.5%	0.2%	5	0.9%	0.5%	0.2%
Title I	559	100.0%	100.0%	65.7%	560	100.0%	100.0%	65.7%
Military Connected	47	8.4%	6.7%	3.9%	47	8.4%	6.7%	3.9%
At-Risk	166	29.7%	52.0%	53.2%	167	29.8%	51.7%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	43	7.7%	10.3%	24.5%	43	7.7%	10.3%	24.4%
Career and Technical Education	413	73.9%	22.8%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	413	73.9%	73.9%	73.3%	-	-	-	-
Gifted and Talented Education	50	8.9%	6.7%	8.5%	50	8.9%	6.7%	8.5%
Special Education	82	14.7%	17.9%	13.9%	83	14.8%	18.3%	14.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	82							
Students with Intellectual Disabilities	46	56.1%	50.9%	45.7%				
Students with Physical Disabilities	*	*	17.2%	18.9%				
Students with Autism	**	**	**	16.2%				
Students with Behavioral Disabilities	21	25.6%	19.0%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	75	12.3%	11.4%	16.1%				
African American	8	1.3%	0.8%	3.4%				
Hispanic	23	3.8%	4.2%	8.5%				
White	36	5.9%	5.3%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	7	1.2%	1.0%	0.5%				
Special Ed Students who are Mobile	10	12.7%	11.1%	17.6%				
Count and Percent of EB Students/EL who are Mobile	3	7.7%	11.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	42	13.0%	13.5%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	75	16.4%	14.1%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	6.8%	6.8%	7.9%	12.5%	12.5%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	17.7	18.0	16.3
Foreign Languages	18.1	18.8	18.8
Mathematics	17.5	18.3	17.5

Texas Education Agency
2023-24 Student Information (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

Class Size Information	Campus	District	State
Science	18.6	19.0	18.5
Social Studies	18.8	20.7	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	56.8	100.0%	100.0%	100.0%
Professional Staff	52.2	91.9%	61.0%	63.9%
Teachers	45.1	79.4%	47.2%	48.3%
Professional Support	4.7	8.2%	8.4%	11.1%
Campus Administration (School Leadership)	2.4	4.3%	3.2%	3.3%
Educational Aides	4.6	8.1%	14.8%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	1.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	1.0	n/a	2.0	1,172.0
Total Minority Staff	10.6	18.6%	19.9%	54.4%
Teachers by Ethnicity				
African American	3.6	7.9%	6.1%	12.6%
Hispanic	5.4	11.9%	10.0%	30.1%
White	34.3	76.0%	82.3%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.9	4.2%	1.6%	1.3%
Teachers by Sex				
Males	18.1	40.1%	24.0%	24.5%
Females	27.0	59.9%	76.0%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.4%	2.5%
Bachelors	31.4	69.5%	75.0%	71.7%
Masters	13.7	30.5%	22.5%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.0	6.7%	10.0%	8.7%
1-5 Years Experience	6.0	13.3%	17.0%	27.4%
6-10 Years Experience	11.0	24.4%	25.8%	20.2%
11-20 Years Experience	11.8	26.2%	25.8%	27.1%
21-30 Years Experience	9.3	20.6%	17.4%	13.7%
Over 30 Years Experience	4.0	8.9%	4.0%	3.0%
Number of Students per Teacher	12.4	n/a	14.7	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	4.0	3.0	6.0
Average Years Experience of Principals with District	4.0	3.0	5.1
Average Years Experience of Assistant Principals	3.0	6.5	5.1
Average Years Experience of Assistant Principals with District	1.0	3.0	4.3
Average Years Experience of Teachers	15.2	12.9	11.1
Average Years Experience of Teachers with District	8.1	7.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$47,000	\$47,014	\$54,272
1-5 Years Experience	\$50,693	\$49,412	\$58,185
6-10 Years Experience	\$53,137	\$52,920	\$61,494
11-20 Years Experience	\$58,489	\$57,481	\$65,219
21-30 Years Experience	\$67,768	\$66,227	\$69,723
Over 30 Years Experience	\$68,972	\$68,769	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$58,225	\$55,864	\$62,474
Professional Support	\$64,334	\$65,422	\$73,783
Campus Administration (School Leadership)	\$90,625	\$82,211	\$86,738
Instructional Staff Percent	n/a	66.3%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.1	0.2%	0.1%	6.0%
Career and Technical Education	5.0	11.1%	4.0%	5.5%
Compensatory Education	5.1	11.3%	8.1%	3.1%
Gifted and Talented Education	0.0	0.0%	0.2%	1.6%
Regular Education	31.4	69.6%	77.5%	69.8%
Special Education	3.5	7.8%	10.1%	10.3%
Other	0.0	0.0%	0.0%	3.7%

- 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.

Texas Education Agency
2023-24 Staff Information (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Smithville Junior High Campus Data

2023-2024



Texas Academic Performance Report

2023-24 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: SMITHVILLE J H

Campus Number: 011904041

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Texas Education Agency
2023-24 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	76%	76%	75%	65%	89%	*	*	-	33%	35%	83%	76%	76%	67%	50%
	2023	77%	86%	86%	100%	78%	90%	-	*	*	83%	56%	100%	88%	84%	83%	59%
At Meets Grade Level or Above	2024	57%	51%	51%	25%	39%	65%	*	*	-	33%	12%	83%	55%	41%	35%	25%
	2023	52%	57%	57%	67%	45%	65%	-	*	*	50%	16%	50%	55%	63%	43%	29%
At Masters Grade Level	2024	26%	25%	25%	0%	17%	32%	*	*	-	17%	4%	33%	27%	19%	12%	10%
	2023	22%	21%	21%	11%	18%	25%	-	*	*	17%	0%	13%	23%	19%	11%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	62%	62%	38%	45%	81%	*	*	-	33%	23%	100%	69%	43%	49%	40%
	2023	75%	69%	69%	56%	59%	79%	-	*	*	67%	32%	50%	73%	63%	57%	41%
At Meets Grade Level or Above	2024	39%	28%	28%	13%	17%	39%	*	*	-	17%	8%	60%	31%	22%	16%	15%
	2023	40%	30%	30%	11%	22%	37%	-	*	*	33%	8%	13%	31%	28%	9%	0%
At Masters Grade Level	2024	14%	10%	10%	0%	8%	15%	*	*	-	0%	0%	0%	13%	3%	8%	5%
	2023	16%	8%	8%	0%	8%	8%	-	*	*	17%	4%	0%	9%	7%	3%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	74%	74%	63%	57%	90%	*	*	*	57%	33%	*	77%	67%	61%	38%
	2023	78%	75%	75%	*	72%	80%	-	*	-	*	25%	-	77%	71%	63%	61%
At Meets Grade Level or Above	2024	54%	51%	51%	38%	37%	62%	*	*	*	57%	11%	*	52%	49%	35%	6%
	2023	55%	51%	51%	*	46%	61%	-	*	-	*	6%	-	51%	53%	35%	39%
At Masters Grade Level	2024	29%	26%	26%	13%	18%	33%	*	*	*	29%	0%	*	29%	18%	17%	0%
	2023	27%	30%	30%	*	24%	41%	-	*	-	*	0%	-	27%	38%	19%	17%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	30%	30%	29%	33%	25%	-	-	-	*	7%	*	32%	26%	25%	24%
	2023	63%	46%	46%	*	43%	62%	-	*	-	*	19%	-	46%	46%	38%	35%
At Meets Grade Level or Above	2024	34%	8%	8%	14%	8%	9%	-	-	-	*	7%	*	11%	4%	5%	0%
	2023	37%	21%	21%	*	16%	34%	-	*	-	*	13%	-	18%	27%	18%	15%
At Masters Grade Level	2024	11%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
	2023	11%	1%	1%	*	3%	0%	-	*	-	*	0%	-	0%	4%	0%	0%
Grade 8 Reading																	

Texas Education Agency
2023-24 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 Approaches Grade Level or Above	2024	81%	77%	77%	*	69%	85%	-	*	-	*	40%	*	80%	70%	68%	58%
	2023	83%	74%	74%	57%	66%	85%	-	-	-	60%	38%	*	77%	68%	70%	29%
At Meets Grade Level or Above	2024	56%	46%	46%	*	36%	58%	-	*	-	*	13%	*	44%	50%	27%	25%
	2023	58%	43%	43%	21%	36%	53%	-	-	-	40%	12%	*	42%	46%	28%	18%
At Masters Grade Level	2024	29%	22%	22%	*	16%	28%	-	*	-	*	7%	*	23%	20%	15%	8%
	2023	28%	18%	18%	0%	15%	23%	-	-	-	20%	4%	*	17%	20%	11%	6%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	61%	61%	40%	51%	71%	*	*	*	50%	27%	*	60%	62%	51%	50%
	2023	76%	73%	73%	42%	75%	79%	-	-	-	*	54%	-	75%	69%	67%	68%
At Meets Grade Level or Above	2024	43%	30%	30%	20%	29%	34%	*	*	*	17%	13%	*	31%	28%	18%	14%
	2023	46%	40%	40%	8%	41%	47%	-	-	-	*	8%	-	40%	40%	27%	21%
At Masters Grade Level	2024	16%	6%	6%	0%	6%	5%	*	*	*	17%	7%	*	6%	5%	2%	0%
	2023	17%	18%	18%	0%	17%	24%	-	-	-	*	0%	-	20%	14%	6%	11%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	75%	75%	*	66%	85%	-	*	-	*	27%	*	73%	80%	63%	58%
	2023	74%	75%	75%	36%	70%	86%	-	-	-	80%	48%	*	77%	70%	65%	59%
At Meets Grade Level or Above	2024	44%	45%	45%	*	38%	57%	-	*	-	*	13%	*	41%	53%	29%	29%
	2023	47%	50%	50%	21%	38%	65%	-	-	-	40%	20%	*	50%	50%	45%	24%
At Masters Grade Level	2024	17%	17%	17%	*	9%	28%	-	*	-	*	7%	*	20%	10%	8%	0%
	2023	17%	13%	13%	7%	6%	19%	-	-	-	20%	0%	*	14%	10%	10%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	38%	38%	*	36%	42%	-	*	-	*	13%	*	35%	45%	25%	30%
	2023	62%	46%	46%	14%	42%	56%	-	-	-	40%	15%	*	44%	51%	37%	12%
At Meets Grade Level or Above	2024	33%	16%	16%	*	13%	21%	-	*	-	*	7%	*	14%	20%	8%	4%
	2023	33%	20%	20%	14%	15%	25%	-	-	-	20%	12%	*	17%	27%	13%	6%
At Masters Grade Level	2024	17%	3%	3%	*	2%	4%	-	*	-	*	0%	*	4%	0%	2%	0%
	2023	16%	8%	8%	0%	4%	12%	-	-	-	20%	0%	*	6%	15%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	78%	95%	-	94%	96%	-	-	-	*	-	-	93%	100%	92%	*
	2023	79%	79%	98%	*	100%	97%	-	-	-	*	-	*	97%	100%	93%	*

Texas Education Agency
2023-24 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	2024	43%	31%	52%	-	39%	61%	-	-	-	*	-	-	54%	50%	33%	*
	2023	43%	40%	79%	*	78%	81%	-	-	-	*	-	*	77%	88%	79%	*
At Masters Grade Level	2024	24%	12%	29%	-	17%	39%	-	-	-	*	-	-	32%	21%	17%	*
	2023	23%	17%	47%	*	33%	52%	-	-	-	*	-	*	37%	88%	43%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	70%	64%	52%	55%	75%	*	100%	*	50%	25%	81%	66%	62%	53%	45%
	2023	76%	73%	70%	50%	65%	79%	-	50%	*	58%	37%	80%	72%	67%	62%	47%
At Meets Grade Level or Above	2024	48%	42%	37%	19%	28%	46%	*	70%	*	26%	10%	43%	37%	35%	23%	15%
	2023	49%	44%	41%	22%	34%	51%	-	50%	*	33%	12%	40%	41%	43%	29%	20%
At Masters Grade Level	2024	20%	15%	15%	2%	10%	20%	*	40%	*	12%	2%	14%	17%	10%	8%	3%
	2023	20%	16%	16%	2%	13%	22%	-	33%	*	15%	1%	10%	16%	18%	9%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	73%	75%	70%	64%	88%	*	*	*	53%	35%	90%	77%	71%	65%	50%
	2023	77%	74%	79%	78%	72%	85%	-	*	*	67%	42%	100%	81%	75%	73%	51%
At Meets Grade Level or Above	2024	54%	48%	49%	25%	37%	62%	*	*	*	47%	12%	60%	51%	47%	33%	20%
	2023	53%	48%	50%	37%	42%	59%	-	*	*	40%	12%	56%	49%	54%	35%	30%
At Masters Grade Level	2024	22%	17%	24%	5%	17%	31%	*	*	*	24%	3%	30%	26%	19%	14%	7%
	2023	20%	17%	23%	4%	19%	29%	-	*	*	13%	1%	22%	22%	25%	13%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	66%	58%	35%	49%	69%	*	*	*	47%	17%	67%	61%	52%	46%	41%
	2023	75%	72%	69%	48%	63%	79%	-	*	*	47%	37%	56%	72%	64%	58%	49%
At Meets Grade Level or Above	2024	43%	36%	27%	15%	21%	35%	*	*	*	18%	9%	33%	29%	23%	15%	10%
	2023	45%	41%	37%	11%	31%	47%	-	*	*	27%	9%	22%	38%	36%	22%	14%
At Masters Grade Level	2024	17%	12%	8%	0%	6%	12%	*	*	*	6%	1%	0%	10%	5%	4%	2%
	2023	19%	13%	15%	0%	12%	19%	-	*	*	13%	1%	0%	15%	14%	6%	4%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	75%	75%	*	66%	85%	-	*	-	*	27%	*	73%	80%	63%	58%
	2023	77%	74%	75%	36%	70%	86%	-	-	-	80%	48%	*	77%	70%	65%	59%
At Meets Grade Level or Above	2024	43%	38%	45%	*	38%	57%	-	*	-	*	13%	*	41%	53%	29%	29%
	2023	47%	45%	50%	21%	38%	65%	-	-	-	40%	20%	*	50%	50%	45%	24%

Texas Education Agency
2023-24 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 Masters Grade Level	2024	16%	12%	17%	*	9%	28%	-	*	-	*	7%	*	20%	10%	8%	0%
	2023	18%	14%	13%	7%	6%	19%	-	-	-	20%	0%	*	14%	10%	10%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	69%	38%	*	36%	42%	-	*	-	*	13%	*	35%	45%	25%	30%
	2023	78%	68%	46%	14%	42%	56%	-	-	-	40%	15%	*	44%	51%	37%	12%
At Meets Grade Level or Above	2024	51%	43%	16%	*	13%	21%	-	*	-	*	7%	*	14%	20%	8%	4%
	2023	52%	43%	20%	14%	15%	25%	-	-	-	20%	12%	*	17%	27%	13%	6%
At Masters Grade Level	2024	27%	18%	3%	*	2%	4%	-	*	-	*	0%	*	4%	0%	2%	0%
	2023	27%	21%	8%	0%	4%	12%	-	-	-	20%	0%	*	6%	15%	3%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2024	36%	27%	27%	13%	15%	38%	*	*	-	17%	8%	60%	31%	16%	14%	10%
	2023	35%	29%	29%	11%	20%	37%	-	*	*	33%	8%	13%	30%	28%	9%	0%
Reading and Mathematics Including EOC	2024	36%	27%	27%	13%	15%	38%	*	*	-	17%	8%	60%	31%	16%	14%	10%
	2023	35%	29%	29%	11%	20%	37%	-	*	*	33%	8%	13%	30%	28%	9%	0%
Reading Including EOC	2024	57%	51%	51%	25%	39%	65%	*	*	-	33%	12%	83%	55%	41%	35%	25%
	2023	52%	57%	57%	67%	45%	65%	-	*	*	50%	16%	50%	55%	63%	43%	29%
Math Including EOC	2024	40%	28%	28%	13%	17%	39%	*	*	-	17%	8%	60%	31%	22%	16%	15%
	2023	40%	30%	30%	11%	22%	37%	-	*	*	33%	8%	13%	31%	28%	9%	0%
7th Graders																	
Reading and Mathematics	2024	35%	24%	24%	25%	20%	28%	*	*	*	14%	7%	*	28%	15%	10%	0%
	2023	37%	39%	39%	*	38%	49%	-	*	-	*	6%	-	37%	44%	23%	26%
Reading and Mathematics Including EOC	2024	36%	24%	24%	25%	20%	28%	*	*	*	14%	7%	*	28%	15%	10%	0%
	2023	38%	39%	39%	*	38%	49%	-	*	-	*	6%	-	37%	44%	23%	26%
Reading Including EOC	2024	54%	51%	51%	38%	37%	62%	*	*	*	57%	11%	*	52%	49%	35%	6%
	2023	55%	51%	51%	*	46%	61%	-	*	-	*	6%	-	51%	53%	35%	39%
Math Including EOC	2024	40%	25%	25%	25%	21%	30%	*	*	*	14%	7%	*	30%	15%	13%	0%
	2023	43%	45%	45%	*	40%	59%	-	*	-	*	13%	-	45%	46%	31%	26%
8th Graders																	
Reading and Mathematics	2024	28%	14%	14%	*	15%	17%	-	*	-	*	13%	*	12%	19%	10%	14%
	2023	31%	15%	15%	8%	16%	14%	-	-	-	*	8%	-	10%	24%	7%	6%

Texas Education Agency
2023-24 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)
Reading and Mathematics Including EOC	2024	41%	28%	28%	*	23%	36%	-	*	-	*	13%	*	27%	30%	15%	13%
	2023	44%	33%	33%	14%	26%	41%	-	-	-	40%	8%	*	32%	37%	21%	12%
Reading Including EOC	2024	57%	46%	46%	*	36%	58%	-	*	-	*	13%	*	44%	50%	27%	25%
	2023	58%	43%	43%	21%	36%	53%	-	-	-	40%	12%	*	42%	46%	28%	18%
Math Including EOC	2024	49%	29%	29%	*	25%	36%	-	*	-	*	13%	*	27%	33%	16%	13%
	2023	51%	38%	38%	14%	30%	48%	-	-	-	40%	8%	*	38%	37%	28%	12%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	31%	23%	15%	17%	30%	*	*	*	13%	9%	33%	26%	17%	11%	9%
	2023	37%	32%	28%	8%	25%	34%	-	*	*	21%	7%	13%	26%	32%	12%	13%
Reading and Mathematics Including EOC	2024	38%	32%	26%	15%	19%	34%	*	*	*	18%	9%	33%	29%	21%	13%	8%
	2023	39%	34%	34%	11%	28%	42%	-	*	*	27%	7%	22%	33%	36%	17%	14%
Reading Including EOC	2024	54%	49%	49%	25%	37%	62%	*	*	*	47%	12%	60%	51%	47%	33%	20%
	2023	53%	48%	50%	37%	42%	59%	-	*	*	40%	12%	56%	49%	54%	35%	30%
Math Including EOC	2024	45%	38%	27%	15%	21%	35%	*	*	*	18%	9%	33%	29%	23%	15%	10%
	2023	47%	41%	37%	11%	31%	47%	-	*	*	27%	9%	22%	38%	36%	22%	14%

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

Texas Education Agency
2023-24 STAAR Progress (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)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2024	61%	60%	60%	57%	59%	61%	*	*	-	42%	32%	50%	59%	63%	55%	53%
	2023	51%	65%	65%	100%	64%	60%	-	*	*	67%	66%	67%	64%	67%	66%	59%
Grade 6 Mathematics	2024	48%	39%	39%	64%	33%	42%	*	*	-	42%	32%	20%	37%	42%	42%	45%
	2023	54%	42%	42%	39%	43%	42%	-	*	*	42%	59%	25%	43%	39%	39%	50%
Grade 7 ELA/Reading	2024	66%	56%	56%	44%	38%	70%	*	*	*	64%	24%	*	59%	50%	37%	25%
	2023	71%	69%	69%	*	64%	74%	-	*	-	*	38%	-	71%	63%	57%	65%
Grade 7 Mathematics	2024	49%	35%	35%	36%	41%	26%	-	-	-	*	27%	*	36%	32%	35%	38%
	2023	56%	49%	49%	*	43%	64%	-	*	-	*	22%	-	50%	46%	47%	48%
Grade 8 ELA/Reading	2024	69%	53%	53%	*	51%	58%	-	*	-	*	47%	*	53%	51%	45%	44%
	2023	63%	54%	54%	36%	57%	53%	-	-	-	*	57%	*	56%	46%	51%	35%
Grade 8 Mathematics	2024	66%	50%	50%	50%	53%	50%	*	*	*	42%	60%	*	52%	44%	46%	59%
	2023	74%	82%	82%	82%	82%	85%	-	-	-	*	70%	-	86%	74%	80%	78%
End of Course Algebra I	2024	72%	53%	32%	-	22%	39%	-	-	-	-	-	-	32%	31%	25%	*
	2023	76%	75%	84%	*	83%	84%	-	-	-	*	-	*	83%	88%	82%	*
All Grades Both Subjects	2024	64%	57%	49%	46%	45%	52%	*	63%	*	45%	34%	39%	49%	47%	43%	44%
	2023	64%	60%	62%	62%	61%	64%	-	33%	*	54%	54%	54%	64%	57%	58%	57%
All Grades ELA/Reading	2024	67%	60%	57%	42%	50%	63%	*	*	*	50%	32%	55%	57%	55%	46%	42%
	2023	63%	61%	62%	63%	61%	61%	-	*	*	71%	55%	71%	63%	58%	58%	54%
All Grades Mathematics	2024	60%	53%	41%	50%	40%	41%	*	*	*	41%	36%	22%	41%	39%	40%	47%
	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	2024	24%	27%	27%	*	21%	57%	-	-	-	*	7%	*	21%	36%	28%	20%
	2023	26%	59%	59%	100%	46%	50%	-	-	-	*	41%	*	67%	44%	71%	43%
Grade 6 Mathematics	2024	27%	10%	10%	*	8%	11%	-	-	-	*	0%	-	4%	17%	12%	9%
	2023	35%	26%	26%	*	19%	40%	-	-	-	*	19%	*	32%	17%	26%	22%
Grade 7 ELA/Reading	2024	23%	24%	24%	-	8%	*	-	-	-	*	8%	-	40%	0%	8%	17%
	2023	39%	33%	33%	*	25%	27%	-	*	-	*	14%	-	33%	33%	30%	27%
Grade 7 Mathematics	2024	14%	8%	8%	*	9%	0%	-	-	-	*	0%	*	4%	13%	10%	9%
	2023	22%	21%	21%	*	26%	20%	-	*	-	*	0%	-	22%	18%	17%	20%
Grade 8 ELA/Reading	2024	34%	21%	21%	-	18%	30%	-	-	-	*	18%	*	33%	0%	17%	22%
	2023	39%	48%	48%	60%	27%	73%	-	-	-	*	38%	-	59%	27%	52%	0%
Grade 8 Mathematics	2024	44%	17%	17%	*	17%	18%	-	*	-	*	15%	-	18%	14%	13%	29%
	2023	49%	51%	51%	44%	50%	58%	-	-	-	*	47%	-	55%	41%	53%	50%
All Grades Both Subjects	2024	32%	26%	17%	21%	13%	25%	-	*	-	0%	7%	*	17%	15%	15%	18%
	2023	38%	38%	41%	56%	33%	47%	-	*	-	38%	29%	*	45%	30%	43%	28%
All Grades ELA/Reading	2024	30%	28%	24%	*	17%	48%	-	-	-	0%	11%	*	30%	16%	20%	20%
	2023	35%	39%	46%	83%	32%	50%	-	*	-	63%	32%	*	52%	34%	52%	23%

Texas Education Agency
2023-24 STAAR Progress (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)
All Grades Mathematics	2024	35%	25%	11%	18%	11%	10%	-	*	-	0%	4%	*	9%	15%	12%	17%
	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.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

	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	2024	75%	70%	64%	-	-	-	-	-	-	47%	47%	-	-	10%	68%	45%	91%
	2023	76%	73%	70%	-	-	-	-	-	-	42%	55%	40%	-	58%	74%	44%	100%
At Meets Grade Level or Above	2024	48%	42%	37%	-	-	-	-	-	-	16%	16%	-	-	0%	41%	15%	50%
	2023	49%	44%	41%	-	-	-	-	-	-	15%	14%	15%	-	33%	44%	16%	91%
At Masters Grade Level	2024	20%	15%	15%	-	-	-	-	-	-	3%	3%	-	-	0%	17%	3%	18%
	2023	20%	16%	16%	-	-	-	-	-	-	5%	0%	6%	-	0%	18%	4%	36%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	73%	75%	-	-	-	-	-	-	52%	52%	-	-	*	80%	50%	100%
	2023	77%	74%	79%	-	-	-	-	-	-	48%	73%	41%	-	50%	83%	48%	100%
At Meets Grade Level or Above	2024	54%	48%	49%	-	-	-	-	-	-	21%	21%	-	-	*	55%	20%	67%
	2023	53%	48%	50%	-	-	-	-	-	-	23%	27%	22%	-	50%	53%	26%	100%
At Masters Grade Level	2024	22%	17%	24%	-	-	-	-	-	-	7%	7%	-	-	*	27%	7%	33%
	2023	20%	17%	23%	-	-	-	-	-	-	10%	0%	14%	-	0%	24%	9%	38%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	66%	58%	-	-	-	-	-	-	44%	44%	-	-	*	61%	41%	100%
	2023	75%	72%	69%	-	-	-	-	-	-	44%	36%	46%	-	67%	72%	46%	100%
At Meets Grade Level or Above	2024	43%	36%	27%	-	-	-	-	-	-	11%	11%	-	-	*	30%	10%	33%
	2023	45%	41%	37%	-	-	-	-	-	-	8%	0%	11%	-	17%	40%	9%	100%
At Masters Grade Level	2024	17%	12%	8%	-	-	-	-	-	-	2%	2%	-	-	*	10%	2%	17%
	2023	19%	13%	15%	-	-	-	-	-	-	2%	0%	3%	-	0%	16%	2%	50%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	75%	75%	-	-	-	-	-	-	61%	61%	-	-	*	78%	58%	100%
	2023	77%	74%	75%	-	-	-	-	-	-	56%	-	56%	-	-	77%	56%	*
At Meets Grade Level or Above	2024	43%	38%	45%	-	-	-	-	-	-	30%	30%	-	-	*	48%	29%	60%
	2023	47%	45%	50%	-	-	-	-	-	-	19%	-	19%	-	-	53%	19%	*
At Masters Grade Level	2024	16%	12%	17%	-	-	-	-	-	-	0%	0%	-	-	*	21%	0%	20%
	2023	18%	14%	13%	-	-	-	-	-	-	0%	-	0%	-	-	14%	0%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	69%	38%	-	-	-	-	-	-	32%	32%	-	-	*	39%	30%	60%
	2023	78%	68%	46%	-	-	-	-	-	-	6%	-	6%	-	-	50%	6%	*
At Meets Grade Level or Above	2024	51%	43%	16%	-	-	-	-	-	-	5%	5%	-	-	*	18%	4%	40%
	2023	52%	43%	20%	-	-	-	-	-	-	6%	-	6%	-	-	21%	6%	*

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

	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	2024	27%	18%	3%	-	-	-	-	-	-	0%	0%	-	-	*	3%	0%	0%
	2023	27%	21%	8%	-	-	-	-	-	-	0%	-	0%	-	-	10%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	57%	49%	-	-	-	-	-	-	46%	46%	-	-	19%	50%	44%	42%
	2023	64%	60%	62%	-	-	-	-	-	-	52%	43%	55%	-	85%	62%	55%	94%
All Grades ELA/Reading	2024	67%	60%	57%	-	-	-	-	-	-	44%	44%	-	-	*	60%	42%	50%
	2023	63%	61%	62%	-	-	-	-	-	-	51%	59%	49%	-	80%	63%	54%	88%
All Grades Mathematics	2024	60%	53%	41%	-	-	-	-	-	-	48%	48%	-	-	*	40%	47%	33%
	2023	66%	60%	62%	-	-	-	-	-	-	53%	27%	61%	-	90%	62%	57%	100%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	26%	17%	-	-	-	-	-	-	19%	19%	-	-	*	16%	18%	-
	2023	38%	38%	41%	-	-	-	-	-	-	29%	44%	26%	-	20%	45%	28%	-
All Grades ELA/Reading	2024	30%	28%	24%	-	-	-	-	-	-	22%	22%	-	-	*	26%	20%	-
	2023	35%	39%	46%	-	-	-	-	-	-	25%	*	15%	-	*	55%	23%	-
All Grades Mathematics	2024	35%	25%	11%	-	-	-	-	-	-	18%	18%	-	-	*	9%	17%	-
	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.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

	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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	100%	*	100%	99%	95%	99%	99%	99%	99%
Included in Accountability	92%	95%	96%	92%	96%	96%	*	100%	*	95%	93%	95%	98%	92%	94%	95%
Not Included in Accountability: Mobile	4%	3%	3%	8%	3%	3%	*	0%	*	5%	6%	0%	1%	7%	4%	3%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	1%
Not Tested	1%	1%	1%	0%	1%	1%	*	0%	*	0%	1%	5%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	*	0%	*	0%	1%	5%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	*	*	100%	99%	100%	99%	100%	100%	100%
Included in Accountability	91%	95%	96%	91%	96%	96%	*	*	*	94%	92%	100%	98%	91%	95%	94%
Not Included in Accountability: Mobile	4%	3%	3%	9%	3%	3%	*	*	*	6%	5%	0%	1%	8%	4%	5%
Not Included in Accountability: Other Exclusions	4%	2%	1%	0%	1%	1%	*	*	*	0%	1%	0%	0%	1%	0%	2%
Not Tested	1%	1%	1%	0%	0%	1%	*	*	*	0%	1%	0%	1%	0%	0%	0%
Absent	1%	1%	1%	0%	0%	1%	*	*	*	0%	1%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	*	*	100%	100%	90%	99%	99%	99%	100%
Included in Accountability	93%	96%	96%	91%	96%	96%	*	*	*	94%	93%	90%	97%	92%	95%	95%
Not Included in Accountability: Mobile	5%	3%	3%	9%	3%	2%	*	*	*	6%	5%	0%	1%	7%	4%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	1%	*	*	*	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	1%	1%	*	*	*	0%	0%	10%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	*	*	*	0%	0%	10%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	*	100%	98%	-	*	-	*	100%	*	100%	98%	98%	100%
Included in Accountability	93%	97%	97%	*	98%	95%	-	*	-	*	94%	*	99%	93%	94%	100%
Not Included in Accountability: Mobile	4%	2%	2%	*	2%	4%	-	*	-	*	6%	*	1%	5%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	*	0%	2%	-	*	-	*	0%	*	0%	2%	2%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

	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)
Absent	1%	1%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	1%	*	0%	2%	-	*	-	*	0%	*	0%	2%	2%	0%
Social Studies																
Assessment Participant	99%	97%	98%	*	97%	98%	-	*	-	*	100%	*	98%	98%	95%	96%
Included in Accountability	94%	95%	95%	*	95%	95%	-	*	-	*	94%	*	96%	93%	91%	96%
Not Included in Accountability: Mobile	4%	2%	2%	*	2%	4%	-	*	-	*	6%	*	1%	5%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	3%	2%	*	3%	2%	-	*	-	*	0%	*	2%	2%	5%	4%
Absent	1%	3%	2%	*	3%	2%	-	*	-	*	0%	*	2%	2%	5%	4%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

	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)
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%
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%

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.6%	93.6%	92.6%	93.6%	93.7%	-	*	*	93.3%	92.7%	93.0%	93.0%
2021-22	92.2%	92.4%	92.1%	90.8%	92.6%	92.2%	-	*	-	89.3%	91.4%	90.9%	92.3%
Chronic Absenteeism													
2022-23	20.3%	20.8%	21.5%	34.6%	19.9%	21.5%	-	*	*	25.0%	26.3%	25.2%	24.1%
2021-22	25.7%	27.7%	30.0%	38.5%	27.9%	29.1%	-	*	-	47.1%	34.4%	34.7%	31.3%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

	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	93.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	94.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	68.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	67.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	69.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	67.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	63.7%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	68.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	138	377,367
By Ethnicity:				
African American	-	-	12	46,822
Hispanic	-	-	48	197,333
White	-	-	67	103,009
American Indian	-	-	0	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	9	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	43	49,278
Foundation H.S. Program (Endorsement)	-	-	2	16,475
Foundation H.S. Program (DLA)	-	-	93	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	14	34,589
Economically Disadvantaged Graduates	-	-	76	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	50,229
At-Risk Graduates	-	-	36	168,430
CTE Completers	-	-	39	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	397	100.0%	1,824	5,517,464	398	100.0%	1,834	5,531,236
Students by Grade								
Grade 6	138	34.8%	7.6%	7.3%	139	34.9%	7.6%	7.2%
Grade 7	135	34.0%	7.4%	7.3%	135	33.9%	7.4%	7.3%
Grade 8	124	31.2%	6.8%	7.5%	124	31.2%	6.8%	7.5%
Ethnic Distribution								
African American	19	4.8%	5.3%	12.8%	19	4.8%	5.3%	12.8%
Hispanic	173	43.6%	35.6%	53.2%	173	43.5%	35.7%	53.2%
White	180	45.3%	53.8%	25.0%	181	45.5%	53.8%	25.0%
American Indian	2	0.5%	0.3%	0.3%	2	0.5%	0.3%	0.3%
Asian	5	1.3%	0.5%	5.4%	5	1.3%	0.5%	5.4%
Pacific Islander	1	0.3%	0.1%	0.2%	1	0.3%	0.1%	0.2%
Two or More Races	17	4.3%	4.4%	3.1%	17	4.3%	4.4%	3.1%
Sex								
Female	194	48.9%	49.0%	48.9%	195	49.0%	48.9%	48.8%
Male	203	51.1%	51.0%	51.1%	203	51.0%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	212	53.4%	54.0%	62.3%	212	53.3%	54.0%	62.2%
Non-Educationally Disadvantaged	185	46.6%	46.0%	37.7%	186	46.7%	46.0%	37.8%
Section 504 Students	34	8.6%	9.4%	7.2%	34	8.5%	9.4%	7.2%
EB Students/EL	64	16.1%	10.8%	24.4%	64	16.1%	10.7%	24.3%
Students w/ Disciplinary Placements (2022-23)	19	4.3%	2.5%	1.9%				
Students w/ Dyslexia	33	8.3%	8.1%	6.0%	33	8.3%	8.0%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	0	0.0%	0.7%	1.4%	0	0.0%	0.7%	1.4%
Immigrant	0	0.0%	0.1%	2.9%	0	0.0%	0.1%	2.9%
Migrant	2	0.5%	0.5%	0.2%	2	0.5%	0.5%	0.2%
Title I	397	100.0%	100.0%	65.7%	398	100.0%	100.0%	65.7%
Military Connected	31	7.8%	6.7%	3.9%	31	7.8%	6.7%	3.9%
At-Risk	195	49.1%	52.0%	53.2%	195	49.0%	51.7%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	60	15.1%	10.3%	24.5%	60	15.1%	10.3%	24.4%
Career and Technical Education	3	0.8%	22.8%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	73.9%	73.3%	-	-	-	-
Gifted and Talented Education	32	8.1%	6.7%	8.5%	32	8.0%	6.7%	8.5%
Special Education	70	17.6%	17.9%	13.9%	71	17.8%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2023-24 Student Information (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students with Disabilities	70							
Students with Intellectual Disabilities	46	65.7%	50.9%	45.7%				
Students with Physical Disabilities	*	*	17.2%	18.9%				
Students with Autism	**	**	**	16.2%				
Students with Behavioral Disabilities	15	21.4%	19.0%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	53	12.0%	11.4%	16.1%				
African American	1	0.2%	0.8%	3.4%				
Hispanic	23	5.2%	4.2%	8.5%				
White	23	5.2%	5.3%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	6	1.4%	1.0%	0.5%				
Special Ed Students who are Mobile	8	10.0%	11.1%	17.6%				
Count and Percent of EB Students/EL who are Mobile	6	10.0%	11.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	33	12.9%	13.5%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	32	12.2%	14.1%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.5%	5.6%	5.6%	0.4%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%

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

Texas Education Agency
2023-24 Student Information (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 6	21.1	21.1	19.2
Secondary			
English/Language Arts	18.5	18.0	16.3
Foreign Languages	30.0	18.8	18.8
Mathematics	20.1	18.3	17.5
Science	19.6	19.0	18.5
Social Studies	25.6	20.7	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	41.5	100.0%	100.0%	100.0%
Professional Staff	32.3	77.7%	61.0%	63.9%
Teachers	28.4	68.3%	47.2%	48.3%
Professional Support	1.9	4.6%	8.4%	11.1%
Campus Administration (School Leadership)	2.0	4.8%	3.2%	3.3%
Educational Aides	9.2	22.3%	14.8%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	1.0	n/a	1.0	651.0
Full-time Counselors	0.0	n/a	3.0	13,870.0
Part-time Counselors	1.0	n/a	2.0	1,172.0
Total Minority Staff	9.9	23.8%	19.9%	54.4%
Teachers by Ethnicity				
African American	4.0	14.1%	6.1%	12.6%
Hispanic	1.6	5.8%	10.0%	30.1%
White	22.6	79.7%	82.3%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.1	0.4%	1.6%	1.3%
Teachers by Sex				
Males	10.7	37.7%	24.0%	24.5%
Females	17.7	62.3%	76.0%	75.5%
Teachers by Highest Degree Held				
No Degree	1.0	3.5%	2.4%	2.5%
Bachelors	20.2	71.3%	75.0%	71.7%
Masters	7.2	25.2%	22.5%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	7.0%	10.0%	8.7%
1-5 Years Experience	4.0	14.1%	17.0%	27.4%
6-10 Years Experience	6.0	21.2%	25.8%	20.2%
11-20 Years Experience	7.2	25.3%	25.8%	27.1%
21-30 Years Experience	9.2	32.4%	17.4%	13.7%
Over 30 Years Experience	0.0	0.0%	4.0%	3.0%
Number of Students per Teacher	14.0	n/a	14.7	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	3.0	6.0
Average Years Experience of Principals with District	1.0	3.0	5.1
Average Years Experience of Assistant Principals	3.0	6.5	5.1
Average Years Experience of Assistant Principals with District	1.0	3.0	4.3
Average Years Experience of Teachers	14.9	12.9	11.1
Average Years Experience of Teachers with District	7.9	7.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$46,996	\$47,014	\$54,272
1-5 Years Experience	\$49,287	\$49,412	\$58,185
6-10 Years Experience	\$53,306	\$52,920	\$61,494
11-20 Years Experience	\$57,534	\$57,481	\$65,219
21-30 Years Experience	\$65,103	\$66,227	\$69,723
Over 30 Years Experience	-	\$68,769	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$57,189	\$55,864	\$62,474
Professional Support	\$67,433	\$65,422	\$73,783
Campus Administration (School Leadership)	\$80,000	\$82,211	\$86,738
Instructional Staff Percent	n/a	66.3%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.0%
Career and Technical Education	0.0	0.0%	4.0%	5.5%
Compensatory Education	2.1	7.3%	8.1%	3.1%
Gifted and Talented Education	0.2	0.7%	0.2%	1.6%
Regular Education	23.1	81.5%	77.5%	69.8%
Special Education	3.0	10.5%	10.1%	10.3%
Other	0.0	0.0%	0.0%	3.7%

- 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.

Texas Education Agency
2023-24 Staff Information (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Smithville Elementary Campus Data

2023-2024



Texas Academic Performance Report

2023-24 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: SMITHVILLE EL

Campus Number: 011904101

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 SMITHVILLE EL (011904101) - 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	75%	33%	60%	86%	-	-	-	*	44%	-	77%	71%	69%	40%
	2023	76%	77%	77%	71%	73%	82%	-	-	-	60%	38%	*	77%	79%	65%	50%
At Meets Grade Level or Above	2024	48%	55%	55%	17%	38%	65%	-	-	-	*	19%	-	55%	55%	46%	20%
	2023	50%	48%	48%	43%	35%	58%	-	-	-	20%	24%	*	51%	41%	35%	20%
At Masters Grade Level	2024	21%	23%	23%	0%	14%	31%	-	-	-	*	3%	-	21%	29%	13%	7%
	2023	20%	19%	19%	14%	5%	29%	-	-	-	0%	5%	*	21%	15%	7%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	69%	69%	17%	57%	80%	-	-	-	*	31%	-	69%	72%	58%	53%
	2023	73%	78%	78%	71%	76%	83%	-	-	-	40%	48%	*	79%	76%	65%	60%
At Meets Grade Level or Above	2024	42%	50%	50%	0%	36%	61%	-	-	-	*	13%	-	51%	50%	40%	33%
	2023	45%	52%	52%	43%	49%	56%	-	-	-	40%	24%	*	54%	47%	36%	30%
At Masters Grade Level	2024	15%	11%	11%	0%	7%	13%	-	-	-	*	0%	-	12%	9%	8%	7%
	2023	19%	11%	11%	0%	3%	18%	-	-	-	0%	5%	*	14%	6%	4%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	83%	83%	71%	79%	88%	-	-	-	83%	48%	*	84%	83%	73%	77%
	2023	77%	76%	76%	43%	71%	84%	-	-	-	50%	30%	67%	77%	73%	69%	50%
At Meets Grade Level or Above	2024	51%	46%	46%	29%	33%	61%	-	-	-	0%	10%	*	49%	39%	27%	23%
	2023	48%	39%	39%	14%	27%	50%	-	-	-	13%	7%	50%	44%	29%	24%	21%
At Masters Grade Level	2024	23%	18%	18%	0%	10%	27%	-	-	-	0%	0%	*	19%	15%	7%	0%
	2023	22%	16%	16%	0%	7%	23%	-	-	-	13%	0%	17%	22%	4%	7%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	66%	66%	43%	60%	77%	-	-	-	33%	30%	*	66%	67%	48%	54%
	2023	71%	66%	66%	57%	56%	77%	-	-	-	14%	19%	100%	67%	64%	54%	50%
At Meets Grade Level or Above	2024	46%	43%	43%	43%	19%	61%	-	-	-	33%	10%	*	46%	38%	25%	8%
	2023	48%	40%	40%	29%	29%	50%	-	-	-	0%	12%	50%	45%	30%	25%	29%
At Masters Grade Level	2024	21%	22%	22%	14%	10%	33%	-	-	-	0%	3%	*	26%	14%	11%	0%
	2023	22%	14%	14%	0%	7%	19%	-	-	-	0%	0%	17%	17%	7%	8%	7%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 SMITHVILLE EL (011904101) - 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	2024	79%	75%	75%	57%	71%	79%	-	-	-	67%	42%	80%	73%	82%	69%	60%
	2023	81%	75%	75%	57%	67%	86%	*	*	-	40%	38%	63%	81%	62%	67%	50%
At Meets Grade Level or Above	2024	55%	43%	43%	29%	31%	53%	-	-	-	17%	15%	40%	43%	42%	30%	20%
	2023	57%	49%	49%	29%	37%	59%	*	*	-	40%	21%	38%	53%	38%	35%	28%
At Masters Grade Level	2024	29%	22%	22%	14%	10%	29%	-	-	-	17%	0%	40%	24%	16%	12%	7%
	2023	28%	28%	28%	0%	14%	38%	*	*	-	40%	8%	38%	32%	17%	15%	11%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	76%	76%	71%	69%	82%	-	-	-	50%	36%	100%	78%	71%	66%	67%
	2023	80%	75%	75%	43%	63%	91%	*	*	-	40%	52%	63%	78%	68%	65%	50%
At Meets Grade Level or Above	2024	50%	54%	54%	43%	45%	64%	-	-	-	0%	12%	100%	59%	42%	43%	40%
	2023	51%	46%	46%	29%	30%	60%	*	*	-	40%	22%	63%	51%	34%	32%	11%
At Masters Grade Level	2024	19%	17%	17%	0%	7%	26%	-	-	-	0%	3%	20%	21%	8%	6%	7%
	2023	21%	16%	16%	0%	11%	22%	*	*	-	0%	9%	25%	20%	7%	7%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	54%	54%	43%	38%	64%	-	-	-	50%	21%	80%	58%	43%	39%	33%
	2023	65%	58%	58%	29%	42%	73%	*	*	-	60%	33%	75%	57%	60%	43%	22%
At Meets Grade Level or Above	2024	28%	17%	17%	14%	10%	23%	-	-	-	0%	3%	20%	22%	5%	9%	7%
	2023	36%	32%	32%	29%	19%	39%	*	*	-	40%	17%	25%	34%	26%	23%	11%
At Masters Grade Level	2024	11%	7%	7%	0%	2%	10%	-	-	-	0%	0%	0%	8%	3%	3%	0%
	2023	16%	14%	14%	0%	11%	17%	*	*	-	40%	4%	0%	17%	10%	10%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	70%	71%	49%	62%	79%	-	-	-	62%	36%	78%	72%	70%	60%	54%
	2023	76%	73%	72%	53%	63%	82%	*	100%	-	43%	36%	71%	74%	68%	61%	46%
At Meets Grade Level or Above	2024	48%	42%	44%	26%	30%	55%	-	-	-	24%	12%	48%	46%	38%	32%	22%
	2023	49%	44%	43%	31%	31%	53%	*	100%	-	25%	17%	43%	47%	34%	30%	21%
At Masters Grade Level	2024	20%	15%	17%	4%	9%	24%	-	-	-	8%	1%	22%	19%	13%	9%	4%
	2023	20%	16%	17%	2%	9%	23%	*	67%	-	13%	4%	17%	20%	9%	9%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	73%	78%	55%	70%	84%	-	-	-	80%	45%	78%	77%	79%	70%	58%
	2023	77%	74%	76%	57%	70%	84%	*	*	-	50%	35%	65%	78%	71%	67%	50%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 SMITHVILLE EL (011904101) - 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	2024	54%	48%	48%	25%	34%	60%	-	-	-	27%	15%	44%	49%	45%	35%	21%
	2023	53%	48%	45%	29%	33%	55%	*	*	-	22%	17%	41%	49%	36%	31%	24%
At Masters Grade Level	2024	22%	17%	21%	5%	11%	29%	-	-	-	7%	1%	33%	22%	19%	11%	5%
	2023	20%	17%	21%	5%	10%	29%	*	*	-	17%	4%	24%	25%	12%	10%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	66%	71%	45%	62%	80%	-	-	-	50%	33%	78%	71%	70%	58%	58%
	2023	75%	72%	73%	57%	64%	83%	*	*	-	29%	39%	76%	75%	69%	62%	52%
At Meets Grade Level or Above	2024	43%	36%	49%	30%	33%	62%	-	-	-	31%	12%	67%	52%	43%	37%	28%
	2023	45%	41%	46%	33%	35%	55%	*	*	-	24%	19%	53%	50%	36%	31%	21%
At Masters Grade Level	2024	17%	12%	17%	5%	8%	23%	-	-	-	13%	2%	22%	19%	11%	8%	5%
	2023	19%	13%	14%	0%	7%	20%	*	*	-	0%	4%	18%	17%	7%	7%	7%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	75%	54%	43%	38%	64%	-	-	-	50%	21%	80%	58%	43%	39%	33%
	2023	77%	74%	58%	29%	42%	73%	*	*	-	60%	33%	75%	57%	60%	43%	22%
At Meets Grade Level or Above	2024	43%	38%	17%	14%	10%	23%	-	-	-	0%	3%	20%	22%	5%	9%	7%
	2023	47%	45%	32%	29%	19%	39%	*	*	-	40%	17%	25%	34%	26%	23%	11%
At Masters Grade Level	2024	16%	12%	7%	0%	2%	10%	-	-	-	0%	0%	0%	8%	3%	3%	0%
	2023	18%	14%	14%	0%	11%	17%	*	*	-	40%	4%	0%	17%	10%	10%	11%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	43%	43%	0%	29%	53%	-	-	-	*	6%	-	42%	45%	31%	20%
	2023	37%	39%	39%	29%	27%	50%	-	-	-	0%	19%	*	42%	32%	24%	10%
Reading and Mathematics Including EOC	2024	35%	43%	43%	0%	29%	53%	-	-	-	*	6%	-	42%	45%	31%	20%
	2023	37%	39%	39%	29%	27%	50%	-	-	-	0%	19%	*	42%	32%	24%	10%
Reading Including EOC	2024	48%	55%	55%	17%	38%	65%	-	-	-	*	19%	-	55%	55%	46%	20%
	2023	50%	48%	48%	43%	35%	58%	-	-	-	20%	24%	*	51%	41%	35%	20%
Math Including EOC	2024	42%	50%	50%	0%	36%	61%	-	-	-	*	13%	-	51%	50%	40%	33%
	2023	45%	52%	52%	43%	49%	56%	-	-	-	40%	24%	*	54%	47%	36%	30%
4th Graders																	
Reading and Mathematics	2024	38%	36%	36%	29%	17%	54%	-	-	-	0%	7%	*	38%	32%	16%	0%
	2023	38%	29%	29%	0%	20%	40%	-	-	-	0%	4%	17%	34%	20%	15%	14%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 SMITHVILLE EL (011904101) - 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)
Reading and Mathematics Including EOC	2024	38%	36%	36%	29%	17%	54%	-	-	-	0%	7%	*	38%	32%	16%	0%
	2023	38%	29%	29%	0%	20%	40%	-	-	-	0%	4%	17%	34%	20%	15%	14%
Reading Including EOC	2024	51%	46%	46%	29%	33%	61%	-	-	-	0%	10%	*	49%	39%	27%	23%
	2023	48%	39%	39%	14%	27%	50%	-	-	-	13%	7%	50%	44%	29%	24%	21%
Math Including EOC	2024	46%	43%	43%	43%	19%	61%	-	-	-	33%	10%	*	46%	38%	25%	8%
	2023	48%	40%	40%	29%	29%	50%	-	-	-	0%	12%	50%	45%	30%	25%	29%
5th Graders																	
Reading and Mathematics	2024	42%	36%	36%	29%	26%	45%	-	-	-	0%	3%	40%	38%	32%	27%	20%
	2023	43%	36%	36%	29%	21%	48%	*	*	-	40%	13%	38%	42%	24%	21%	11%
Reading and Mathematics Including EOC	2024	42%	36%	36%	29%	26%	45%	-	-	-	0%	3%	40%	38%	32%	27%	20%
	2023	43%	36%	36%	29%	21%	48%	*	*	-	40%	13%	38%	42%	24%	21%	11%
Reading Including EOC	2024	55%	43%	43%	29%	31%	53%	-	-	-	17%	15%	40%	43%	42%	30%	20%
	2023	57%	49%	49%	29%	37%	59%	*	*	-	40%	21%	38%	53%	38%	35%	28%
Math Including EOC	2024	51%	54%	54%	43%	45%	64%	-	-	-	0%	12%	100%	59%	42%	43%	40%
	2023	51%	46%	46%	29%	30%	60%	*	*	-	40%	22%	63%	51%	34%	32%	11%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	31%	38%	20%	24%	50%	-	-	-	13%	5%	33%	39%	35%	25%	14%
	2023	37%	32%	35%	19%	22%	45%	*	*	-	12%	11%	29%	39%	25%	20%	12%
Reading and Mathematics Including EOC	2024	38%	32%	38%	20%	24%	50%	-	-	-	13%	5%	33%	39%	35%	25%	14%
	2023	39%	34%	35%	19%	22%	45%	*	*	-	12%	11%	29%	39%	25%	20%	12%
Reading Including EOC	2024	54%	49%	48%	25%	34%	60%	-	-	-	27%	15%	44%	49%	45%	35%	21%
	2023	53%	48%	45%	29%	33%	55%	*	*	-	22%	17%	41%	49%	36%	31%	24%
Math Including EOC	2024	45%	38%	49%	30%	33%	62%	-	-	-	31%	12%	67%	52%	43%	37%	28%
	2023	47%	41%	46%	33%	35%	55%	*	*	-	24%	19%	53%	50%	36%	31%	21%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 SMITHVILLE EL (011904101) - 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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	66%	66%	29%	65%	72%	-	-	-	58%	54%	*	64%	69%	61%	81%
	2023	55%	44%	44%	29%	43%	47%	-	-	-	43%	30%	50%	49%	33%	36%	39%
Grade 4 Mathematics	2024	60%	62%	62%	43%	45%	74%	-	-	-	75%	41%	*	59%	67%	52%	46%
	2023	63%	48%	48%	50%	50%	48%	-	-	-	25%	38%	50%	51%	41%	38%	54%
Grade 5 ELA/Reading	2024	70%	60%	60%	36%	56%	62%	-	-	-	75%	50%	80%	57%	65%	55%	57%
	2023	65%	61%	61%	50%	56%	66%	*	*	-	40%	58%	38%	68%	42%	56%	50%
Grade 5 Mathematics	2024	65%	71%	71%	57%	68%	77%	-	-	-	42%	36%	80%	73%	67%	68%	63%
	2023	71%	60%	60%	43%	56%	66%	*	*	-	20%	59%	63%	60%	58%	56%	59%
All Grades Both Subjects	2024	64%	57%	65%	41%	59%	71%	-	-	-	63%	45%	81%	64%	67%	59%	62%
	2023	64%	60%	53%	43%	52%	56%	*	*	-	33%	46%	50%	57%	43%	47%	51%
All Grades ELA/Reading	2024	67%	60%	62%	32%	60%	66%	-	-	-	67%	52%	89%	60%	67%	58%	68%
	2023	63%	61%	52%	39%	50%	55%	*	*	-	42%	44%	43%	59%	37%	46%	45%
All Grades Mathematics	2024	60%	53%	67%	50%	57%	75%	-	-	-	58%	39%	72%	67%	67%	61%	55%
	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	2024	38%	38%	38%	*	27%	50%	-	-	-	*	29%	*	33%	44%	32%	40%
	2023	33%	28%	28%	*	38%	22%	-	-	-	*	14%	-	31%	22%	32%	17%
Grade 4 Mathematics	2024	26%	19%	19%	*	25%	22%	-	-	-	*	6%	*	7%	33%	10%	50%
	2023	27%	14%	14%	*	10%	18%	-	-	-	*	11%	-	11%	20%	9%	*
Grade 5 ELA/Reading	2024	35%	23%	23%	*	23%	25%	-	-	-	*	14%	*	13%	50%	23%	25%
	2023	37%	34%	34%	*	24%	67%	-	-	-	*	19%	*	42%	20%	35%	25%
Grade 5 Mathematics	2024	41%	44%	44%	*	45%	48%	-	-	-	*	17%	*	36%	55%	39%	44%
	2023	48%	40%	40%	*	33%	63%	-	-	-	*	36%	*	47%	31%	41%	27%
All Grades Both Subjects	2024	32%	26%	32%	18%	32%	38%	-	-	-	23%	17%	50%	23%	47%	27%	39%
	2023	38%	38%	30%	22%	28%	41%	-	-	-	0%	19%	*	33%	24%	30%	21%
All Grades ELA/Reading	2024	30%	28%	29%	17%	25%	35%	-	-	-	40%	21%	*	21%	47%	27%	31%
	2023	35%	39%	31%	*	30%	44%	-	-	-	*	17%	*	37%	21%	33%	21%
All Grades Mathematics	2024	35%	25%	35%	20%	38%	40%	-	-	-	13%	13%	*	26%	47%	28%	47%
	2023	40%	37%	28%	33%	26%	37%	-	-	-	0%	22%	*	29%	27%	27%	20%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

	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	2024	75%	70%	71%	-	-	-	-	-	-	55%	55%	-	-	44%	73%	54%	-
	2023	76%	73%	72%	-	-	-	-	-	-	53%	53%	-	-	22%	75%	46%	-
At Meets Grade Level or Above	2024	48%	42%	44%	-	-	-	-	-	-	24%	24%	-	-	0%	47%	22%	-
	2023	49%	44%	43%	-	-	-	-	-	-	23%	23%	-	-	13%	46%	21%	-
At Masters Grade Level	2024	20%	15%	17%	-	-	-	-	-	-	4%	4%	-	-	0%	19%	4%	-
	2023	20%	16%	17%	-	-	-	-	-	-	9%	9%	-	-	0%	18%	7%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	73%	78%	-	-	-	-	-	-	56%	56%	-	-	*	80%	58%	-
	2023	77%	74%	76%	-	-	-	-	-	-	55%	55%	-	-	33%	79%	50%	-
At Meets Grade Level or Above	2024	54%	48%	48%	-	-	-	-	-	-	23%	23%	-	-	*	51%	21%	-
	2023	53%	48%	45%	-	-	-	-	-	-	24%	24%	-	-	22%	48%	24%	-
At Masters Grade Level	2024	22%	17%	21%	-	-	-	-	-	-	5%	5%	-	-	*	23%	5%	-
	2023	20%	17%	21%	-	-	-	-	-	-	6%	6%	-	-	0%	23%	5%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	66%	71%	-	-	-	-	-	-	62%	62%	-	-	*	72%	58%	-
	2023	75%	72%	73%	-	-	-	-	-	-	61%	61%	-	-	22%	76%	52%	-
At Meets Grade Level or Above	2024	43%	36%	49%	-	-	-	-	-	-	31%	31%	-	-	*	52%	28%	-
	2023	45%	41%	46%	-	-	-	-	-	-	24%	24%	-	-	11%	49%	21%	-
At Masters Grade Level	2024	17%	12%	17%	-	-	-	-	-	-	5%	5%	-	-	*	18%	5%	-
	2023	19%	13%	14%	-	-	-	-	-	-	9%	9%	-	-	0%	15%	7%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	75%	54%	-	-	-	-	-	-	36%	36%	-	-	*	56%	33%	-
	2023	77%	74%	58%	-	-	-	-	-	-	31%	31%	-	-	0%	63%	22%	-
At Meets Grade Level or Above	2024	43%	38%	17%	-	-	-	-	-	-	7%	7%	-	-	*	19%	7%	-
	2023	47%	45%	32%	-	-	-	-	-	-	15%	15%	-	-	0%	35%	11%	-
At Masters Grade Level	2024	16%	12%	7%	-	-	-	-	-	-	0%	0%	-	-	*	8%	0%	-
	2023	18%	14%	14%	-	-	-	-	-	-	15%	15%	-	-	0%	15%	11%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	57%	65%	-	-	-	-	-	-	60%	60%	-	-	*	65%	62%	-
	2023	64%	60%	53%	-	-	-	-	-	-	58%	58%	-	-	25%	53%	51%	-
All Grades ELA/Reading	2024	67%	60%	62%	-	-	-	-	-	-	65%	65%	-	-	*	62%	68%	-
	2023	63%	61%	52%	-	-	-	-	-	-	54%	54%	-	-	14%	53%	45%	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

	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 Mathematics	2024	60%	53%	67%	-	-	-	-	-	-	54%	54%	-	-	*	68%	55%	-
	2023	66%	60%	54%	-	-	-	-	-	-	63%	63%	-	-	36%	53%	56%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	26%	32%	-	-	-	-	-	-	36%	36%	-	-	*	30%	39%	-
	2023	38%	38%	30%	-	-	-	-	-	-	29%	29%	-	-	0%	33%	21%	-
All Grades ELA/Reading	2024	30%	28%	29%	-	-	-	-	-	-	25%	25%	-	-	*	29%	31%	-
	2023	35%	39%	31%	-	-	-	-	-	-	27%	27%	-	-	*	35%	21%	-
All Grades Mathematics	2024	35%	25%	35%	-	-	-	-	-	-	46%	46%	-	-	*	32%	47%	-
	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.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

	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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	100%	99%	-	-	-	97%	99%	100%	100%	98%	99%	100%
Included in Accountability	92%	95%	96%	100%	96%	96%	-	-	-	97%	97%	100%	99%	90%	94%	92%
Not Included in Accountability: Mobile	4%	3%	3%	0%	3%	3%	-	-	-	0%	3%	0%	1%	7%	4%	5%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	1%	0%	0%	1%	-	-	-	3%	1%	0%	0%	2%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	-	-	-	3%	1%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	100%	98%	-	-	-	94%	99%	100%	99%	98%	99%	100%
Included in Accountability	91%	95%	95%	100%	95%	96%	-	-	-	94%	96%	100%	99%	89%	94%	90%
Not Included in Accountability: Mobile	4%	3%	3%	0%	4%	3%	-	-	-	0%	3%	0%	1%	7%	5%	6%
Not Included in Accountability: Other Exclusions	4%	2%	1%	0%	2%	0%	-	-	-	0%	0%	0%	0%	2%	0%	4%
Not Tested	1%	1%	1%	0%	0%	2%	-	-	-	6%	1%	0%	1%	2%	1%	0%
Absent	1%	1%	1%	0%	0%	2%	-	-	-	6%	1%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	100%	99%	-	-	-	100%	99%	100%	100%	98%	99%	100%
Included in Accountability	93%	96%	97%	100%	95%	97%	-	-	-	100%	97%	100%	99%	91%	95%	91%
Not Included in Accountability: Mobile	5%	3%	3%	0%	4%	2%	-	-	-	0%	2%	0%	1%	7%	4%	6%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	1%	0%	0%	1%	-	-	-	0%	1%	0%	0%	2%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	-	-	-	0%	1%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	100%	100%	99%	-	-	-	100%	100%	100%	100%	98%	99%	100%
Included in Accountability	93%	97%	97%	100%	100%	95%	-	-	-	100%	97%	100%	100%	90%	94%	100%
Not Included in Accountability: Mobile	4%	2%	2%	0%	0%	4%	-	-	-	0%	3%	0%	0%	7%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	0%	1%	-	-	-	0%	0%	0%	0%	2%	1%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

	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)
Absent	1%	1%	1%	0%	0%	1%	-	-	-	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
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%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

	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)
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%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.6%	93.5%	93.3%	93.0%	93.8%	*	*	-	92.8%	91.8%	92.8%	94.0%
2021-22	92.2%	92.4%	92.7%	90.8%	92.2%	93.3%	*	*	*	91.8%	90.8%	91.9%	92.8%
Chronic Absenteeism													
2022-23	20.3%	20.8%	21.3%	23.7%	24.4%	19.0%	*	*	-	23.3%	33.8%	26.8%	19.2%
2021-22	25.7%	27.7%	26.0%	32.6%	28.9%	21.9%	*	*	*	41.4%	37.0%	30.9%	25.7%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

	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	93.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	94.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	68.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	67.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	69.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	67.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	63.7%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	68.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	138	377,367
By Ethnicity:				
African American	-	-	12	46,822
Hispanic	-	-	48	197,333
White	-	-	67	103,009
American Indian	-	-	0	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	9	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	43	49,278
Foundation H.S. Program (Endorsement)	-	-	2	16,475
Foundation H.S. Program (DLA)	-	-	93	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	14	34,589
Economically Disadvantaged Graduates	-	-	76	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	50,229
At-Risk Graduates	-	-	36	168,430
CTE Completers	-	-	39	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	678	100.0%	1,824	5,517,464	679	100.0%	1,834	5,531,236
Students by Grade								
Grade 1	129	19.0%	7.1%	7.0%	130	19.1%	7.1%	7.0%
Grade 2	149	22.0%	8.2%	7.3%	149	21.9%	8.1%	7.3%
Grade 3	138	20.4%	7.6%	7.2%	138	20.3%	7.5%	7.2%
Grade 4	124	18.3%	6.8%	7.2%	124	18.3%	6.8%	7.2%
Grade 5	138	20.4%	7.6%	7.2%	138	20.3%	7.5%	7.2%
Ethnic Distribution								
African American	36	5.3%	5.3%	12.8%	36	5.3%	5.3%	12.8%
Hispanic	216	31.9%	35.6%	53.2%	216	31.8%	35.7%	53.2%
White	394	58.1%	53.8%	25.0%	395	58.2%	53.8%	25.0%
American Indian	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Asian	1	0.1%	0.5%	5.4%	1	0.1%	0.5%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	30	4.4%	4.4%	3.1%	30	4.4%	4.4%	3.1%
Sex								
Female	329	48.5%	49.0%	48.9%	329	48.5%	48.9%	48.8%
Male	349	51.5%	51.0%	51.1%	350	51.5%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	344	50.7%	54.0%	62.3%	344	50.7%	54.0%	62.2%
Non-Educationally Disadvantaged	334	49.3%	46.0%	37.7%	335	49.3%	46.0%	37.8%
Section 504 Students	40	5.9%	9.4%	7.2%	40	5.9%	9.4%	7.2%
EB Students/EL	66	9.7%	10.8%	24.4%	66	9.7%	10.7%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	2.5%	1.9%				
Students w/ Dyslexia	63	9.3%	8.1%	6.0%	63	9.3%	8.0%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	4	0.6%	0.7%	1.4%	4	0.6%	0.7%	1.4%
Immigrant	2	0.3%	0.1%	2.9%	2	0.3%	0.1%	2.9%
Migrant	2	0.3%	0.5%	0.2%	2	0.3%	0.5%	0.2%
Title I	678	100.0%	100.0%	65.7%	679	100.0%	100.0%	65.7%
Military Connected	39	5.8%	6.7%	3.9%	39	5.7%	6.7%	3.9%
At-Risk	485	71.5%	52.0%	53.2%	485	71.4%	51.7%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	64	9.4%	10.3%	24.5%	64	9.4%	10.3%	24.4%
Career and Technical Education	0	0.0%	22.8%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	73.9%	73.3%	-	-	-	-
Gifted and Talented Education	41	6.0%	6.7%	8.5%	41	6.0%	6.7%	8.5%

Texas Education Agency
2023-24 Student Information (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Special Education	146	21.5%	17.9%	13.9%	147	21.6%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	146							
Students with Intellectual Disabilities	73	50.0%	50.9%	45.7%				
Students with Physical Disabilities	32	21.9%	17.2%	18.9%				
Students with Autism	15	10.3%	**	16.2%				
Students with Behavioral Disabilities	26	17.8%	19.0%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	75	10.2%	11.4%	16.1%				
African American	5	0.7%	0.8%	3.4%				
Hispanic	29	4.0%	4.2%	8.5%				
White	36	4.9%	5.3%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.7%	1.0%	0.5%				
Special Ed Students who are Mobile	16	10.8%	11.1%	17.6%				
Count and Percent of EB Students/EL who are Mobile	11	15.1%	11.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	59	14.3%	13.5%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	76	13.6%	14.1%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 1	0.9%	0.9%	2.1%	0.0%	0.0%	3.3%
Grade 2	2.8%	2.8%	1.3%	0.0%	0.0%	1.6%
Grade 3	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%

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

Texas Education Agency
2023-24 Student Information (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 1	21.0	21.0	18.8
Grade 2	20.3	20.3	19.1
Grade 3	17.8	17.8	19.4
Grade 4	19.5	19.5	19.4
Grade 5	22.6	22.6	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	65.3	100.0%	100.0%	100.0%
Professional Staff	47.3	72.4%	61.0%	63.9%
Teachers	40.1	61.3%	47.2%	48.3%
Professional Support	4.2	6.5%	8.4%	11.1%
Campus Administration (School Leadership)	3.0	4.6%	3.2%	3.3%
Educational Aides	18.0	27.6%	14.8%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	1.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	0.0	n/a	2.0	1,172.0
Total Minority Staff	11.4	17.4%	19.9%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	6.1%	12.6%
Hispanic	5.3	13.3%	10.0%	30.1%
White	34.7	86.7%	82.3%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.6%	1.3%
Teachers by Sex				
Males	1.0	2.5%	24.0%	24.5%
Females	39.1	97.5%	76.0%	75.5%
Teachers by Highest Degree Held				
No Degree	2.0	5.0%	2.4%	2.5%
Bachelors	32.3	80.7%	75.0%	71.7%
Masters	5.7	14.3%	22.5%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	6.3	15.8%	10.0%	8.7%
1-5 Years Experience	7.0	17.5%	17.0%	27.4%
6-10 Years Experience	12.7	31.7%	25.8%	20.2%
11-20 Years Experience	11.0	27.5%	25.8%	27.1%
21-30 Years Experience	3.0	7.5%	17.4%	13.7%
Over 30 Years Experience	0.0	0.0%	4.0%	3.0%
Number of Students per Teacher	16.9	n/a	14.7	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	6.0	3.0	6.0
Average Years Experience of Principals with District	6.0	3.0	5.1
Average Years Experience of Assistant Principals	10.0	6.5	5.1
Average Years Experience of Assistant Principals with District	5.0	3.0	4.3
Average Years Experience of Teachers	9.4	12.9	11.1
Average Years Experience of Teachers with District	5.9	7.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$47,028	\$47,014	\$54,272
1-5 Years Experience	\$48,258	\$49,412	\$58,185
6-10 Years Experience	\$52,562	\$52,920	\$61,494
11-20 Years Experience	\$56,588	\$57,481	\$65,219
21-30 Years Experience	\$64,893	\$66,227	\$69,723
Over 30 Years Experience	-	\$68,769	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$52,962	\$55,864	\$62,474
Professional Support	\$57,265	\$65,422	\$73,783
Campus Administration (School Leadership)	\$80,612	\$82,211	\$86,738
Instructional Staff Percent	n/a	66.3%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.0%
Career and Technical Education	0.0	0.0%	4.0%	5.5%
Compensatory Education	2.5	6.3%	8.1%	3.1%
Gifted and Talented Education	0.1	0.2%	0.2%	1.6%
Regular Education	33.4	83.3%	77.5%	69.8%
Special Education	4.1	10.3%	10.1%	10.3%
Other	0.0	0.0%	0.0%	3.7%

- 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.

Texas Education Agency
2023-24 Staff Information (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
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Smithville Brown Primary Campus Data

2023-2024



Texas Academic Performance Report

2023-24 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 STAAR 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).

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

There is no data for this campus.

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	138	377,367
By Ethnicity:				
African American	-	-	12	46,822
Hispanic	-	-	48	197,333
White	-	-	67	103,009
American Indian	-	-	0	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	9	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	43	49,278
Foundation H.S. Program (Endorsement)	-	-	2	16,475
Foundation H.S. Program (DLA)	-	-	93	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	14	34,589
Economically Disadvantaged Graduates	-	-	76	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	50,229
At-Risk Graduates	-	-	36	168,430
CTE Completers	-	-	39	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	190	100.0%	1,824	5,517,464	197	100.0%	1,834	5,531,236
Students by Grade								
Early Childhood Education	5	2.6%	0.3%	0.3%	12	6.1%	0.7%	0.5%
Pre-Kindergarten	53	27.9%	2.9%	4.5%	53	26.9%	2.9%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	53	27.9%	2.9%	3.7%	53	26.9%	2.9%	3.7%
Kindergarten	132	69.5%	7.2%	6.5%	132	67.0%	7.2%	6.5%
Ethnic Distribution								
African American	6	3.2%	5.3%	12.8%	6	3.0%	5.3%	12.8%
Hispanic	67	35.3%	35.6%	53.2%	70	35.5%	35.7%	53.2%
White	101	53.2%	53.8%	25.0%	105	53.3%	53.8%	25.0%
American Indian	2	1.1%	0.3%	0.3%	2	1.0%	0.3%	0.3%
Asian	1	0.5%	0.5%	5.4%	1	0.5%	0.5%	5.4%
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%	3.1%	13	6.6%	4.4%	3.1%
Sex								
Female	82	43.2%	49.0%	48.9%	84	42.6%	48.9%	48.8%
Male	108	56.8%	51.0%	51.1%	113	57.4%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	116	61.1%	54.0%	62.3%	120	60.9%	54.0%	62.2%
Non-Educationally Disadvantaged	74	38.9%	46.0%	37.7%	77	39.1%	46.0%	37.8%
Section 504 Students	1	0.5%	9.4%	7.2%	1	0.5%	9.4%	7.2%
EB Students/EL	24	12.6%	10.8%	24.4%	24	12.2%	10.7%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	2.5%	1.9%				
Students w/ Dyslexia	0	0.0%	8.1%	6.0%	0	0.0%	8.0%	6.0%
Foster Care	2	1.1%	0.1%	0.2%	2	1.0%	0.1%	0.2%
Homeless	2	1.1%	0.7%	1.4%	2	1.0%	0.7%	1.4%
Immigrant	0	0.0%	0.1%	2.9%	0	0.0%	0.1%	2.9%
Migrant	1	0.5%	0.5%	0.2%	1	0.5%	0.5%	0.2%
Title I	190	100.0%	100.0%	65.7%	197	100.0%	100.0%	65.7%
Military Connected	5	2.6%	6.7%	3.9%	5	2.5%	6.7%	3.9%
At-Risk	102	53.7%	52.0%	53.2%	102	51.8%	51.7%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	21	11.1%	10.3%	24.5%	21	10.7%	10.3%	24.4%
Career and Technical Education	0	0.0%	22.8%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	73.9%	73.3%	-	-	-	-
Gifted and Talented Education	0	0.0%	6.7%	8.5%	0	0.0%	6.7%	8.5%

Texas Education Agency
2023-24 Student Information (TAPR)
 BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Special Education	28	14.7%	17.9%	13.9%	35	17.8%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	28							
Students with Intellectual Disabilities	*	*	50.9%	45.7%				
Students with Physical Disabilities	21	75.0%	17.2%	18.9%				
Students with Autism	*	*	**	16.2%				
Students with Behavioral Disabilities	0	0.0%	19.0%	17.6%				
Students with Non-Categorical Early Childhood	*	*	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	-	-	11.4%	16.1%				
African American	-	-	0.8%	3.4%				
Hispanic	-	-	4.2%	8.5%				
White	-	-	5.3%	3.1%				
American Indian	-	-	0.0%	0.1%				
Asian	-	-	0.1%	0.5%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	1.0%	0.5%				
Special Ed Students who are Mobile	-	-	11.1%	17.6%				
Count and Percent of EB Students/EL who are Mobile	-	-	11.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	-	-	13.5%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	7	9.6%	14.1%	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%	1.3%	0.0%	0.0%	3.9%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	21.5	21.5	18.4

Texas Education Agency
2023-24 Staff Information (TAPR)
 BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	21.3	100.0%	100.0%	100.0%
Professional Staff	14.4	67.3%	61.0%	63.9%
Teachers	10.3	48.2%	47.2%	48.3%
Professional Support	3.1	14.4%	8.4%	11.1%
Campus Administration (School Leadership)	1.0	4.7%	3.2%	3.3%
Educational Aides	7.0	32.7%	14.8%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	1.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	0.0	n/a	2.0	1,172.0
Total Minority Staff	0.3	1.2%	19.9%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	6.1%	12.6%
Hispanic	0.0	0.0%	10.0%	30.1%
White	10.3	100.0%	82.3%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.6%	1.3%
Teachers by Sex				
Males	0.0	0.0%	24.0%	24.5%
Females	10.3	100.0%	76.0%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.4%	2.5%
Bachelors	9.0	87.5%	75.0%	71.7%
Masters	1.3	12.5%	22.5%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	9.7%	10.0%	8.7%
1-5 Years Experience	4.0	38.9%	17.0%	27.4%
6-10 Years Experience	2.3	22.2%	25.8%	20.2%
11-20 Years Experience	2.0	19.4%	25.8%	27.1%
21-30 Years Experience	0.0	0.0%	17.4%	13.7%
Over 30 Years Experience	1.0	9.7%	4.0%	3.0%
Number of Students per Teacher	18.5	n/a	14.7	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	3.0	6.0
Average Years Experience of Principals with District	1.0	3.0	5.1
Average Years Experience of Assistant Principals	0.0	6.5	5.1
Average Years Experience of Assistant Principals with District	0.0	3.0	4.3
Average Years Experience of Teachers	9.0	12.9	11.1
Average Years Experience of Teachers with District	6.5	7.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$47,000	\$47,014	\$54,272
1-5 Years Experience	\$49,637	\$49,412	\$58,185
6-10 Years Experience	\$52,863	\$52,920	\$61,494
11-20 Years Experience	\$56,255	\$57,481	\$65,219
21-30 Years Experience	-	\$66,227	\$69,723
Over 30 Years Experience	\$67,960	\$68,769	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$53,166	\$55,864	\$62,474
Professional Support	\$60,806	\$65,422	\$73,783
Campus Administration (School Leadership)	\$71,000	\$82,211	\$86,738
Instructional Staff Percent	n/a	66.3%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.0%
Career and Technical Education	0.0	0.0%	4.0%	5.5%
Compensatory Education	0.4	4.0%	8.1%	3.1%
Gifted and Talented Education	0.0	0.0%	0.2%	1.6%
Regular Education	8.0	78.0%	77.5%	69.8%
Special Education	1.9	18.1%	10.1%	10.3%
Other	0.0	0.0%	0.0%	3.7%

- 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.

Texas Education Agency
2023-24 Staff Information (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
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Smithville ISD District Data

2022-2023



Actual Financial Data Report

2022 - 2023 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,879

	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)	\$13,794,119	69.31%	\$7,341	\$13,794,119	59.34%	\$7,341	\$28,691,872,133	40.66%	\$5,214
State Operating Funds	\$4,147,329	20.84%	\$2,207	\$4,391,996	18.89%	\$2,337	\$23,719,158,787	33.61%	\$4,310
Federal Funds	\$631,855	3.17%	\$336	\$3,164,648	13.61%	\$1,684	\$14,132,922,804	20.03%	\$2,568
Other Local	\$1,329,133	6.68%	\$707	\$1,893,714	8.15%	\$1,008	\$4,021,402,796	5.70%	\$731
Total Operating Revenue	\$19,902,436	100.00%	\$10,592	\$23,244,477	100.00%	\$12,371	\$70,565,356,520	100.00%	\$12,822
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$2,423,832	93.61%	\$1,290	\$10,181,652,781	86.55%	\$1,850
State Assistance for Debt Service	\$0	0.00%	\$0	\$63,542	2.45%	\$34	\$388,614,109	3.30%	\$71
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$101,955	3.94%	\$54	\$314,731,759	2.68%	\$57
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$879,081,869	7.47%	\$160
Total Other Revenue	\$0	0.00%	\$0	\$2,589,329	100.00%	\$1,378	\$11,764,080,518	100.00%	\$2,138
Subtotal: Operating and Other Revenue	\$19,902,436	100.00%	\$10,592	\$25,833,806	100.00%	\$13,749	\$82,329,437,038	100.00%	\$14,960
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Subtotal: Operating, Other and Recaptured Revenue	\$19,902,436	100.00%	\$10,592	\$25,833,806	100.00%	\$13,749	\$86,850,181,102	100.00%	\$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,519,285,839	48.45%	\$458
Estimated State TRS Contributions	\$970,386	100.00%	\$516	\$994,522	100.00%	\$529	\$2,680,158,246	51.55%	\$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$970,386	100.00%	\$516	\$994,522	100.00%	\$529	\$5,199,444,085	100.00%	\$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$20,872,822	100.00%	\$11,108	\$26,828,328	100.00%	\$14,278	\$87,528,881,123	100.00%	\$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$14,398,933	75.64%	\$7,663	\$16,126,732	72.25%	\$8,583	\$53,061,122,304	77.83%	\$9,642

2022 - 2023 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,879

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$2,832,560	14.88%	\$1,507	\$3,192,858	14.30%	\$1,699	\$6,951,471,452	10.20%	\$1,263
Supplies & Materials (Object 63xx)	\$1,396,837	7.34%	\$743	\$2,540,540	11.38%	\$1,352	\$6,000,809,548	8.80%	\$1,090
Other Operating Expenditures (Object 64xx)	\$407,496	2.14%	\$217	\$460,696	2.06%	\$245	\$2,164,945,111	3.18%	\$393
Total Operating Expenditures by Object	\$19,035,826	100.00%	\$10,131	\$22,320,826	100.00%	\$11,879	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Debt Services (Object 65xx)	\$50,849	6.77%	\$27	\$2,690,149	78.96%	\$1,432	\$11,163,943,942	46.06%	\$2,029
Capital Outlay (Object 66xx)	\$700,039	93.23%	\$373	\$716,858	21.04%	\$382	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Object	\$750,888	100.00%	\$400	\$3,407,007	100.00%	\$1,813	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Object	\$19,786,714	100.00%	\$10,530	\$25,727,833	100.00%	\$13,692	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$10,416,453	54.72%	\$5,544	\$11,446,591	51.28%	\$6,092	\$37,694,253,296	55.29%	\$6,849
Instructional Resources & Media Services (Function 12)	\$288,117	1.51%	\$153	\$292,183	1.31%	\$155	\$666,798,594	0.98%	\$121
Curriculum & Staff Development (Function 13)	\$163,601	0.86%	\$87	\$479,451	2.15%	\$255	\$1,695,187,680	2.49%	\$308
Instructional Leadership (Function 21)	\$404,332	2.12%	\$215	\$475,892	2.13%	\$253	\$1,229,238,310	1.80%	\$223
School Leadership (Function 23)	\$1,059,934	5.57%	\$564	\$1,077,217	4.83%	\$573	\$3,907,731,028	5.73%	\$710
Guidance Counseling Services (Function 31)	\$426,840	2.24%	\$227	\$431,923	1.94%	\$230	\$2,737,811,247	4.02%	\$497
Social Work Services (Function 32)	\$54,187	0.28%	\$29	\$55,204	0.25%	\$29	\$252,643,229	0.37%	\$46
Health Services (Function 33)	\$274,229	1.44%	\$146	\$279,386	1.25%	\$149	\$732,011,214	1.07%	\$133
Transportation (Function 34)	\$929,418	4.88%	\$495	\$949,118	4.25%	\$505	\$2,059,867,566	3.02%	\$374
Food Services (Function 35)	\$20,311	0.11%	\$11	\$1,469,445	6.58%	\$782	\$3,474,009,318	5.10%	\$631
Extracurricular (Function 36)	\$931,397	4.89%	\$496	\$1,106,195	4.96%	\$589	\$2,112,169,842	3.10%	\$384
General Administration (Function 41,92)	\$840,173	4.41%	\$447	\$846,273	3.79%	\$450	\$2,263,873,359	3.32%	\$411
Facilities Maintenance & Operations (Function 51)	\$2,574,340	13.52%	\$1,370	\$2,657,364	11.91%	\$1,414	\$6,750,271,702	9.90%	\$1,227
Security & Monitoring Services (Function 52)	\$141,577	0.74%	\$75	\$240,591	1.08%	\$128	\$909,865,518	1.33%	\$165
Data Processing Services (Function 53)	\$404,144	2.12%	\$215	\$407,220	1.82%	\$217	\$1,317,893,172	1.93%	\$239
Community Services (Function 61)	\$106,773	0.56%	\$57	\$106,773	0.48%	\$57	\$352,764,015	0.52%	\$64
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$21,959,325	0.03%	\$4

2022 - 2023 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,879

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	\$19,035,826	100.00%	\$10,131	\$22,320,826	100.00%	\$11,879	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$50,849	6.77%	\$27	\$2,690,149	78.96%	\$1,432	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$700,039	93.23%	\$373	\$716,858	21.04%	\$382	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Function	\$750,888	100.00%	\$400	\$3,407,007	100.00%	\$1,813	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Function	\$19,786,714	100.00%	\$10,530	\$25,727,833	100.00%	\$13,692	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$8,585,095	45.10%	\$4,569	\$9,220,307	41.31%	\$4,907	\$27,689,146,835	40.61%	\$5,031
Gifted and Talented (PIC 21)	\$34,722	0.18%	\$18	\$34,722	0.16%	\$18	\$402,862,418	0.59%	\$73
Career and Technical (PIC 22)	\$625,585	3.29%	\$333	\$646,021	2.89%	\$344	\$2,307,412,199	3.38%	\$419
Students with Disabilities (PICs 23,33,43)	\$2,773,389	14.57%	\$1,476	\$2,781,939	12.46%	\$1,481	\$8,680,955,352	12.73%	\$1,577
State Compensatory Education (PICs 24,26,28,29,30,34)	\$985,491	5.18%	\$524	\$1,665,921	7.46%	\$887	\$6,677,859,721	9.79%	\$1,213
Bilingual (PICs 25,35)	\$34,147	0.18%	\$18	\$34,147	0.15%	\$18	\$757,673,102	1.11%	\$138
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment (PIC 36)	\$283,130	1.49%	\$151	\$283,130	1.27%	\$151	\$1,312,642,101	1.93%	\$239
Dyslexia or Related Disorder Services (PIC 37)	\$84,155	0.44%	\$45	\$84,155	0.38%	\$45	\$400,803,739	0.59%	\$73
College, Career, and Military Readiness (CCMR) (PIC 38)	\$77,428	0.41%	\$41	\$77,428	0.35%	\$41	\$377,840,010	0.55%	\$69
Athletics/Related Activities (PIC 91)	\$721,727	3.79%	\$384	\$722,744	3.24%	\$385	\$1,361,458,192	2.00%	\$247
Un-Allocated (PIC 99)	\$4,830,957	25.38%	\$2,571	\$6,770,312	30.33%	\$3,603	\$18,209,694,746	26.71%	\$3,309
Total Operating Expenditures by Program Intent Code (PIC)	\$19,035,826	100.00%	\$10,131	\$22,320,826	100.00%	\$11,879	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$50,849	6.77%	\$27	\$2,690,149	78.96%	\$1,432	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$700,039	93.23%	\$373	\$716,858	21.04%	\$382	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$750,888	100.00%	\$400	\$3,407,007	100.00%	\$1,813	\$24,235,698,663	100.00%	\$4,404

2022 - 2023 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,879

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$19,786,714	100.00%	\$10,530	\$25,727,833	100.00%	\$13,692	\$92,414,047,078	100.00%	\$16,792
Disbursements									
Total Disbursements									
Operating Expenditures	\$19,035,826	92.91%	\$10,131	\$22,320,826	84.45%	\$11,879	\$68,178,348,415	68.96%	\$12,389
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	4.57%	\$821
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,186,632,466	1.20%	\$216
Intergovernmental Charge	\$702,264	3.43%	\$374	\$702,264	2.66%	\$374	\$748,756,781	0.76%	\$136
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.06%	\$11
Debt Service (Object 65xx)	\$50,849	0.25%	\$27	\$2,690,149	10.18%	\$1,432	\$11,163,943,942	11.29%	\$2,029
Capital Projects (Object 66xx)	\$700,039	3.42%	\$373	\$716,858	2.71%	\$382	\$13,009,251,112	13.16%	\$2,364
Total Disbursements	\$20,488,978	100.00%	\$10,904	\$26,430,097	100.00%	\$14,066	\$98,870,180,389	100.00%	\$17,966
Tax Rates									
2022 - 2023 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.9429			0.9123		
Interest & Sinking Tax Rate				0.1600			0.2273		
Total Tax Rate				1.1029			1.1396		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8046			0.8185		
Tier I Tax Rate				0.8046			0.8182		
Tier II Tax Rate (Enrichment Pennies)				0.1383			0.0941		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$32,304		\$17	\$32,304		\$17	\$432,562,929		\$85
Restricted Fund Balance	\$0		\$0	\$1,458,714		\$776	\$34,649,934,798		\$6,795
Committed Fund Balance	\$3,550,493		\$1,890	\$3,550,493		\$1,890	\$4,558,561,099		\$894
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$4,079,140,041		\$800

**2022 - 2023 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,879**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Unassigned Fund Balance	\$6,209,916		\$3,305	\$6,209,916		\$3,305	\$17,788,393,141		\$3,488
Total Fund Balance**	\$9,792,713		\$5,212	\$11,251,427		\$5,988	\$61,508,592,008		\$12,062
Fund Balance Reconciliation									
2021-2022 Total Fund Balance (Previous Year)	\$9,408,880		\$5,286	\$10,861,920		\$6,102	\$50,783,175,728		\$10,106
2022-2023 Excess (Deficiency) Operating Expenditures	\$383,833		\$204	\$389,507		\$207	\$-9,216,770,473		\$-1,807
2022-2023 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$19,912,005,526		\$3,905
2022-2023 Uncommon Items	\$0		\$0	\$0		\$0	\$30,181,227		\$6
2022-2023 Total Fund Balance	\$9,792,713		\$5,212	\$11,251,427		\$5,988	\$61,508,592,008		\$12,062



Smithville High School Campus Data

2022-2023



Actual Financial Data Report

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE H S (011904002)
SMITHVILLE ISD**

Total Enrolled Membership: 574

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$4,924,056	100.00%	\$8,578	\$5,067,290	100.00%	\$8,828
Operating-Payroll	\$4,121,013	83.69%	\$7,179	\$4,186,191	82.61%	\$7,293
Other Operating	\$803,043	16.31%	\$1,399	\$881,099	17.39%	\$1,535
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$4,924,056	100.00%	\$8,578	\$5,067,290	100.00%	\$8,828
Instruction (11,95) *	\$3,864,627	78.48%	\$6,733	\$3,946,560	77.88%	\$6,876
Instructional Res/Media (12) *	\$95,001	1.93%	\$166	\$95,001	1.87%	\$166
Curriculum/Staff Develop (13) *	\$49,058	1.00%	\$85	\$110,359	2.18%	\$192
Instructional Leadership (21) *	\$104,452	2.12%	\$182	\$104,452	2.06%	\$182
School Leadership (23) *	\$297,955	6.05%	\$519	\$297,955	5.88%	\$519
Guidance/Counseling Svcs (31) *	\$170,169	3.46%	\$296	\$170,169	3.36%	\$296
Social Work Services (32) *	\$16,401	0.33%	\$29	\$16,401	0.32%	\$29
Health Services (33) *	\$80,909	1.64%	\$141	\$80,909	1.60%	\$141
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) **	\$222,976	4.53%	\$388	\$222,976	4.40%	\$388
Security/Monitoring (52) **	\$5,375	0.11%	\$9	\$5,375	0.11%	\$9

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE H S (011904002)
SMITHVILLE ISD**

Total Enrolled Membership: 574

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$17,133	0.35%	\$30	\$17,133	0.34%	\$30
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$4,907,965	100.00%	\$8,550	\$5,051,199	100.00%	\$8,800
Regular	\$2,820,415	57.47%	\$4,914	\$2,875,223	56.92%	\$5,009
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$623,821	12.71%	\$1,087	\$644,257	12.75%	\$1,122
Students with Disabilities	\$661,340	13.47%	\$1,152	\$661,340	13.09%	\$1,152
State Compensatory ED	\$476,907	9.72%	\$831	\$544,897	10.79%	\$949
Bilingual	\$2,528	0.05%	\$4	\$2,528	0.05%	\$4
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$42	0.00%	\$0	\$42	0.00%	\$0
CCMR	\$77,428	1.58%	\$135	\$77,428	1.53%	\$135
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$245,484	5.00%	\$428	\$245,484	4.86%	\$428

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

2022-2023



Actual Financial Data Report

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE J H (011904041)
SMITHVILLE ISD**

Total Enrolled Membership: 412

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,259,245	100.00%	\$7,911	\$3,463,799	100.00%	\$8,407
Operating-Payroll	\$2,831,670	86.88%	\$6,873	\$2,920,190	84.31%	\$7,088
Other Operating	\$427,575	13.12%	\$1,038	\$543,609	15.69%	\$1,319
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$3,259,245	100.00%	\$7,911	\$3,463,799	100.00%	\$8,407
Instruction (11,95) *	\$2,447,826	75.10%	\$5,941	\$2,538,478	73.29%	\$6,161
Instructional Res/Media (12) *	\$75,841	2.33%	\$184	\$75,841	2.19%	\$184
Curriculum/Staff Develop (13) *	\$38,474	1.18%	\$93	\$152,376	4.40%	\$370
Instructional Leadership (21) *	\$109,394	3.36%	\$266	\$109,394	3.16%	\$266
School Leadership (23) *	\$244,332	7.50%	\$593	\$244,332	7.05%	\$593
Guidance/Counseling Svcs (31) *	\$96,547	2.96%	\$234	\$96,547	2.79%	\$234
Social Work Services (32) *	\$12,982	0.40%	\$32	\$12,982	0.37%	\$32
Health Services (33) *	\$64,962	1.99%	\$158	\$64,962	1.88%	\$158
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) **	\$149,652	4.59%	\$363	\$149,652	4.32%	\$363
Security/Monitoring (52) **	\$1,700	0.05%	\$4	\$1,700	0.05%	\$4

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE J H (011904041)
SMITHVILLE ISD**

Total Enrolled Membership: 412

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$17,439	0.54%	\$42	\$17,439	0.50%	\$42
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$3,258,982	100.00%	\$7,910	\$3,463,536	100.00%	\$8,407
Regular	\$2,110,690	64.77%	\$5,123	\$2,135,633	61.66%	\$5,184
Gifted & Talented	\$17,681	0.54%	\$43	\$17,681	0.51%	\$43
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$720,635	22.11%	\$1,749	\$720,635	20.81%	\$1,749
State Compensatory ED	\$190,996	5.86%	\$464	\$370,607	10.70%	\$900
Bilingual	\$3,750	0.12%	\$9	\$3,750	0.11%	\$9
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$46,343	1.42%	\$112	\$46,343	1.34%	\$112
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$168,887	5.18%	\$410	\$168,887	4.88%	\$410

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

2022-2023



Actual Financial Data Report

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE EL (011904101)
SMITHVILLE ISD**

Total Enrolled Membership: 701

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$4,881,811	100.00%	\$6,964	\$5,308,675	100.00%	\$7,573
Operating-Payroll	\$3,954,345	81.00%	\$5,641	\$4,310,979	81.21%	\$6,150
Other Operating	\$545,711	11.18%	\$778	\$615,941	11.60%	\$879
Non-Operating(Equipt/Supplies)	\$381,755	7.82%	\$545	\$381,755	7.19%	\$545
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$4,500,056	100.00%	\$6,419	\$4,926,920	100.00%	\$7,028
Instruction (11,95) *	\$3,251,629	72.26%	\$4,639	\$3,589,733	72.86%	\$5,121
Instructional Res/Media (12) *	\$112,329	2.50%	\$160	\$112,329	2.28%	\$160
Curriculum/Staff Develop (13) *	\$59,851	1.33%	\$85	\$148,611	3.02%	\$212
Instructional Leadership (21) *	\$156,265	3.47%	\$223	\$156,265	3.17%	\$223
School Leadership (23) *	\$404,286	8.98%	\$577	\$404,286	8.21%	\$577
Guidance/Counseling Svcs (31) *	\$154,531	3.43%	\$220	\$154,531	3.14%	\$220
Social Work Services (32) *	\$20,940	0.47%	\$30	\$20,940	0.43%	\$30
Health Services (33) *	\$99,465	2.21%	\$142	\$99,465	2.02%	\$142
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$6,132	0.14%	\$9	\$6,132	0.12%	\$9
Plant Maint/Operation (51) **	\$221,806	4.93%	\$316	\$221,806	4.50%	\$316
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE EL (011904101)
SMITHVILLE ISD**

Total Enrolled Membership: 701

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$12,822	0.28%	\$18	\$12,822	0.26%	\$18
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$4,469,323	100.00%	\$6,376	\$4,896,187	100.00%	\$6,985
Regular	\$2,967,402	66.39%	\$4,233	\$3,116,821	63.66%	\$4,446
Gifted & Talented	\$16,756	0.37%	\$24	\$16,756	0.34%	\$24
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$892,531	19.97%	\$1,273	\$892,531	18.23%	\$1,273
State Compensatory ED	\$290,248	6.49%	\$414	\$567,693	11.59%	\$810
Bilingual	\$25,875	0.58%	\$37	\$25,875	0.53%	\$37
Early Education Allotment	\$4,113	0.09%	\$6	\$4,113	0.08%	\$6
Dyslexia or Related Disorder Serv	\$37,770	0.85%	\$54	\$37,770	0.77%	\$54
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$234,628	5.25%	\$335	\$234,628	4.79%	\$335

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

2022-2023



Actual Financial Data Report

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BROWN PRI (011904102)
SMITHVILLE ISD**

Total Enrolled Membership: 192

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$1,212,240	100.00%	\$6,314	\$1,349,499	100.00%	\$7,029
Operating-Payroll	\$1,002,440	82.69%	\$5,221	\$1,128,715	83.64%	\$5,879
Other Operating	\$209,800	17.31%	\$1,093	\$220,784	16.36%	\$1,150
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$1,212,240	100.00%	\$6,314	\$1,349,499	100.00%	\$7,029
Instruction (11,95) *	\$848,504	69.99%	\$4,419	\$948,426	70.28%	\$4,940
Instructional Res/Media (12) *	\$4,946	0.41%	\$26	\$4,946	0.37%	\$26
Curriculum/Staff Develop (13) *	\$16,218	1.34%	\$84	\$53,555	3.97%	\$279
Instructional Leadership (21) *	\$34,221	2.82%	\$178	\$34,221	2.54%	\$178
School Leadership (23) *	\$113,361	9.35%	\$590	\$113,361	8.40%	\$590
Guidance/Counseling Svcs (31) *	\$5,593	0.46%	\$29	\$5,593	0.41%	\$29
Social Work Services (32) *	\$3,864	0.32%	\$20	\$3,864	0.29%	\$20
Health Services (33) *	\$28,893	2.38%	\$150	\$28,893	2.14%	\$150
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) **	\$133,743	11.03%	\$697	\$133,743	9.91%	\$697
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BROWN PRI (011904102)
SMITHVILLE ISD**

Total Enrolled Membership: 192

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$22,897	1.89%	\$119	\$22,897	1.70%	\$119
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$1,212,240	100.00%	\$6,314	\$1,349,499	100.00%	\$7,029
Regular	\$478,062	39.44%	\$2,490	\$552,870	40.97%	\$2,880
Gifted & Talented	\$285	0.02%	\$1	\$285	0.02%	\$1
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$270,062	22.28%	\$1,407	\$278,612	20.65%	\$1,451
State Compensatory ED	\$26,180	2.16%	\$136	\$80,081	5.93%	\$417
Bilingual	\$1,994	0.16%	\$10	\$1,994	0.15%	\$10
Early Education Allotment	\$279,017	23.02%	\$1,453	\$279,017	20.68%	\$1,453
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	\$156,640	12.92%	\$816	\$156,640	11.61%	\$816

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.

Notice of Non-Discrimination

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: Dr. Bethany Logan, Asst. Supt.
901 NE 6th St. Smithville, Tx 78957
512-237-2487
blogan@smithvilleisd.org

504/ADA Coordinator: Dr. Tracy Johnson, Special Education Director
901 NE 6th St. Smithville, Tx. 78957
512-237-2487
tjohnson3@smithvilleisd.org

Smithville Independent School District

PART III

TAPR Glossary

2023-2024 Texas Academic Performance Report

2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 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.

Performance

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/2024/masking.html>.

STAAR Performance (2023–24)

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.

2023–24 Texas Academic Performance Report (TAPR) Glossary

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

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.

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

School Progress Domain—Annual Growth is the percentage of students that grew academically by at least one school 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 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 and Accelerated Learning 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.

2023–24 Texas Academic Performance Report (TAPR) Glossary

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.

STAAR Participation (2023–24)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants

2023–24 Texas Academic Performance Report (TAPR) Glossary

for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
 - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
 - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
 - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- **Mobile:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- **Other Exclusions:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
 - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
 - STAAR Alternate 2 assessments with a score code of "N."
 - 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.
 - Other exclusions specified in the 2024 Accountability Manual — [Appendix G](#).

Not Tested

- Assessments that are not considered in the participation rate include:
 - Absent: Assessments with a score code of "A."
 - Other: Assessments with a score code of "O."
 - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

2023–24 Texas Academic Performance Report (TAPR) Glossary

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%.

Attendance, Graduation, and Dropout Rates (2023–24)

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.

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2022–23 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2022–23 school year}}$$

(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:

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2022–23 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2022–23 school year}}$$

(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 or is being provided

2023–24 Texas Academic Performance Report (TAPR) Glossary

services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- 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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2022–23 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2022–23 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2022–23 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2022–23 school year}}$$

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, 2022-23](#) 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 [2024 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

2023–24 Texas Academic Performance Report (TAPR) Glossary

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 2019–20. They are followed through their expected graduation with the Class of 2023.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2022.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2021.

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 2019–20 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2019–20 but takes 5 years to graduate (i.e., graduates in May 2024) is still part of the 2023 cohort; he or she is not switched to the 2024 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2023. 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, 2023 for the 2023 cohort.

number of students from the cohort who received a high school diploma by

August 31, 2023

number of students in the 2023 cohort*

- (2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of students in the 2023 cohort*

- (3) *Continued High School*: The percentage of the 2023 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

- (4) *Dropped Out*: The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2023 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

number of students from the 2023 cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2023 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023 plus number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 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, 2023, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of students in the 2022 cohort*

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

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:

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023

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:

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

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 five-year rates.

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6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

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plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

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 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 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2023 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2022 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2021 cohort**

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** 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.

For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#). (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 2023) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2023 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.

number of graduates in the Class of 2023 who complete a 4-year FHSP-E

number of graduates in the Class of 2023 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.

number of graduates in the Class of 2023 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2023 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-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, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

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number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

number of graduates in the Class of 2023 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP

number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2022–23 who earn an FHSP-E

number of graduates in SY 2022–23 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2022–23 who earn an FHSP-DLA

number of graduates in SY 2022–23 with reported FHSP graduation plans

Texas First-DLA Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

number of graduates in SY 2022–23 who earn a Texas First-DLA

number of graduates in SY 2022–23 with reported graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

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number of graduates in SY 2022–23 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. Texas First-DLA graduates have graduation type code 40. 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

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 2022–23 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(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)*

number of graduates in the 2022–23 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2022-23 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)*

number of graduates in the 2022–23 school year considered as at risk

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total number of graduates in the 2022-23 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) (2023–24)

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 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 2023, SAT and ACT results through the July 2023 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*)
- 6) **Graduates under an Advanced Diploma 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

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Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110*)

Career/Military Readiness

- 7) **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 sunseting 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*)
- 8) **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*)
- 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*)
- 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: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States*).

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, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 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 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 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, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. (*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	Before Feb 15, 2023 >=19 on English and >= 23 Composite After Feb 15, 2023 English + Reading Combined score >=40	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	Before Feb 15, 2023 >=19 on Mathematics and >=23 Composite After Feb 15, 2023 Mathematics score >=22	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

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	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:

English Language Arts.

number of 2022-23 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

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 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

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 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 and mathematics

number of 2022-23 annual graduates

Any Subject.

number of 2022-23 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 or mathematics

number of 2022-23 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)*

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number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2022-23 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*)

number of 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2022-23 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*)

number of 2022-23 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

Number of 2022-23 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*)

number of 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2022-23 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*)

number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2022-23 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 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 48011*)

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number of 2022-23 annual graduates who earned an approved industry-based certification

number of 2022-23 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*)

number of 2022-23 annual graduates who earned a level I or level II certificate

number of 2022-23 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 [2024 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2022-23 annual graduates

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).

number of 2022-23 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation

number of 2022-23 annual graduates

CCMR-related Indicators (2023–24)

TSIA Results (Graduates \geq 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.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2022-23 annual graduates

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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.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2022-23 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*)

All Subjects.

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

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Social Studies.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in social studies

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.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies

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

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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.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th 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:

number of 2022-23 graduates who took either the SAT or the ACT

number of 2022-23 graduates reported

- (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 (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

number of 2022-23 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2022-23 graduates reported

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.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT

number of 2022-23 graduates who took the SAT

- (2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the
SAT

number of 2022-23 graduates who took the SAT

- (3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

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$$\frac{\text{sum of SAT mathematics scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(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.

$$\frac{\text{sum of ACT composite scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

Other Postsecondary Indicators (2023–24)

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.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 in 2022-23 who took the ACT}}$$

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number of students in grades 9–12 who received credit for at least one course in 2022-23

English Language Arts.

number of students in grades 9–12 in 2022-23 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2022-23

Mathematics.

number of students in grades 9–12 in 2022-23 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2022-23

Science.

number of students in grades 9–12 in 2022-23 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2022-23

Social Studies.

number of students in grades 9–12 in 2022-23 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2022-23

(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.

number of graduates during the 2021-22 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2021-22 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)

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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 (2023–24)

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 2019–2020, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October.

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.

number of students eligible for free or reduced-price lunch or other public assistance

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.

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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 2023–24, 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

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(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)

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 \(d-1\)](#).

number of students in the 2023–24 school year considered as at risk

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)

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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)

- 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).

number of mobile students in 2022–23

**number of students who were in membership at any time during the
2022–23 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

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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 2022-23 who did not return to the same campus in the fall of 2023-24. 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 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. 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 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2022} - \text{number of students who returned in fall 2023}}{\text{number of students enrolled in fall 2022}}$$

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 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

$$\frac{\text{number of students enrolled in the same grade from one school year to the next}}{\text{number of students enrolled from one school year who return the next year or who graduate}}$$

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, 2022-23](#) 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

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public school district, or returned to the district by the end of the school start window. (For 2022–23 the end of the school-start window was September 30, 2023)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2022–23 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).

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 (2023–24)

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)*

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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)*

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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

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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.

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 2022–23 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 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. 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*)

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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 2023-24 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 2022–23 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	
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
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
I3366010	IB PHILOSOPHY STANDARD LEVEL

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Mathematics	
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS 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)
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
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
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)
03102502	INDEP STUDY IN MATH (3RD TIME)

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Career and Technology Applications	
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II
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 HGH LVL

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Fine Arts	
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
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	IB MUSIC SL
I3250300	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

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Science	
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
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 LEVEL
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
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV

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Social Studies/History	
03310301	ECONOMICS ADV STUDIES, 1ST TME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
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
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
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
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
N1130026	AP SEMINAR
N1290325	IB BUSINESS & MGT STANDARD LVL

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Foreign Language	
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
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

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Foreign Language	
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME 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
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM

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Foreign Language	
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
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
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
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN

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Foreign Language	
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
I3110300	IB LANGUAGE AB INITIO STD LEVEL
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
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

Other	
I3305100	IB WORLD RELIGIONS STANDRD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV
N1290322	IB THEORY OF KNOWLEDGE

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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	LSP/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

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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

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.