

UNION GROVE INDEPENDENT SCHOOL DISTRICT

TEXAS ACADEMIC PERFORMANCE REPORT

2024-2025

Public Hearing February 9, 2026



2024–25 Texas Academic Performance Report

These guidelines intend to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of the Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code (TAC), §61.1022. TEC §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report."

Statute, TEC §39.306, requires that each district's board of trustees hold a public hearing to discuss the district's annual report. Commissioner rule, TAC §61.1022, indicates this hearing for public discussion of the Texas Academic Performance Report must be held within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, in the same format as it was received from TEA.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
 - a. According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives; the progress toward those objectives; district accreditation status with each campus awarded a distinction designation or has been identified as an unacceptable campus; the district's current special education compliance status (included in the district PDF TAPR cover page); information on violent or criminal incidents and prevention and intervention policies; findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994; 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 (THECB) and the progress of the district; and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185 and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
 - b. Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2026. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.
2. **PEIMS Financial Standard Reports (2023–24 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.
3. **District Accreditation Status** Each district's annual report must include the 2024–25 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>.

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The report must also include any campuses that earned a distinction designation or has been identified as an unacceptable campus.

4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.

5. **Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.

6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
 - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit <https://ocrdata.ed.gov/>.

7. **Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its [website](#). The first page explains the purpose of the report and data calculation methods. Please note that THECB's tentative timeline for releasing the updated report is mid-January 2026.

If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

8. **Progress Toward Meeting HB 3 Goals** TEC, §39.306(a)(8) states the Annual Report is to include the progress of the district and each campus in the district toward meeting the goals set in the district's:
 - (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and
 - (B) college, career, and military readiness plans adopted under Section 11.186.

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9. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place.
10. **Accessing the PDF TAPR** The TAPR is available on the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.
11. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. *Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.*
12. **Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is **separate** from widely releasing the annual report to the public. This means for the 2025-26 school year, the 2023-2024 TAPR was posted on District websites as it is the most recent.
13. **Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.
14. **Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
15. **Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.

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- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
- **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
- **The Accountability Subset** The PDF TAPR includes the 2024 and 2025 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot. See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.
- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2025/masking.html>.

16. Recommended Meetings Beyond The requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Portada

Calificación de rendición de cuentas del año 2025: la calificación general obtenida por el distrito o campus para el año 2025.

Estado de determinación para recibir educación especial en el año 2025 (solo TAPR distrital): esta etiqueta representa un estado integrado de nivel de determinación en función de una evaluación de los indicadores de rendición de cuentas orientados a resultados (RDA) de cada agencia educativa local (LEA) en el área de programas de educación especial y cuatro elementos exigidos a nivel federal (FRE), que incluyen los indicadores de cumplimiento 9, 10, 11, 12 y 13 del Plan de Desempeño Estatal (SPP); integridad de datos; incumplimiento sin corregir; y conclusiones de auditorías financieras. Cada LEA recibe uno de los cuatro niveles de determinación para recibir educación especial (DL):

Cumple con los requisitos

Necesita asistencia

Necesita intervención

Intervención significativa

Examen de aptitud vocacional para las Fuerzas Armadas (ASVAB) del año 2025 (exploración de carreras profesionales) (*distritos que atienden de 10.º a 12.º grado*): el Proyecto de Ley 1843 del Senado exige que, durante cada año escolar, cada distrito escolar y escuela autónoma de inscripción abierta brinde a los estudiantes de 10.º a 12.º grado la oportunidad de tomar el examen ASVAB y consultar con un reclutador militar. (*Fuente de datos: PEIMS E1625 [ArmedServicesVocAptBattery]*).

Desempeño

Evaluación de preparación académica del estado de Texas (STAAR): un programa integral de exámenes para estudiantes de escuelas públicas de 3.º a 8.º grado o cursos de escuela preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está pensado para medir hasta qué punto un estudiante ha aprendido, comprendido y es capaz de aplicar los conceptos y habilidades esperados en cada grado escolar o después de finalizar cada curso para el que existe una evaluación EOC. Cada evaluación STAAR está vinculada directamente a los exámenes de conocimientos y habilidades esenciales de Texas (TEKS). Los exámenes TEKS son los estándares de contenido exigidos por el estado que describen lo que un estudiante debe saber y poder hacer al finalizar un curso. Para obtener más información sobre los exámenes TEKS, consulte el sitio web “Texas Essential Knowledge and Skills” [Conocimientos y habilidades esenciales de Texas] en <http://tea.texas.gov/curriculum/teks/>.

Otra información importante:

STAAR (con y sin adaptaciones) y STAAR alternativa 2. Los TAPR y el sistema de informes de desempeño de Texas (TPRS) incluyen el desempeño en los exámenes STAAR y STAAR alternativa 2.

STAAR en español. Todas las evaluaciones STAAR en 3.º, 4.º y 5.º grado están disponibles tanto en inglés como en español. Los TAPR y el TPRS incluyen el desempeño respecto al examen STAAR en español.

Redondeo de resultados del examen STAAR. El desempeño en el examen STAAR que se muestra en los TAPR y en el TPRS se redondea a números enteros. Por ejemplo, 49.877 % se redondea a 50 %, 49.4999 % se redondea a 49 % y 59.5 % se redondea a 60 %.

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Enmascaramiento. Las tasas de desempeño del examen STAAR están enmascaradas cuando sea necesario para cumplir con la Ley FERPA. Para obtener más información, consulte la explicación del enmascaramiento en <https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html>.

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Desempeño en el examen STAAR (2024-2025)

La sección “Desempeño en el examen STAAR” muestra los resultados de desempeño por grado, materia y nivel de desempeño para los estudiantes en el subconjunto de rendición de cuentas, que son estudiantes inscritos en el mismo distrito o campus tanto en la fecha de la instantánea (instantánea de PEIMS del otoño) como en la fecha del examen. La sección “Desempeño en el examen STAAR: todos los estudiantes” del TPRS muestra el desempeño en el examen STAAR por grado, materia y nivel de desempeño. Incluye a todos los estudiantes evaluados, independientemente de si se encontraban en el subconjunto de rendición de cuentas.

Materias del examen STAAR por grado:

- 3.º grado: Lenguaje y Literatura (RLA) y Matemáticas
- 4.º grado: Lenguaje y Literatura (RLA) y Matemáticas
- 5.º grado: Lenguaje y Literatura (RLA), Matemáticas y Ciencias
- 6.º grado: Lenguaje y Literatura (RLA) y Matemáticas
- 7.º grado: Lenguaje y Literatura (RLA) y Matemáticas
- 8.º grado: Lengua y Literatura (RLA), Matemáticas, Ciencias y Estudios Sociales

Materias de fin de curso (EOC) del examen STAAR:

- Inglés I
- Inglés II
- Álgebra I
- Biología
- Historia de los Estados Unidos

Evaluados acelerados:

Examen de aptitud académica (SAT)/Examen de ingreso a universidades estadounidenses (ACT)

Porcentaje en el estándar de grado escolar “Acercándose” o superior. El porcentaje de evaluaciones que satisficieron o superaron el estándar de grado escolar “Acercándose” o superior.

Porcentaje en el estándar de grado escolar “Cumple” o superior. El porcentaje de evaluaciones que satisficieron o superaron el estándar de grado escolar “Cumple” o superior.

Porcentaje en el estándar de grado escolar “Domina”. El porcentaje de evaluaciones que satisficieron el estándar de grado escolar “Domina”.

Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar “Cumple” o superior tanto en Lectura como en Matemáticas. El porcentaje de estudiantes que tomaron el examen STAAR de Lectura y Matemáticas y satisficieron o superaron el estándar de grado escolar “Cumple” en ambas evaluaciones (excluyendo las evaluaciones EOC).

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Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar “Cumple” o superior tanto en Lectura como en Matemáticas, incluyendo EOC. El porcentaje de estudiantes que tomaron el examen EOC o STAAR de Lectura y Matemáticas y satisficieron o superaron el estándar de grado escolar “Cumple” en ambas evaluaciones.

Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar “Cumple” o superior en Lectura, incluyendo EOC. El porcentaje de estudiantes que tomaron el examen STAAR de Lectura o la EOC de Inglés I o II y satisficieron o superaron el estándar de grado escolar “Cumple”.

Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar “Cumple” o superior en Matemáticas, incluyendo EOC. El porcentaje de estudiantes que tomaron el examen STAAR de Matemáticas o la EOC de Álgebra I y satisficieron o superaron el estándar de grado escolar “Cumple”.

Progreso (crecimiento anual, aprendizaje acelerado y medida de progreso en el examen STAAR)

Ámbito “Progreso escolar: puntuación de crecimiento anual”: es el porcentaje de estudiantes que crecieron académicamente durante al menos un año escolar. Para las evaluaciones STAAR (con o sin adaptaciones), el crecimiento anual se mide mediante una tabla de transición. El crecimiento estudiantil individual se calcula como el cambio entre el desempeño de los estándares de grado escolar “No cumplió, bajo”, “No cumplió, alto”, “Acercándose, bajo”, “Acercándose, alto”, “Cumple” y “Domina” del año anterior al actual.

Ámbito “Progreso escolar: aprendizaje acelerado”: es el porcentaje de estudiantes que obtuvieron el estándar de grado escolar “No cumplió” en el año anterior y fueron acelerados hasta el estándar de grado escolar “Acercándose” o superior en el año actual.

Las mediciones anteriores se utilizaron para determinar el crecimiento anual y el aprendizaje acelerado en el informe sobre educación bilingüe/ESL.

Educación bilingüe/ESL

Educación bilingüe (BE): programa bilingüe que permite a estudiantes bilingües emergentes (EB) y a aprendices de inglés (EL) a adquirir dominio en comprensión auditiva, expresión oral, lectura y escritura en el idioma inglés mediante el desarrollo de las habilidades de lectoescritura y académicas en el idioma nativo y en inglés. Esta categoría incluye lo siguiente:

- *Salida anticipada transicional de educación bilingüe.* Modelo de programa bilingüe en el que los estudiantes identificados como estudiantes bilingües emergentes y aprendices de inglés reciben servicios tanto en inglés como en otro idioma y están preparados para satisfacer los criterios de reclasificación con el fin de tener éxito en la enseñanza solo en inglés no antes de dos años ni más allá de cinco años después de que el estudiante se inscriba en la escuela.
- *Salida tardía transicional de educación bilingüe.* Modelo de programa bilingüe en el que los estudiantes identificados como estudiantes bilingües emergentes y aprendices de inglés reciben servicios tanto en inglés como en otro idioma y están preparados para satisfacer los criterios de reclasificación con el fin de tener éxito en la enseñanza solo en inglés no antes de seis años ni más allá de siete años después de que el estudiante se inscriba en la escuela.

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- *Educación bilingüe de dos vías y en dos idiomas.* Modelo de programa bilingüe y lectoescritura bilingüe en el que los estudiantes identificados como estudiantes bilingües emergentes o aprendices de inglés se integran con compañeros que no son estudiantes bilingües emergentes o aprendices de inglés, reciben servicios tanto en inglés como en otro idioma y están preparados para satisfacer los criterios de reclasificación con el fin de tener éxito en la enseñanza solo en inglés no antes de seis años ni más allá de siete años después de que el estudiante se inscriba en la escuela. Este modelo ofrece enseñanza continua en lectoescritura y contenido académico en inglés y otro idioma con al menos la mitad de la enseñanza impartida en el idioma del programa distinto del inglés durante el transcurso del programa.
- *Educación bilingüe de una vía y en dos idiomas.* Modelo de programa bilingüe y lectoescritura bilingüe en el que los estudiantes identificados como estudiantes bilingües emergentes y aprendices de inglés reciben servicios tanto en inglés como en otro idioma y están preparados para satisfacer los criterios de reclasificación con el fin de tener éxito en la enseñanza solo en inglés no antes de seis años ni más allá de siete años después de que el estudiante se inscriba en la escuela. Este modelo ofrece enseñanza continua en lectoescritura y contenido académico tanto en el idioma nativo de los estudiantes como en inglés, al menos la mitad de la enseñanza se imparte en el idioma nativo de los estudiantes durante el transcurso del programa.

Inglés como segundo idioma (ESL): un programa de adquisición de inglés que permite a los estudiantes bilingües emergentes (EB) y aprendices de inglés (EL) a adquirir dominio en comprensión auditiva, expresión oral, lectura y escritura en el idioma inglés mediante el uso integrado de métodos de adquisición de un segundo idioma. Esta categoría incluye lo siguiente:

- *ESL basado en contenidos.* Un programa de adquisición de inglés que atiende a estudiantes identificados como estudiantes bilingües emergentes (EB) y aprendices de inglés (EL) mediante enseñanza en inglés por parte de un maestro debidamente certificado en ESL, en virtud de la sección [§] 29.061(c) del Código de Educación de Texas (TEC), a través de Lectura, Lengua y Literatura en inglés, Matemáticas, Ciencias y Estudios Sociales.
- *Refuerzos fuera de clases de ESL.* Un programa de inglés que atiende a estudiantes identificados como estudiantes bilingües emergentes (EB) y aprendices de inglés (EL) mediante enseñanza de inglés por parte de un maestro debidamente certificado en ESL, de conformidad con la sección [§] 29.061(c) del Código de Educación de Texas (TEC) a través de Lectura, Lengua y Literatura en inglés. La enseñanza se brindará por parte del maestro de ESL en un modelo de impartición incluyente o de refuerzo fuera de clases.

Programa de idioma alternativo (ALP): un programa de idioma alternativo ofrecido a estudiantes identificados como estudiantes bilingües emergentes (EB) y aprendices de inglés (EL) para los que la agencia de educación local (LEA) no cuenta con los maestros debidamente certificados para impartir educación bilingüe exigida o el programa de inglés como segundo idioma (ESL) para el año escolar actual. Esta categoría incluye lo siguiente:

- *ALP bilingüe (excepción).* Un programa de idioma alternativo al programa exigido de educación bilingüe (BE) aprobado por la TEA para el año escolar actual debido a la presentación por parte de la LEA de una solicitud de excepción de educación bilingüe.

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- *ALP ESL (exención).* Un programa de idioma alternativo al programa exigido de inglés como segundo idioma (ESL) aprobado por la TEA para el año escolar actual debido a la presentación por parte de la LEA de una solicitud de exención de ESL.

Estudiantes bilingües emergentes (EB) y aprendices de inglés (EL): El recuento y porcentaje de estudiantes cuyo idioma nativo no es el inglés y que están en el proceso de adquirir el inglés. Como resultado de la 87.ª Legislatura de Texas, el término “estudiante bilingüe emergente” sustituyó el término “estudiante con dominio limitado del inglés (LEP)” utilizado en el subcapítulo B del capítulo 29 del Código de Educación de Texas (TEC) y, por lo tanto, cambiará el término “aprendiz de inglés (EL)” utilizado en el subcapítulo BB, capítulo 89, título 19, Código Administrativo de Texas (TAC). Estos términos describen al mismo grupo de estudiantes de Texas. En los estándares de datos educativos de Texas (TEDS) modificados, los términos “bilingüe emergente” y “aprendiz de inglés” se han fusionado como EB/EL. El término “aprendiz de inglés” todavía se utiliza en las regulaciones y directrices federales. Esta categoría incluye lo siguiente:

- *EB/EL con negación de los padres.* Estudiantes identificados como estudiantes bilingües emergentes (EB)/aprendices de inglés (EL) y cuyos padres han negado todos los servicios de programas bilingües y de ESL.
- *EB/EL sin identificar.* Estudiantes que nunca han sido identificados como estudiantes bilingües emergentes (EB)/aprendices de inglés (EL) (estudiantes que no son EB ni EL).
- *EB/EL en total (actuales).* Estudiantes actualmente identificados como EB/EL, incluyendo aquellos atendidos en un programa bilingüe estándar o alternativo o ESL, así como aquellos a quienes los padres les han negado servicios.
- *EB/EL monitoreados y antiguos.* Estudiantes que alguna vez fueron identificados como EB/EL, pero que se han reclasificado como con dominio del inglés, incluyendo estudiantes dentro de sus cuatro años de monitoreo estatal y federal y aquellos más allá de los años de monitoreo.

Participación en evaluaciones STAAR (2024-2025)

Este *Informe de desempeño académico de Texas* (TAPR) facilita la tasa de participación en evaluaciones estatales tal como se utiliza en la rendición de cuentas estatal. Esta tasa de participación incluye a los estudiantes que se consideran participantes para fines de notificación estatal, pero están excluidos de la tasa de participación federal. El informe explica la tasa de participación en todos los exámenes, Lectura, Matemáticas, Ciencias, Estudios Sociales y evaluados acelerados, y qué evaluaciones y estudiantes se incluyen o excluyen de la rendición de cuentas.

Participantes en evaluaciones

- Evaluaciones STAAR:
 - Incluye evaluaciones STAAR y STAAR alternativa 2 con un código de puntuación de “S”.
- Evaluaciones STAAR alternativa 2:
 - Incluye evaluaciones con un código de puntuación de “N”.
- Evaluaciones STAAR de Lenguaje y Literatura (RLA):
 - Incluye evaluaciones STAAR y STAAR alternativa 2 con un código de puntuación de “A” u “O”, siempre y cuando una evaluación TELPAS o TELPAS alternativa tenga un código de puntuación de “S”.
- Evaluaciones STAAR de Matemáticas:

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- Incluye evaluaciones con un código de puntuación de “A” u “O”, siempre y cuando una evaluación TELPAS o TELPAS alternativa tenga un código de puntuación de “S” tanto para personas asiladas o refugiadas por un año como para estudiantes con educación formal interrumpida (SIFE).
- Evaluados acelerados:
 - Esto incluye los resultados de la sección Escritura y Lectura de Base Empírica (EBRW) del examen SAT, de la sección Lengua y Literatura en inglés (ELA) del examen ACT, de la sección Ciencias de examen ACT y de la sección Matemáticas de los exámenes SAT y ACT para estudiantes que finalizan una evaluación STAAR de fin de curso (EOC) en el estándar de grado escolar “Acercándose” o superior en Álgebra I, inglés II o Biología antes de 9.º grado.

Se incluye en rendición de cuentas:

- Esto representa la tasa de participación en evaluaciones estatales utilizada en mediciones estatales de rendición de cuentas.
- Incluye a todos los participantes indicados con anterioridad, excepto a los estudiantes clasificados bajo la categoría “Móvil” u “Otras exclusiones”.

No se incluye en rendición de cuentas:

- *Móvil.* Se refiere al porcentaje de evaluaciones excluidas de la tasa de “Se incluyen en rendición de cuentas” porque los estudiantes se inscribieron en el distrito o campus después de la fecha de la instantánea de otoño del sistema de gestión de información de educación pública (PEIMS) del sistema de datos estudiantiles de Texas (TSDS).
- *Otras exclusiones.* Se refiere al porcentaje de evaluaciones excluidas de la tasa de “Se incluyen en rendición de cuentas” por las siguientes razones:
 - Evaluaciones STAAR (STAAR y STAAR alternativa 2) con códigos de puntuación “A” u “O” que NO tienen una evaluación TELPAS o TELPAS alternativa correspondiente con un código de puntuación “S”.
 - Evaluaciones STAAR alternativa 2 con un código de puntuación de “N”.
 - Documentos de respuestas de estudiantes bilingües emergentes (EB)/aprendices de inglés (EL) que han estado en la escuela en los Estados Unidos durante un año.
 - Otras exclusiones especificadas en el [apéndice G](#) del *Manual de rendición de cuentas del año 2025*.

Sin evaluar

- Las evaluaciones que no se consideran en la tasa de participación incluyen lo siguiente:
 - Ausente: evaluaciones con un código de puntuación de “A”.
 - Otro: evaluaciones con un código de puntuación de “O”.
 - Evaluados acelerados: evaluados acelerados que no tomaron una evaluación SAT/ACT.

El denominador de participación es la suma de las siguientes cinco categorías: “Se incluye en rendición de cuentas”, “Móvil”, “Otras exclusiones” y “Sin evaluar” (ausente y otro). *La tasa de participación en evaluaciones STAAR* se redondea a un número entero. Por ejemplo, 94.49 % se redondea a 94 %. Los valores pequeños pueden aparecer como cero: 0.4 % se redondea a 0 % y 0.6 % se redondea a 1 %.

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Tasas de asistencia, graduación y deserción escolar (2024-2025)

Tasa de asistencia: el porcentaje de días que los estudiantes estuvieron presentes en función de la asistencia estudiantil durante todo el año escolar. Solo se incluyen los estudiantes de 1.º a 12.º grado en el cálculo.

La asistencia se calcula de la siguiente manera:

Cantidad total de días que los estudiantes de 1.º a 12.º grado estuvieron presentes durante el año escolar 2023-2024

Cantidad total de días que los estudiantes de 1.º a 12.º grado hicieron parte de la membresía durante el año escolar 2023-2024

(Fuente de datos: PEIMS 42400)

Ausentismo crónico: la cantidad sin duplicar de estudiantes de kínder a 12.º grado (K-12) inscritos durante al menos 10 días y ausentes en el transcurso del 10 por ciento o más de los días. El ausentismo crónico se calcula de la siguiente manera:

Cantidad total de estudiantes de kínder a 12.º grado (K-12) inscritos durante al menos 10 días y ausentes durante el 10 por ciento o más días durante el año escolar 2023-2024

Cantidad total de estudiantes de kínder a 12.º grado (K-12) inscritos durante al menos 10 días en el transcurso del año escolar 2023-2024

(Fuente de datos: PEIMS 42400)

Tasa anual de deserción escolar: el porcentaje de estudiantes que abandonan la escuela durante un año escolar. Las tasas anuales de deserción escolar se muestran para los distritos y campus que atienden a 7.º y 8.º grado o a 9.º a 12.º grado. La ley estatal prohíbe incluir a un estudiante que satisfaga cualquiera de los siguientes criterios en los cálculos de la tasa anual de deserción escolar de campus y distrital:

- Un tribunal ordena asistir a un programa de certificado de equivalencia de escuela preparatoria, pero no se ha obtenido un certificado de equivalencia de escuela preparatoria.
- Fue notificado previamente al estado como desertor escolar (las exclusiones previas de deserción escolar no se aplican a los cálculos de medidas de finalización para los campus bajo rendición de cuentas en educación alternativa [AEA]).
- Asistió, pero hizo parte de la membresía para finalidades de asistencia diaria promedio (por ejemplo, estudiantes para cuyos distritos escolares no reciben fondos estatales del programa básico escolar [FSP]).
- Estuvo inicialmente inscrito en una escuela en los Estados Unidos en cualquier grado entre 7.º y 12.º grado en calidad de persona refugiada o asilada no escolarizada, tal y como se define en la [sección \[§\] 39.027\(a-1\) del Código de Educación de Texas \(TEC\)](#).
- Asiste a un distrito exclusivamente en función de haber sido detenido en un centro de detención del condado y no es de otro modo un estudiante del distrito en el que se encuentra el centro o está recibiendo servicios de una escuela autónoma de inscripción abierta exclusivamente como resultado de haber sido detenido en el centro.

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- Está encarcelado en una cárcel estatal o penitenciaría federal como adulto o como persona certificada para ser juzgada como adulto.
- Es un estudiante que ha sufrido una afección, lesión o enfermedad que requiere atención médica importante y deja al estudiante sin poder asistir a la escuela y asignado a un centro de tratamiento médico o residencial.
- Es un estudiante en una instalación del Departamento de Justicia Juvenil de Texas o en un centro de tratamiento residencial atendido por un distrito escolar público de Texas.
- Tiene al menos 18 años de edad al 1 de septiembre y ha cumplido con los requisitos de créditos para graduarse de la escuela preparatoria; no ha finalizado su programa de educación individualizada (IEP); y está inscrito y recibe servicios del IEP.
- Es un estudiante que (a) tiene al menos 18 años de edad y menos de 26 años de edad; (b) no ha sido reportado con anterioridad como desertor escolar; y (c) no ha estado inscrito en la escuela durante los nueve meses anteriores a inscribirse en un programa de equivalencia de escuela preparatoria, una escuela de recuperación por deserción escolar o un programa de educación para adultos provisto bajo un programa de escuela autónoma con diploma de escuela preparatoria y un programa de escuela autónoma con certificación sectorial (la deserción escolar previa o las exclusiones previas de deserción escolar no se aplican a los cálculos de mediciones de finalización para los campus bajo AEA).

Tasa anual de deserción escolar (7.º y 8.º grado). Esto incluye solo 7.º y 8.º grado. Se calcula de la siguiente manera:

Cantidad de desertores escolares en 7.º y 8.º grado durante el año escolar 2023-2024

Cantidad de estudiantes en 7.º y 8.º grado que asistieron en cualquier momento durante el año escolar 2023-2024

Tasa anual de deserción escolar (9.º a 12.º grado). Esto incluye de 9.º a 12.º grado. Se calcula de la siguiente manera:

Cantidad de desertores escolares en 9.º a 12.º grado durante el año escolar 2023-2024

Cantidad de estudiantes en 9.º a 12.º grado que asistieron en cualquier momento durante el año escolar 2023-2024

Ambas tasas anuales de deserción escolar aparecen en los TAPR de campus, distritales, regionales y estatales. Sin embargo, las tasas anuales de deserción escolar estatales y regionales que se informan en los TAPR de campus y distritales se calculan sin las exclusiones requeridas para los cálculos de campus y distritales.

Tenga en cuenta que se utiliza un recuento acumulado de estudiantes en el denominador para todos los cálculos de tasas anuales de deserción escolar. Este método para calcular la tasa de deserción neutraliza el efecto de la movilidad al incluir en el denominador a todos los estudiantes que alguna vez informaron haber asistido al distrito o campus durante el año escolar, sin importar la duración de la inscripción. Para obtener una descripción más completa de las tasas de deserción escolar y exclusión, consulte los informes Secondary School Completion and Dropouts in Texas Public Schools [Deserciones escolares y finalización de escuela secundaria en escuelas públicas de Texas], disponibles en el sitio web de la TEA

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en [Completion, Graduation, and Dropout | Texas Education Agency \[Finalización, graduación y deserción escolar | Agencia de Educación de Texas\]](#).

Para obtener información detallada sobre las fuentes de datos, consulte el apéndice H del [Manual de rendición de cuentas del año 2025](#). (Fuente de datos: PEIMS 40203, 40110, 42400 y 42500).

Tasas longitudinales: el estado de un grupo (cohorte) de estudiantes después de cuatro años en escuela preparatoria (*tasa longitudinal de 4 años*), después de cinco años en escuela preparatoria (*tasa longitudinal extendida de 5 años*) o después de seis años en escuela preparatoria (*tasa longitudinal extendida de 6 años*).

Para la *tasa longitudinal de 4 años*, la cohorte está conformada por estudiantes que asistieron por primera vez al noveno grado en 2020-2021. Se les da seguimiento hasta su graduación esperada con la promoción de 2024.

Para la *tasa longitudinal extendida de 5 años*, la cohorte está conformada por estudiantes que asistieron por primera vez al noveno grado en 2019-2020. Se les da seguimiento durante cinco años y se les incluye si se graduaron en un lapso de un año después de su graduación esperada con la promoción de 2023.

Para la *tasa longitudinal extendida de 6 años*, la cohorte está conformada por estudiantes que asistieron por primera vez al noveno grado en 2018-2019. Se les da seguimiento durante seis años y se les incluye si se graduaron en un lapso de dos años después de su graduación esperada con la promoción de 2022.

Información adicional sobre cohortes:

Un estudiante se transfiere a un campus, distrito o cohorte estatal cuando se muda a la cohorte desde otra escuela preparatoria en Texas, desde otro distrito en Texas o desde fuera del estado.

Un estudiante se transfiere fuera de un campus o distrito cuando se muda a otra escuela preparatoria pública en Texas o a otro distrito en Texas. Tenga en cuenta que estos estudiantes son transferidos al grupo de la escuela preparatoria o distrito al que se mudaron. También hay estudiantes que se mudan fuera del estado o del país y estudiantes que se transfieren a escuelas privadas o que reciben educación en casa. Estos tipos de estudiantes transferidos no se pueden rastrear y no se incluyen en los cálculos de tasas longitudinales.

Un estudiante no cambia de cohorte si repite o se salta un grado. Un estudiante que comienza con la cohorte de noveno grado de 2020-2021 permanece en esa cohorte. Un estudiante que comenzó el noveno grado en 2020-2021, pero tarda 5 años en graduarse (es decir, se gradúa en mayo de 2025), todavía es parte de la cohorte de 2024; no se le cambia a la cohorte de 2025. Este estudiante sería considerado un estudiante continuo y se contaría como parte de la cantidad de estudiantes continuos de escuela preparatoria para la promoción de 2024. Esto también es válido para las cohortes longitudinales extendidas de cinco y seis años.

Existen cuatro resultados de los estudiantes que se utilizan para calcular cada tasa longitudinal:

Tasa longitudinal de 4 años

- (1) ***Graduado:*** el porcentaje que recibió su diploma de escuela preparatoria en cuatro años o menos antes del 31 de agosto de 2024 para la cohorte de 2024.

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

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Cantidad de estudiantes en la cohorte de 2024*

- (2) *Recepción de un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE)*: para la cohorte de 2024, el porcentaje que recibió un certificado de equivalencia de escuela preparatoria de Texas antes del 31 de agosto de 2024. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2024*

- (3) *Escuela preparatoria continua*: el porcentaje de la cohorte de 2024 que todavía estaba inscrito como estudiante en el otoño después de su graduación prevista. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2024*

- (4) *Deserción escolar*: el porcentaje de la cohorte de 2024 que abandonó los estudios y no regresó en el otoño del año escolar 2024-2025. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que abandonaron los estudios antes del otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2024*

- (5) *Graduados y TxCHSE*: el porcentaje de graduados y receptores de TxCHSE en la cohorte de 2024. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte de 2024 que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024 más la cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2024*

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(6) *Graduados, TxCHSE y continuadores*: el porcentaje de graduados, receptores de TxCHSE y continuadores en la cohorte de 2024. Se calcula de la siguiente manera:

$$\frac{\begin{array}{l} \text{Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31} \\ \text{de agosto de 2024} \\ \text{Más} \\ \text{Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024} \\ \text{Más} \\ \text{Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-} \\ \text{2025} \end{array}}{\text{Cantidad de estudiantes en la cohorte de 2024*}}$$

El cálculo de la tasa de graduación se modifica para acreditar campus bajo AEA para graduados, estudiantes continuos (continuadores), receptores de TxCHSE y desertores escolares anteriores que finalizan sus estudios. El componente de tasa de finalización incluye las tasas de cuatro años.

Tasa longitudinal extendida de 5 años

(1) *Graduado*: el porcentaje que recibió su diploma de escuela preparatoria antes del 31 de agosto de 2024 para la cohorte de 2023. Se calcula de la siguiente manera:

$$\frac{\text{Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024}}{\text{Cantidad de estudiantes en la cohorte de 2023*}}$$

(2) *Recepción de un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE)*: Para la cohorte de 2023, el porcentaje que recibió un certificado TxCHSE antes del 31 de agosto de 2024. Se calcula de la siguiente manera:

$$\frac{\text{Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024}}{\text{Cantidad de estudiantes en la cohorte de 2023*}}$$

(3) *Escuela preparatoria continua*: el porcentaje de la cohorte de 2023 que todavía estaba inscrito como estudiante en el otoño del año escolar **2024-2025**. Se calcula de la siguiente manera:

$$\frac{\text{Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025}}{\text{Cantidad de estudiantes en la cohorte de 2023*}}$$

(4) *Deserción escolar*: el porcentaje de la cohorte de 2023 que abandonó los estudios y no regresó en el otoño del año escolar **2024-2025**. Se calcula de la siguiente manera:

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Cantidad de estudiantes de la cohorte que abandonaron los estudios antes del otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2023*

- (5) *Graduados y TxCHSE*: el porcentaje de graduados y receptores de TxCHSE en la cohorte de 2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Más

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2023*

- (6) *Graduados, TxCHSE y continuadores*: el porcentaje de graduados, receptores de TxCHSE y continuadores en la cohorte de 2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Más

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Más

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2023*

El cálculo de la tasa de graduación se modifica para acreditar campus bajo AEA para graduados, estudiantes continuos (continuadores), receptores de TxCHSE y desertores escolares anteriores que finalizan sus estudios. El componente de tasa de finalización incluye las tasas de cinco años.

Tasa longitudinal extendida de 6 años

- (1) *Graduado*: el porcentaje que recibió su diploma de escuela preparatoria antes del 31 de agosto de 2024 para la cohorte de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2022*

- (2) *Recepción de un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE)*: Para la cohorte de 2022, el porcentaje que recibió un certificado TxCHSE antes del 31 de agosto de 2024. Se calcula de la siguiente manera:

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Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2022*

- (3) *Escuela preparatoria continua*: el porcentaje de la cohorte de 2022 que todavía estaba inscrito como estudiante en el otoño del año escolar **2024-2025**. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2022*

- (4) *Deserción escolar*: el porcentaje de la cohorte de 2022 que abandonó los estudios y no regresó en el otoño del año escolar **2024-2025**. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que abandonaron los estudios antes del otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2022*

- (5) *Graduados y TxCHSE*. el porcentaje de graduados y receptores de TxCHSE en la cohorte de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Más

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2022*

- (6) *Graduados, TxCHSE y continuadores*. el porcentaje de graduados, receptores de TxCHSE y continuadores en la cohorte de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Más

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Más

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2022*

El cálculo de la tasa de graduación se modifica para acreditar campus bajo AEA para graduados, estudiantes continuos (continuadores), receptores de TxCHSE y desertores escolares anteriores que finalizan sus estudios. El componente de tasa de finalización incluye las tasas de seis años.

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- * La cohorte en el denominador de las fórmulas mostradas anteriormente incluye a aquellos estudiantes que se graduaron, continuaron en la escuela, recibieron un TxCHSE o abandonaron los estudios. No incluye errores de datos ni egresos con los códigos de razón de egreso 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 o 90. Consulte *Tasa anual de deserción escolar* para obtener una lista de todas las exclusiones exigidas por el estatuto estatal para distritos y campus.

Las tasas de graduación, continuación, receptores de TxCHSE y deserción escolar suman 100 % (quizás algunos totales no equivalgan exactamente a 100 % debido al redondeo). Los estudiantes atendidos a través de educación especial que se gradúan con un programa de educación individualizada (IEP) se incluyen como graduados.

Información adicional sobre las tasas federales de graduación

Además del desglose detallado de las tasas longitudinales de cuatro, cinco y seis años, los informes distritales y de campus muestran las tasas federales de graduación para lo siguiente:

- (1) *Tasa federal de graduación de 4 años.* Cohorte de estudiantes que asistieron por primera vez a noveno grado en 2020-2021. Se les da seguimiento hasta su graduación esperada con la promoción de 2024. Se calcula de la siguiente manera:

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Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2024**

- (2) *Tasa federal de graduación extendida de cinco años.* Cohorte de estudiantes que asistieron por primera vez a noveno grado en 2019-2020. Se les da seguimiento durante cinco años para ver si se graduaron en un lapso de un año después de su graduación esperada con la promoción de 2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2023**

- (3) *Tasa federal de graduación extendida de seis años.* Cohorte de estudiantes que asistieron por primera vez a noveno grado en 2018-2019. Se les da seguimiento durante seis años para comprobar si se graduaron en un lapso de dos años tras la graduación esperada con la promoción de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2022**

** La cohorte en el denominador anterior incluye a aquellos estudiantes que se graduaron, continuaron en la escuela, recibieron un TxCHSE o abandonaron los estudios. No incluye errores de datos ni egresos con los códigos de razón de egreso 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87 o 90. Los estudiantes con códigos de egreso 88 y 89 están incluidos en las tasas federales.

Un estudiante en una instalación del Departamento de Justicia Juvenil de Texas o en un centro de tratamiento residencial atendido por un distrito escolar público de Texas está excluido de las tasas de graduación distritales y de campus calculadas para fines de rendición de cuentas federal. Los estudiantes atendidos a través de educación especial que se gradúan con un programa de educación individualizada (IEP) se incluyen como graduados.

Para obtener más información sobre estas tasas, consulte el documento *Secondary School Completion and Dropouts in Texas Public Schools* [Deserciones escolares y finalización de escuela secundaria en escuelas públicas de Texas], que se encuentra en el sitio web [Completion, Graduation, and Dropout Reports \[Informes de finalización, graduación y deserción escolar\]](#). (Fuente de datos: PEIMS 40203 y archivo de información sobre certificados de equivalencia de escuela preparatoria de Texas).

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Programa de graduación: el porcentaje de estudiantes que se graduaron bajo uno de los siguientes programas:

Graduados bajo RHSP/DAP (tasa longitudinal promoción de 2024): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos de cursos para el programa recomendado de escuela preparatoria (RHSP) o del programa de desempeño destacado (DAP).

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Cantidad de graduados en la promoción de 2024 que finalizan un RHSP o DAP de cuatro años

Cantidad de graduados de la promoción de 2024 con planes de graduación notificados (excluye graduados con planes de graduación del FHSP)

Graduados bajo FHSP-E (tasa longitudinal): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos del programa básico de escuela preparatoria con una acreditación (FHSP-E).

Cantidad de graduados en la promoción de 2024 que finalizan un FHSP-E de cuatro años

Cantidad de graduados de la promoción de 2024 con planes de graduación notificados bajo FHSP

Graduados bajo FHSP-DLA (tasa longitudinal): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos del programa básico de escuela preparatoria en el nivel de desempeño destacado (FHSP-DLA).

Cantidad de graduados en la promoción de 2024 que finalizan un FHSP-DLA de cuatro años

Cantidad de graduados de la promoción de 2024 con planes de graduación notificados bajo FHSP

Graduados bajo RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA (tasa longitudinal): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos de cursos del programa básico de escuela preparatoria (FHSP), del programa de desempeño destacado (DAP), del programa básico de escuela preparatoria con una acreditación (FHSP-E) o en el nivel de desempeño destacado (FHSP-DLA), o del programa de finalización anticipada de escuela preparatoria de Texas First.

Cantidad de graduados en la promoción de 2024 que finalizan un RHSP o DAP o FHSP-E o FHSP-DLA o Texas First-DLA de cuatro años

Cantidad de graduados de la promoción de 2024 con planes de graduación notificados

Graduados bajo RHSP/DAP (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos de cursos del programa recomendado de escuela preparatoria (RHSP) o del programa de desempeño destacado (DAP).

Cantidad de graduados en el año escolar 2023-2024 notificados con códigos de graduación para RHSP o DAP

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Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados (excluye a graduados con planes de graduación bajo FHSP)

Graduados bajo FHSP-E (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos del programa básico de escuela preparatoria con una acreditación (FHSP-E).

Cantidad de graduados en el año escolar 2023-2024 que obtienen un FHSP-E

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados bajo FHSP

Graduados bajo FHSP-DLA (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos de cursos del programa básico de escuela preparatoria en el nivel de desempeño destacado (FHSP-DLA).

Cantidad de graduados en el año escolar 2023-2024 que obtienen un FHSP-DLA

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados bajo FHSP

Graduados bajo Texas First-DLA (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos para el programa de finalización anticipada de escuela preparatoria de Texas First. Se considera que los graduados bajo este programa han obtenido un diploma con un nivel de desempeño destacado en virtud de la sección [§] 28.025 del Código de Educación de Texas.

Cantidad de graduados en el año escolar 2023-2024 que obtienen un diploma bajo el programa de finalización anticipada de escuela preparatoria de Texas First con un nivel de desempeño destacado (Texas First-DLA)

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados

Graduados bajo RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos de cursos del programa básico de escuela preparatoria (FHSP), del programa de desempeño destacado (DAP), del programa básico de escuela preparatoria con una acreditación (FHSP-E) o en el nivel de desempeño destacado (FHSP-DLA), o del programa de finalización anticipada de escuela preparatoria de Texas First.

Cantidad de graduados en el año escolar 2023-2024 notificados con códigos de graduación para RHSP o DAP o FHSP-E o FHSP-DLA o Texas First-DLA

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados

Los graduados bajo RHSP tienen códigos de tipo de graduación 19, 22, 25, 28 o 31; los graduados bajo DAP tienen códigos de tipo de graduación 20, 23, 26, 29 o 32; los graduados bajo FHSP son estudiantes con códigos de tipo de graduación 34, 35, 54, 55, 56 o 57. Los graduados bajo FHSP con código de tipo

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35 son elegibles para recibir acreditaciones a partir de la promoción de 2020. Los graduados bajo Texas First-DLA tienen un código de tipo de graduación 40. Consulte los [estándares de datos educativos de Texas](#) para obtener más información. (Fuente de datos: PEIMS 40203)

Para obtener información adicional sobre los programas de graduación, consulte https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Perfil de graduación

Graduados anuales: el recuento y porcentaje de estudiantes que se gradúan en algún momento durante el año escolar. Incluye a graduados de verano y los distritos lo notifican en el otoño del siguiente año escolar. Incluye a todos los estudiantes de 12.º grado que se graduaron, así como a los graduados de otros grados. Los estudiantes que recibieron educación especial y que se gradúan se incluyen en los totales. También se muestran los recuentos de estudiantes que se graduaron bajo los siguientes tipos de graduación en 2023-2024:

- Programa mínimo de escuela preparatoria (MHSP)
- Programa recomendado de escuela preparatoria (RHSP)
- Programa de desempeño destacado (DAP)
- Programa básico de escuela preparatoria (FHSP)
- Programa de finalización anticipada de escuela preparatoria de Texas First (Texas First-DLA)

(Fuente de datos: PEIMS 40203)

Educación especial: el recuento y porcentaje de graduados atendidos por programas de educación especial. (Fuente de datos: PEIMS 41163)

Económicamente desfavorecidos: el recuento y porcentaje de graduados elegibles para obtener almuerzos gratuitos o a precio reducido o bien elegibles para recibir otro tipo de asistencia pública. (Fuente de datos: PEIMS 40100 y STAAR).

Cantidad de graduados en el año escolar 2023-2024 elegibles para recibir almuerzos gratuitos o a precio reducido, o bien otro tipo de asistencia pública

Cantidad total de graduados en el año escolar 2023-2024

Estudiante bilingüe emergente (EB) y aprendiz de inglés (EL): El recuento y porcentaje de graduados cuyo idioma nativo no es el inglés y que están en el proceso de adquirir el inglés. Los términos “bilingüe emergente”, “aprendiz de inglés” y “dominio limitado del inglés” (LEP) se usan de manera indistinta. (Fuente de datos: PEIMS 40110)

En riesgo: el recuento y porcentaje de graduados identificados como en riesgo de abandonar la escuela, tal y como lo definen las [secciones §§ 29.081\(d\) y \(d-1\) del Código de Educación de Texas \(TEC\)](#). (Fuente de datos: PEIMS 40100).

Cantidad de graduados en el año escolar 2023-2024 considerados en riesgo

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Cantidad total de graduados en el año escolar 2023-2024

Finalizadores de CTE: el recuento y porcentaje de graduados que finalizaron y aprobaron tres o más cursos de educación profesional y técnica (CTE) para un total de cuatro o más créditos dentro de un programa de estudios, incluyendo un curso de nivel tres o cuatro dentro del mismo programa de estudios. *(Fuente de datos: registros de finalización de cursos de PEIMS).*

Preparación universitaria, profesional o militar* (CCMR) (2024-2025)

Los graduados anuales demuestran preparación universitaria, profesional o militar de cualquiera de las siguientes maneras:

Preparación universitaria

- 1) **Criterios del Programa Iniciativa de Éxito de Texas (TSI):** cumplimiento con los criterios del Programa Iniciativa de Éxito de Texas (TSI) en Lenguaje y Literatura RLA y Matemáticas. Un estudiante que cumple con los estándares de preparación universitaria de TSI tanto en RLA como en Matemáticas; en términos concretos, cumple con los criterios de preparación universitaria en las evaluaciones TSIA1 o TSIA2, SAT, ACT, o bien finaliza y obtiene de manera satisfactoria crédito por un curso de preparación universitaria, como se define en las secciones §§ 28.014 y 51.338 del Código de Educación de Texas (TEC), tanto en RLA como en Matemáticas. Los criterios para una finalización satisfactoria de un curso de preparación universitaria deben estar en consonancia entre una agencia educativa local (LEA) y la(s) institución(es) de educación superior (IHE) asociada(s). De conformidad con la sección § 51.338(e) del Código de Educación de Texas (TEC), al finalizar de manera satisfactoria un curso de preparación universitaria, los estudiantes obtienen una exención de TSI de la(s) IHE asociada(s) en esa área de contenido. Solo se debe notificar que los estudiantes han finalizado satisfactoriamente un curso si han cumplido con los requisitos de exención de TSI. Los resultados de las evaluaciones considerados incluyen evaluaciones TSIA1 o TSIA2 hasta octubre de 2024, resultados de los exámenes SAT y ACT hasta la administración en julio de 2024 y datos de finalización de cursos a través de TSDS PEIMS. Consulte el apéndice H para obtener información adicional. Un estudiante debe cumplir con los requisitos de TSI tanto para RLA como para Matemáticas, pero no necesariamente debe hacerlo en la misma evaluación. Por ejemplo, un estudiante puede cumplir con los criterios de TSI para preparación universitaria en RLA en el examen SAT y finalizar y obtener créditos por un curso de preparación universitaria en Matemáticas. *(Fuente de datos: PEIMS 43415, THECB, College Board y ACT, Inc.).*
- 2) **Obtención de créditos de curso doble:** un graduado que finalice y obtenga créditos por al menos tres horas de crédito en Lengua y Literatura en inglés (ELA) o Matemáticas, o bien al menos nueve horas de crédito en cualquier materia. *(Fuente de datos: PEIMS 43415)*
- 3) **Cumplimiento con los criterios de un examen de colocación avanzada (AP)/Bachillerato Internacional (IB):** un graduado que cumpla con la puntuación del criterio en un examen AP o IB en cualquier área temática. La puntuación del criterio es 3 o más para AP y 4 o más para IB. *(Fuente de datos: College Board o IB).*

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- 4) **Obtención de un título de asociado:** un graduado que obtenga un título de asociado antes del 31 de agosto inmediatamente después de la graduación de escuela preparatoria. *(Fuente de datos: PEIMS 40100)*
- 5) **Obtención de créditos de curso de OnRamps:** un graduado que finalice un curso de inscripción doble de OnRamps y califique para al menos tres horas de crédito universitario en cualquier área temática. *(Fuente de datos: Programa OnRamps).*
- 6) **Graduados bajo un plan de diplomatura avanzada e identificados como estudiantes actuales de educación especial:** un graduado que se identifica como receptor de servicios de educación especial durante el año de graduación y cuyo tipo de plan de graduación se identifica como plan recomendado de escuela preparatoria (RHSP), plan de desempeño destacado (DAP), plan básico de escuela preparatoria con una acreditación (FHSP-E), o bien plan básico de escuela preparatoria con nivel de desempeño destacado (FHSP-DLA). *(Fuente de datos: PEIMS 40203 y 40110).*

Preparación profesional o militar

- 7) **Obtención de una certificación sectorial (IBC):** un graduado que obtenga una certificación sectorial (IBC), de conformidad con la sección [§] 74.1003 del título 19 del Código Administrativo de Texas (TAC), y obtuvo crédito en un curso de nivel 2 o superior en un programa de estudios armonizado aplica para los graduados de 2024. La armonización está determinada por la tabla cruzada de certificaciones sectoriales (IBC), que asigna las IBC aprobadas a sus programas de estudios correspondientes. El estudiante debe haber obtenido la IBC asociada con el programa de estudios y también haber cumplido con el requisito de incorporación gradual. Consulte el apéndice J para obtener una lista completa de las IBC aprobadas. El límite de caducidad de IBC aplicado dentro de los ámbitos “Rendimiento estudiantil” y “Progreso escolar, parte B: desempeño relativo” no se aplica en el ámbito “Superación de deficiencias”. Para conocer los requisitos de IBC para promociones de graduación anteriores, consulte el [capítulo 2 \(Ámbito “Rendimiento estudiantil”\)](#). *(Fuente de datos: PEIMS 40100)*
- 8) **Graduado con un IEP finalizado y preparación para la fuerza laboral:** un graduado que recibe un código de tipo de graduación 04, 05, 54 o 55 que señala que el estudiante ha finalizado su IEP y ha demostrado autoempleo con habilidades de autoayuda para conservar un empleo, o bien ha demostrado dominio de empleabilidad y habilidades de autoayuda específicas que no requieran servicios de escuelas públicas. *(Fuente de datos: PEIMS 40203)*
- 9) **Graduado con certificado de nivel I o de nivel II:** un graduado que obtenga un certificado de nivel I o de nivel II en cualquier área de educación laboral. *(Fuente de datos: THECB).*
- 10) **Alistamiento en las Fuerzas Armadas:** un graduado que se alista en el Ejército de los Estados Unidos, la Marina de Guerra de los Estados Unidos, la Fuerza Aérea de los Estados Unidos, la Guardia Costera de los Estados Unidos, la Infantería de Marina de los Estados Unidos o la Guardia Nacional de Texas o las reservas para sus respectivos servicios. *(Fuente de datos: presentación del formulario 4 del Departamento de Defensa [DoD]).*

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Graduados con preparación universitaria, profesional o militar

Preparación universitaria, profesional o militar (rendimiento estudiantil): el porcentaje de graduados anuales que demostraron preparación universitaria, profesional o militar al cumplir con al menos uno de los nueve criterios descritos en *Preparación universitaria, profesional o militar*.

Solamente preparación universitaria: el porcentaje de graduados anuales que demostraron solo preparación universitaria al cumplir con los criterios de preparación universitaria 1, 2, 3, 4, 5 o 6, pero no satisficieron ninguno de los criterios de preparación profesional y militar 7, 8, 9 o 10 descritos en *Preparación universitaria, profesional o militar*.

Solamente preparación profesional o militar: el porcentaje de graduados anuales que demostraron solo preparación profesional o militar al cumplir con los criterios de preparación profesional o militar 7, 8, 9 o 10, pero no satisficieron ninguno de los criterios de preparación universitaria 1, 2, 3, 4, 5 o 6 descritos en *Preparación universitaria, profesional o militar*.

Graduados con preparación universitaria

Preparación universitaria: el porcentaje de graduados anuales que demostraron preparación universitaria al cumplir con los criterios 1, 2, 3, 4, 5 o 6 descritos en *Preparación universitaria, profesional o militar*. Este porcentaje incluye graduados que pueden haber satisfecho los criterios de preparación profesional o militar 7, 8, 9 o 10. (Fuente de datos: PEIMS 43415, 40100, 40203 y 40110, THECB, College Board, ACT, IB y OnRamps).

Graduados con criterios de TSI: el porcentaje de graduados anuales que cumplieron o superaron los criterios de preparación universitaria en la evaluación del Programa Iniciativa de Éxito de Texas (TSIA1 o TSIA2), SAT o ACT, o bien al finalizar de manera satisfactoria y obtener créditos de un curso de preparación universitaria, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC), tanto en ELA como en Matemáticas. Los criterios para cada uno son los siguientes:

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Criterios de TSI						
TSIA1 o TSIA2		SAT		ACT		Curso de preparación universitaria
≥ Criterios de ELAR mostrados más adelante	o	≥ 480 en Lectura y Escritura de Base Empírica (EBRW)	o	Antes del 15 de febrero de 2023 ≥ 19 en inglés y ≥ 23 en Composición Después del 15 de febrero de 2023 Puntuación combinada de Lectura e inglés ≥ 40	o	Finalización y obtención de créditos por el curso de preparación universitaria de ELA
≥ Criterios de Matemáticas que se muestran a continuación	o	≥ 530 en Matemáticas	o	Antes del 15 de febrero de 2023 ≥ 19 en Matemáticas y ≥ 23 en Composición Después del 15 de febrero de 2023 Puntuación en Matemáticas ≥ 22	o	Finalización y obtención de créditos por el curso de preparación universitaria de Matemáticas

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Materia	Versión de la evaluación	Requisitos de puntuación para CCMR					
Lectura, Lengua y Literatura en inglés (ELAR)	TSIA1	Puntuación ≥ 351 en Lectura					
	TSIA2	Puntuación ≥ 945 en la Clasificación de Preparación Universitaria (CRC) de ELAR	Y		Puntuación ≥ 5 en el ensayo		
		O					
		Puntuación < 945 en CRC de ELAR	Y	Puntuación ≥ 5 en el diagnóstico	Y	Puntuación ≥ 5 en el ensayo	
	Combinación	Puntuación ≥ 945 en CRC de ELAR respecto al examen TSIA2	Y		Puntuación ≥ 5 en el ensayo del examen TSIA1		
		O					
		Puntuación < 945 en CRC de ELAR respecto al examen TSIA2	Y	Puntuación ≥ 5 en el diagnóstico respecto al examen TSIA2	Y	Puntuación ≥ 5 en el ensayo del examen TSIA1	
	Matemáticas	TSIA1	Puntuación ≥ 350 en Matemáticas				
TSIA2		Puntuación ≥ 950 en CRC de Matemáticas					
		O					
		Puntuación < 950 en CRC de Matemáticas	Y	Puntuación = 6 en el diagnóstico			

Los porcentajes se calculan de la siguiente manera:

Lengua y Literatura en inglés.

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en ELA

Cantidad de graduados anuales de 2023-2024

Matemáticas.

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Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en Matemáticas

Cantidad de graduados anuales de 2023-2024

Ambas materias

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria tanto en ELA como en Matemáticas

Cantidad de graduados anuales de 2023-2024

Cualquier materia

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en ELA o en Matemáticas

Cantidad de graduados anuales de 2023-2024

Criterios de AP/IB cumplidos en cualquier materia: el porcentaje de graduados anuales que obtuvieron 3 o más en un examen AP o un 4 o más en un examen IB. *(Fuente de datos: College Board e IB).*

Cantidad de graduados anuales de 2023-2024 que obtuvieron 3 o más en un examen AP o un 4 o más en un examen IB.

Cantidad de graduados anuales de 2023-2024

Título de asociado: el porcentaje de graduados anuales que obtuvieron un título de asociado antes del 31 de agosto inmediatamente después de graduarse de escuela preparatoria. *(Fuente de datos: PEIMS 40100)*

Cantidad de graduados anuales de 2023-2024 que obtuvieron un título de asociado antes del 31 de agosto inmediatamente después de graduarse de escuela preparatoria.

Cantidad de graduados anuales de 2023-2024

Créditos de curso doble: un graduado que finalice y obtenga créditos por al menos tres horas de crédito en Lengua y Literatura en inglés (ELA) o Matemáticas, o bien al menos nueve horas de crédito en cualquier materia. *(Fuente de datos: PEIMS 43415)*

Cantidad de graduados anuales de 2023-2024 que finalizaron y obtuvieron créditos por nueve o más horas de crédito doble en cualquier materia o tres o más horas en ELA o Matemáticas

Cantidad de graduados anuales de 2023-2024

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Créditos de cursos de OnRamps: el porcentaje de graduados anuales que finalizaron un curso de inscripción doble de OnRamps y calificaron para al menos tres horas de crédito universitario en cualquier área temática. *(Fuente de datos: Programa OnRamps).*

Cantidad de graduados anuales de 2023-2024 que finalizaron un curso de OnRamps y calificaron para tres horas de crédito universitario antes de graduarse

Cantidad de graduados anuales de 2023-2024

Graduados bajo un plan de diplomatura avanzada e identificados como estudiantes actuales de educación especial: el porcentaje de graduados anuales bajo un plan de diplomatura avanzada e identificados como estudiantes actuales de educación especial. *(Fuente de datos: PEIMS 40203 y 42401).*

Cantidad de graduados anuales de 2023-2024 que se graduaron bajo un plan de diplomatura avanzada y fueron identificados como estudiantes actuales de educación especial

Cantidad de graduados anuales de 2023-2024

Graduados con preparación profesional o militar

Graduados con preparación profesional o militar: el porcentaje de graduados anuales que demostraron preparación profesional o militar al cumplir con los criterios 7, 8, 9 o 10 descritos en *Preparación universitaria, profesional o militar*. Este porcentaje incluye a los graduados que pueden haber satisfecho los criterios de preparación universitaria 1, 2, 3, 4, 5 o 6.

Certificación sectorial aprobada: el porcentaje de graduados anuales que obtuvieron una certificación sectorial aprobada y obtuvieron crédito en un curso de nivel 2 o superior en un programa de estudios armonizado. Para obtener información adicional, consulte el capítulo 2 del [Manual de rendición de cuentas del año 2025](#). *(Fuente de datos: PEIMS 48011)*

Cantidad de graduados anuales de 2023-2024 que obtuvieron una certificación sectorial aprobada

Cantidad de graduados anuales de 2023-2024

Graduados con certificado de nivel I o de nivel II: el porcentaje de graduados anuales que obtuvieron un certificado de nivel I o nivel II. *(Fuente de datos: THECB).*

Cantidad de graduados anuales de 2023-2024 que obtuvieron un certificado de nivel I o nivel II

Cantidad de graduados anuales de 2023-2024

Graduados con un IEP finalizado y preparación para la fuerza laboral: el porcentaje de graduados anuales que recibieron un código de tipo de graduación 04, 05, 54 o 55. Para obtener información adicional, consulte el capítulo 2 del [Manual de rendición de cuentas del año 2025](#). *(Fuente de datos: PEIMS 40203)*

Cantidad de graduados anuales de 2023-2024 que recibieron un código de tipo de graduación 04, 05, 54 o 55

Cantidad de graduados anuales de 2023-2024

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Alistamiento en las Fuerzas Armadas de los Estados Unidos (graduados anuales): el porcentaje de graduados anuales que se alista en el Ejército de los Estados Unidos, la Marina de Guerra de los Estados Unidos, la Fuerza Aérea de los Estados Unidos, la Guardia Costera de los Estados Unidos, la Infantería de Marina de los Estados Unidos, la Fuerza Espacial de los Estados Unidos o la Guardia Nacional de Texas o las reservas para sus respectivos servicios. *(Fuente de datos: presentación del formulario 4 del Departamento de Defensa [DoD]).*

Cantidad de graduados anuales de 2023-2024 que se alistan en las Fuerzas Armadas de los Estados Unidos o en la Guardia Nacional de Texas antes del 31 de diciembre inmediatamente después de graduarse de escuela preparatoria

Cantidad de graduados anuales de 2023-2024

Indicadores relacionados con CCMR (2024-2025)

Resultados del examen TSIA (graduados $\geq$ criterio, graduados anuales): el porcentaje de graduados anuales que cumplieron con los criterios de TSI en los exámenes TSIA1 o TSIA2. *(Fuente de datos: THECB y PEIMS 40203).*

Lengua y Literatura en inglés.

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 o TSIA2 en ELA

Cantidad de graduados anuales de 2023-2024

Matemáticas.

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 o TSIA2 en Matemáticas

Cantidad de graduados anuales de 2023-2024

Ambas materias

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 o TSIA2 tanto en ELA como en Matemáticas

Cantidad de graduados anuales de 2023-2024

Crédito finalizado y recibido por cursos de preparación universitaria (graduados anuales): el porcentaje de graduados anuales que finalizaron y obtuvieron crédito por un curso de preparación universitaria, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC), ya sea en ELA, Matemáticas o ambos. *(Fuente de datos: PEIMS 43415)*

Lengua y Literatura en inglés.

Cantidad de graduados anuales de 2023-2024 que finalizaron y obtuvieron crédito por un curso de preparación universitaria en ELA, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2023-2024

Matemáticas.

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Cantidad de graduados anuales de 2023-2024 que finalizaron y obtuvieron crédito por un curso de preparación universitaria en Matemáticas, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2023-2024

Ambas materias

Cantidad de graduados anuales de 2023-2024 que finalizaron y obtuvieron crédito por un curso de preparación universitaria tanto en ELA como en Matemáticas, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2023-2024

Resultados de AP/IB (participación, 11.º y 12.º grado): el porcentaje de estudiantes en 11.º y 12.º grado que tomaron los exámenes de colocación avanzada (AP) de College Board o los exámenes de Bachillerato Internacional (IB). *(Fuente de datos: College Board e IB).*

Todas las materias

Cantidad de estudiantes en 11.º y 12.º grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB

Total de estudiantes inscritos en 11.º y 12.º grado

Lengua y Literatura en inglés.

Cantidad de estudiantes en 11.º y 12.º grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB en ELA

Total de estudiantes inscritos en 11.º y 12.º grado

Matemáticas.

Cantidad de estudiantes en 11.º y 12.º grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB en Matemáticas

Total de estudiantes inscritos en 11.º y 12.º grado

Ciencias.

Cantidad de estudiantes en 11.º y 12.º grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB en Ciencias

Total de estudiantes inscritos en 11.º y 12.º grado

Estudios Sociales.

Cantidad de estudiantes en 11.º y 12.º grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB en Estudios Sociales

Total de estudiantes inscritos en 11.º y 12.º grado

(Fuente de datos College Board, IB y PEIMS 40110)

Resultados de AP/IB (examinados $\geq$ criterio, 11.º y 12.º grado): el porcentaje de estudiantes con al menos un examen de AP o de IB en 11.º y 12.º grado igual o superior a la puntuación del criterio. Los

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estudiantes de escuela preparatoria pueden tomar uno o más de estos exámenes, idealmente al finalizar los cursos AP o IB, y pueden recibir colocación avanzada o crédito, o ambos, al ingresar a la universidad. Por lo general, las universidades otorgarán créditos o colocación avanzada por puntuaciones de 3, 4 o 5 en los exámenes de AP y puntuaciones de 4, 5, 6 o 7 en los exámenes de IB. Los requisitos varían de acuerdo a la universidad y la materia evaluada. *(Fuente de datos: College Board e IB).*

Todas las materias

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio

Cantidad de estudiantes de 11.º y 12.º grado con al menos un examen AP o IB

Lengua y Literatura en inglés.

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio en ELA

Cantidad de estudiantes de 11.º y 12.º grado con al menos un examen AP o IB en ELA

Matemáticas.

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio en Matemáticas

Cantidad de estudiantes de 11.º y 12.º grado con al menos un examen AP o IB en Matemáticas

Ciencias.

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio en Ciencias

Cantidad de estudiantes de 11.º y 12.º grado con al menos un examen AP o IB en Ciencias

Estudios Sociales.

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio en Estudios Sociales

Cantidad de estudiantes de 11.º y 12.º grado con al menos un examen AP o IB en Estudios Sociales

(Fuente de datos: The College Board, The International Baccalaureate Organization y PEIMS 40110)

Resultados de AP/IB (estudiantes de 11.º y 12.º grado $\geq$ criterio): el porcentaje de estudiantes inscritos en 11.º y 12.º grado con al menos una puntuación AP o IB igual o superior a la puntuación del criterio. Este denominador incluye a los estudiantes inscritos en 11.º y 12.º grado que no tomaron los exámenes de AP o de IB. Los estudiantes de escuela preparatoria pueden tomar uno o más de estos exámenes, idealmente al finalizar los cursos AP o IB, y pueden recibir colocación avanzada o crédito, o ambos, al ingresar a la universidad. Por lo general, las universidades otorgarán créditos o colocación avanzada por puntuaciones de 3, 4 o 5 en los exámenes de AP y puntuaciones de 4, 5, 6 o 7 en los exámenes de IB. Los requisitos varían de acuerdo a la universidad y la materia evaluada. *(Fuente de datos: College Board e IB).*

Todas las materias

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Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio

Total de estudiantes inscritos en 11.º y 12.º grado

Resultados de SAT/ACT (graduados anuales): participación y desempeño de los graduados anuales de todas las escuelas públicas de Texas en las evaluaciones SAT de College Board y ACT de Total ACT, Inc. Las puntuaciones de los exámenes ACT y SAT se basan en las puntuaciones más altas de las secciones de cada estudiante en todos los exámenes realizados; las puntuaciones totales del examen SAT y puntuaciones compuestas del examen ACT se calculan mediante las puntuaciones más altas de las secciones.

- (1) *Evaluados:* el porcentaje de graduados que tomaron cualquiera de las evaluaciones de admisión a la universidad:

Cantidad de graduados de 2023-2024 que tomaron el examen SAT o el examen ACT

Cantidad de graduados de 2023-2024 notificados

- (2) *Criterio igual o superior para todos los graduados:* el porcentaje de graduados que obtuvieron una puntuación igual o superior a la puntuación del criterio de 480 en la sección Lectura y Escritura de Base Empírica del examen SAT o 19 en la sección inglés del examen ACT y 23 en la puntuación combinada del examen ACT y 530 en la sección Matemáticas del examen SAT o 19 en la sección Matemáticas del examen ACT y 23 en la puntuación combinada del examen ACT (antes del 15 de febrero de 2023). Después del 15 de febrero de 2023, el porcentaje de graduados que obtuvieron una puntuación igual o superior a la puntuación del criterio de 40 en las secciones combinadas inglés y Lectura del examen ACT y una puntuación igual o superior a 22 en la sección Matemáticas del examen ACT:

Cantidad de examinados que se gradúan del año escolar 2023-2024 que obtuvieron una puntuación igual o superior a la puntuación del criterio en los exámenes SAT o ACT

Cantidad de graduados de 2023-2024 notificados

Puntuación promedio del examen SAT (graduados anuales): desempeño de los graduados anuales de todas las escuelas públicas de Texas en la evaluación SAT del College Board. Si un estudiante toma el examen SAT más de una vez, se selecciona el mejor resultado por materia y el total del examen SAT se calcula como la suma de las puntuaciones más altas de las secciones.

- (1) *Todas las materias:* la puntuación promedio combinada de las secciones Lectura y Escritura de Base Empírica y Matemáticas del examen SAT. La puntuación máxima es 1600.

Suma de las puntuaciones totales del examen SAT (Matemáticas + Lectura y Escritura de Base Empírica) de todos los graduados de 2023-2024 que tomaron dicho examen

Cantidad de graduados de 2023-2024 que tomaron el examen SAT

- (2) *Escritura y Lengua y Literatura en inglés:* la puntuación promedio de la sección Lectura y Escritura de Base Empírica del examen SAT. La puntuación máxima es 800.

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Suma de las puntuaciones totales de la sección Lectura y Escritura de Base Empírica del examen SAT de todos los graduados de 2023-2024 que tomaron dicho examen

Cantidad de graduados de 2023-2024 que tomaron el examen SAT

- (3) *Matemáticas*: la puntuación promedio de la sección Matemáticas del examen SAT. La puntuación máxima es 800.

Suma de las puntuaciones de la sección Matemáticas del examen SAT de todos los graduados de 2023-2024 que tomaron el examen SAT

Cantidad de graduados de 2023-2024 que tomaron el examen SAT

(Fuente de datos: College Board y PEIMS 40203)

Puntuación promedio del examen ACT (graduados anuales): desempeño de los graduados anuales de todas las escuelas públicas de Texas en la evaluación ACT de ACT, Inc. Si un estudiante toma el examen ACT más de una vez, se selecciona el mejor resultado por materia y las puntuaciones combinadas del examen ACT se calculan como el promedio de las puntuaciones más altas de las secciones.

- (1) *Todas las materias*: la puntuación promedio para la puntuación combinada del examen ACT. La puntuación máxima es 36.

Suma de las puntuaciones combinadas del examen ACT de todos los graduados de 2023-2024 que tomaron dicho examen

Cantidad de graduados de 2023-2024 que tomaron el examen ACT

- (2) *Lengua y Literatura en inglés*: la puntuación promedio para las secciones combinadas de inglés y Lectura del examen ACT. La puntuación máxima es 36.

Suma de las puntuaciones en las secciones combinadas inglés y Lectura del examen ACT de todos los graduados de 2023-2024 que tomaron dicho examen

Cantidad de graduados de 2023-2024 que tomaron el examen ACT

- (3) *Matemáticas*: la puntuación promedio para la sección Matemáticas del examen ACT. La puntuación máxima es 36.

Suma de las puntuaciones en la sección Matemáticas del examen ACT de todos los graduados de 2023-2024 que tomaron dicho examen

Cantidad de graduados de 2023-2024 que tomaron el examen ACT

- (4) *Ciencias*: la puntuación promedio para la sección Ciencias del examen ACT. La puntuación máxima es 36.

Suma de las puntuaciones en la sección Ciencias del examen ACT de todos los graduados de 2023-2024 que tomaron dicho examen

Cantidad de graduados de 2023-2024 que tomaron el examen ACT

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Otros indicadores de educación postsecundaria (2024-2025)

Finalización de cursos avanzados y de crédito doble (9.º a 12.º grado): el porcentaje de estudiantes que finalizaron y recibieron crédito por al menos un curso avanzado o de crédito doble. Las decisiones sobre la concesión de créditos de escuela preparatoria para cursos universitarios se describen en la sección [§] 74.25 del Código Administrativo de Texas.

El apéndice A indica todos los cursos identificados como cursos avanzados. Los cursos por los que un estudiante puede obtener crédito doble no figuran en la lista porque varían de un campus a otro.

Los distritos notifican la información sobre la finalización de cursos a través del PEIMS después del cierre del año escolar. Por ejemplo, los valores, expresados como porcentajes para 9.º a 12.º grado, se calculan de la siguiente manera (*fuentes de datos: PEIMS 43415*):

Cualquier materia

$$\frac{\text{Cantidad de estudiantes en 9.º a 12.º grado en 2023-2024 que recibieron crédito por al menos un curso avanzado o de crédito doble}}{\text{Cantidad de estudiantes en 9.º a 12.º grado que recibieron crédito por al menos un curso en 2023-2024}}$$

Lengua y Literatura en inglés.

$$\frac{\text{Cantidad de estudiantes en 9.º a 12.º grado en 2023-2024 que recibieron crédito por al menos un curso avanzado o de crédito doble de ELA}}{\text{Cantidad de estudiantes en 9.º a 12.º grado que recibieron crédito por al menos un curso de ELA en 2023-2024}}$$

Matemáticas.

$$\frac{\text{Cantidad de estudiantes en 9.º a 12.º grado en 2023-2024 que recibieron crédito por al menos un curso avanzado o de crédito doble de Matemáticas}}{\text{Cantidad de estudiantes en 9.º a 12.º grado que recibieron crédito por al menos un curso de Matemáticas en 2023-2024}}$$

Ciencias.

$$\frac{\text{Cantidad de estudiantes en 9.º a 12.º grado en 2023-2024 que recibieron crédito por al menos un curso avanzado o de crédito doble de Ciencias}}{\text{Cantidad de estudiantes en 9.º a 12.º grado que recibieron crédito por al menos un curso de Ciencias en 2023-2024}}$$

Estudios Sociales.

$$\frac{\text{Cantidad de estudiantes en 9.º a 12.º grado en 2023-2024 que recibieron crédito por al menos un curso de Estudios Sociales avanzado o de crédito doble}}{\text{Cantidad de estudiantes en 9.º a 12.º grado que recibieron crédito por al menos un curso de Estudios Sociales en 2023-2024}}$$

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(Fuente de datos: PEIMS 43415)

Graduados inscritos en una institución de educación superior de Texas (TX IHE): el porcentaje de estudiantes que se inscribieron y comenzaron a recibir enseñanza en una institución de educación superior en Texas durante el año escolar posterior a la graduación de escuela preparatoria.

Cantidad de graduados durante el año escolar 2022-2023 que asistieron a un centro universitario o universidad públicos o independientes en Texas en el siguiente año académico

Cantidad de graduados durante el año escolar 2022-2023

No se incluyen estudiantes inscritos en centros universitarios o universidades fuera del estado o en cualquier escuela politécnica privada. Se incluyen estudiantes que asisten a colegios universitarios públicos en Texas.

(Fuente de datos: THECB).

Hay disponibilidad de informes adicionales que muestran los estudiantes inscritos en centros universitarios y universidades públicos de Texas en el sitio del Consejo Coordinador de Educación Superior de Texas (THECB) en <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

Para obtener más información sobre los datos utilizados en este indicador, comuníquese con el Consejo Coordinador de Educación Superior de Texas llamando al (512) 427-6153. (Fuente de datos: THECB).

Información sobre estudiantes (2024-2025)

Tenga en cuenta que la sección “Inscripción” de este informe se agregó a partir de 2019-2020. Las definiciones a continuación describen los matices entre membresía e inscripción. Si compara los datos que se muestran en el informe de este año con los informes anteriores a 2019-2020, utilice los datos que se muestran en la sección “Membresía”.

Inscripción: estudiantes notificados como inscritos al último viernes de octubre.

Membresía: la membresía se diferencia de la inscripción, ya que no incluye a aquellos estudiantes que reciben servicios durante menos de dos horas al día. Un estudiante es miembro si está inscrito y además...

- se le programa para asistir al menos a dos horas de enseñanza cada jornada escolar; o
- participa en un programa alternativo de recuento de asistencia.

Por ejemplo, el recuento de *total de estudiantes* excluye a estudiantes que asisten a una escuela privada, pero reciben algunos servicios de su distrito escolar local (tales como terapia del habla) menos de dos horas por día.

Total de estudiantes: la cantidad total de estudiantes de escuelas públicas que se notificaron en cualquier grado desde educación en la primera infancia hasta 12.º grado. (Fuente de datos: ente “Student” de PEIMS)

Estudiantes por grado: el recuento de estudiantes en cada grado dividido por la cantidad total de estudiantes. (Fuente de datos: ente “StudentSchoolAssociation” de PEIMS)

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Distribución étnica: la cantidad y el porcentaje de estudiantes que se identifican como pertenecientes a uno de los siguientes grupos: afroamericano, hispano, blanco, indio americano, asiático, isleño del Pacífico o dos o más razas. *(Fuente de datos: ente “StudentEducationOrganizationAssociation” de PEIMS)*

Masculino/Femenino: la cantidad y porcentaje de estudiantes que se identifican como hombres o mujeres. *(Fuente de datos: ente “StudentEducationOrganizationAssociation” de PEIMS)*

Económicamente desfavorecidos: el recuento y porcentaje de estudiantes elegibles para obtener almuerzos gratuitos o a precio reducido o bien elegibles para recibir otro tipo de asistencia pública.

Cantidad de estudiantes elegibles para recibir almuerzos gratuitos o a precio reducido u otro tipo de asistencia pública
Cantidad total de estudiantes

(Fuente de datos: ente “StudentEducationOrganizationAssociation” de PEIMS y División de Evaluación Estudiantil de la TEA)

Estudiantes sin desventajas educativas: aquellos estudiantes que no son elegibles para participar en almuerzos gratuitos o a precio reducido, o bien para recibir cualquier otro tipo de asistencia pública. Este es el recuento y porcentaje complementarios a estudiantes económicamente desfavorecidos.

Estudiantes amparados por la Sección 504: el recuento y porcentaje de estudiantes identificados que reciben servicios ofrecidos en virtud de la Sección 504. *(Fuente de datos: ente “StudentEducationOrganizationAssociation” de PEIMS)*

Estudiantes bilingües emergentes (EB) y aprendices de inglés (EL): El recuento y porcentaje de estudiantes cuyo idioma nativo no es el inglés y que están en el proceso de adquirir el inglés. Los términos “aprendiz de inglés” (EL) y “bilingüe emergente” (EB) se usan de manera indistinta.

El porcentaje de EB/EL se calcula dividiendo la cantidad de EB/EL por la cantidad total de estudiantes en el distrito o campus. No todos los estudiantes identificados como EB/EL reciben enseñanza bilingüe o de inglés como segundo idioma. *(Fuente de datos: archivo de TELPAS).*

Estudiantes con colocaciones disciplinarias: El recuento y el porcentaje de estudiantes colocados en programas de educación alternativa, en virtud del [capítulo 37 \(“Disciplina: orden público”\) del Código de Educación de Texas](#). Los distritos notifican las medidas disciplinarias tomadas hacia los estudiantes que son expulsados del salón de clases durante al menos un día. Aunque los estudiantes pueden tener varias expulsiones a lo largo del año, esta medida cuenta a los estudiantes solo una vez e incluye únicamente aquellos cuya expulsión da lugar a una colocación en un programa disciplinario de educación alternativa o un programa de educación alternativa de justicia juvenil. Se calcula de la siguiente manera:

Cantidad de estudiantes con una o más colocaciones disciplinarias
Cantidad de estudiantes que asistieron en cualquier momento durante el año escolar

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Para 2024-2025, los siguientes 19 códigos de medidas disciplinarias se incluyen como colocaciones disciplinarias: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60 y 61. *(Fuente de datos: ente "DisciplineAction" de PEIMS)*

Estudiantes con dislexia: el recuento y porcentaje de estudiantes identificados con dislexia. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Acogimiento familiar: el recuento y porcentaje de estudiantes identificados como bajo tutela del Departamento de Servicios Familiares y de Protección (DFPS). *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Sin hogar: el recuento y porcentaje de estudiantes que cumplen con los criterios definidos por la sección 11434(a) del título 42 del Código de los Estados Unidos (USC). El término "niños y jóvenes sin hogar" se define así:

(A) personas que carecen de una residencia nocturna fija, regular y adecuada [dentro del significado de la sección 11302(a)(1)]; e

(B) incluye lo siguiente:

(i) niños y jóvenes que comparten la vivienda con otras personas debido a la pérdida de la vivienda, dificultades económicas o una razón similar; viven en moteles, hoteles, parques de casas rodantes o terrenos para acampar debido a la falta de alojamiento alternativo idóneo; viven en refugios de emergencia o de transición;

niños y jóvenes que tienen una residencia nocturna principal y que es un lugar público o privado no diseñado ni utilizado normalmente como alojamiento habitual para dormir destinado a seres humanos [dentro del significado de la sección 11302(a)(2)(C)];

niños y jóvenes que viven en automóviles, parques, espacios públicos, edificios abandonados, viviendas precarias, estaciones de autobús o tren, o entornos similares; y

(iv) niños migrantes (tal y como se define dicho término en la sección 6399 del título 20) que califican como personas sin hogar para los fines de este subtítulo porque viven en circunstancias descritas en las cláusulas (i) a (iii).

(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)

Inmigrante: el recuento y porcentaje de estudiantes identificados según la definición que se encuentra en el título III de la Ley para Que Ningún Niño Se Quede Atrás de 2001 (NCLB), donde el término 'niños y jóvenes inmigrantes' se define como "individuos que tienen entre 3 y 21 años de edad; que no nacieron en ningún estado; y que no han asistido a una o más escuelas en uno o más estados durante más de tres años académicos completos". El término 'estado' significa cada uno de los 50 estados, el Distrito de Columbia y el Estado Libre Asociado de Puerto Rico. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Migrante: el recuento y porcentaje de estudiantes que cumplen con los siguientes criterios: el estudiante (de 3 a 21 años de edad), o bien el (la) padre (madre), cónyuge o tutor del estudiante es un trabajador agrícola migrante, incluyendo un trabajador lechero migrante o un pescador migrante, y quien, en los 36 meses anteriores, para obtener, o acompañar a dicho(a) padre (madre), cónyuge o tutor para obtener empleo temporal o estacional en trabajos agrícolas o pesqueros: 1) se ha mudado de un distrito escolar a otro; o 2) reside en un distrito escolar de más de 15,000 millas cuadradas y migra una

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distancia de 20 millas o más a una residencia temporal para participar en una actividad pesquera. *(Fuente de datos: ente “StudentEducationOrganizationAssociation” de PEIMS)*

Título I: el recuento y porcentaje de estudiantes que participan en un programa autorizado en virtud de la Parte A del Título I de Ley de Educación Primaria y Secundaria (ESEA), modificada mediante la Ley de Mejoramiento de las Escuelas de los Estados Unidos. *(Fuente de datos: ente “StudentTitleIPartAProgramAssociation” de PEIMS)*

Vinculado con miembros de las Fuerzas Armadas: el recuento y porcentaje de estudiantes que son dependientes de un miembro en servicio activo o antiguo miembro de las Fuerzas Armadas de los Estados Unidos, la Guardia Nacional de Texas o una fuerza de reserva de las Fuerzas Armadas de los Estados Unidos, o bien son dependientes de un miembro de las Fuerzas Armadas de los Estados Unidos, de la Guardia Nacional de Texas o de una fuerza de reserva de las Fuerzas Armadas de los Estados Unidos que murió en el cumplimiento del deber. *(Fuente de datos: ente “StudentEducationOrganizationAssociation” de PEIMS)*

En riesgo: el recuento y porcentaje de estudiantes identificados como en riesgo de abandonar la escuela, tal y como se define en las [secciones \[§§\] 29.081\(d\) y \(d-1\) del Código de Educación de Texas \(TEC\)](#).

Cantidad de estudiantes en el año escolar 2024-2025 considerados en riesgo

Cantidad total de estudiantes

(Fuente de datos: ente “StudentEducationOrganizationAssociation” de PEIMS)

Estudiante por programa educativo:

el recuento y porcentaje de estudiantes atendidos en programas o cursos de educación especial, educación profesional y técnica (9.º a 12.º grado únicamente), educación bilingüe/ESL o educación para estudiantes dotados y talentosos. Los porcentajes no suman 100 porque los estudiantes pueden participar en más de uno de estos programas. *(Fuente de datos: entes “StudentSchoolAssociation Entity”, “StudentSpecialEducationProgramAssociation” y “StudentCTEProgramAssociation” de PEIMS)*.

Estudiantes con discapacidades por tipo de discapacidad primaria: el recuento de estudiantes desagregados por discapacidad primaria. El TAPR y el sistema de informes de desempeño de Texas (TPRS) utilizan cinco categorías de discapacidad primaria: estudiantes con discapacidades intelectuales, estudiantes con discapacidades físicas, estudiantes con autismo, estudiantes con discapacidades de comportamiento y estudiantes con primera infancia no categórica. A continuación, se facilita información adicional.

Estudiantes con discapacidades intelectuales (códigos de discapacidad de PEIMS 06, 08, 12, 13)

- 06—Discapacidad intelectual (ID)
- 08—Discapacidad específica del aprendizaje (LD)
- 12—Retraso en el desarrollo (DD)

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- 13—Lesión cerebral traumática (TBI)

Estudiantes con discapacidades físicas (códigos de discapacidad de PEIMS 01, 03, 04, 05, 09)

- 01—Impedimento ortopédico (OI)
- 03—Sordera y dificultades auditivas (DHH)
- 04—Impedimento visual (VI)
- 05—Sordoceguera (DB)
- 09—Impedimento del habla o del lenguaje

Estudiantes con autismo (código de discapacidad de PEIMS 10)

- 10—Autismo (AU)

Estudiantes con discapacidades de comportamiento (códigos de discapacidad de PEIMS 02 y 07)

- 02—Otros impedimentos de salud (OHI)
- 07—Perturbación emocional (ED)

Estudiantes con primera infancia no categórica (código de discapacidad PEIMS 14)

- 14—Primera infancia no categórica (NCES)

(Fuente de datos: ente “StudentSpecialEducationProgramAssociation” de PEIMS)

Movilidad: el recuento y porcentaje de estudiantes que han hecho parte de la membresía durante menos del 83 por ciento del año escolar (es decir, faltaron seis semanas o más).

Cantidad de estudiantes móviles en 2023-2024

Cantidad de estudiantes que hicieron parte de la membresía en cualquier momento durante el año escolar 2023-2024

Esta tasa se calcula a nivel de estado, región, distrito y campus. Está desglosada por raza/etnia, condición de desfavorabilidad económica, condición de educación especial y condición como estudiante bilingüe emergente/aprendiz de inglés. Las tasas de movilidad que se muestran se basan en el recuento de estudiantes móviles identificados a nivel de campus. La tasa de movilidad distrital refleja la movilidad interescolar dentro del mismo distrito o desde fuera de este. La tasa de movilidad regional refleja la movilidad interescolar dentro de la misma región o desde fuera de esta. *(Fuente de datos: ente “BasicReportingPeriodAttendanceExtension” de PEIMS)*

Tasa de abandono: el porcentaje de estudiantes inscritos en el otoño de 2022-2023 que no regresaron al mismo campus en el otoño de 2023-2024. Este cálculo se ajusta para tener en cuenta los grados escolares disponibles para los estudiantes en cada campus, así como factores adicionales. Por ejemplo, se excluyeron estudiantes del cálculo si el campus en el que estaban inscritos en 2022-2023 no ofrecía el siguiente grado al que se esperaba que pasaran en 2023-2024, o bien si estaban en un campus en 2022-

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2023 que ya no estuvo activo en 2023-2024. Los estudiantes que repitieron el grado, incluyendo aquellos en 12.º grado, continuaron en el cálculo.

Es posible que algunos campus no reciban una tasa de abandono porque todos sus estudiantes están excluidos del denominador de abandono debido a que su grado escolar posterior no se ofrecerá en ese campus en 2023-2024. Ejemplos de tales campus son aquellos que ofrecen grados escolares únicos o que cambiaron los grados ofrecidos en 2023-2024. La tasa de abandono se calcula de la siguiente manera:

Cantidad de estudiantes inscritos en el otoño de 2023 – Cantidad de estudiantes que regresaron en el otoño de 2024

Cantidad de estudiantes inscritos en el otoño de 2023

Se crean agregaciones de denominadores y numeradores de campus para niveles distritales, regionales y estatales; las tasas para cada uno de esos niveles se calculan a partir de estas sumas.

Tasas de retención por grado: el porcentaje de estudiantes de escuelas públicas de Texas que se inscribieron en el otoño de 2024 en el mismo grado en el que se notificaron durante el último período de seis semanas del año escolar anterior (2023-2024).

Cantidad de estudiantes inscritos en el mismo grado de un año escolar al siguiente

Cantidad de estudiantes inscritos en un año escolar que regresan al año siguiente o que se gradúan

Las tasas de retención de educación especial se calculan y notifican por separado, ya que las prácticas de retención locales difieren para estudiantes que reciben servicios de educación especial.

Los TAPR y el TPRS muestran tasas de retención solo para kínder a 9.º grado (K-9). Las tasas de retención para todos los grados se pueden encontrar en [“Grade-Level Retention in Texas Public Schools”](#) [Retención por grado escolar en escuelas públicas de Texas], disponible en la TEA. (Fuente de datos: ente “StudentSchoolAssociation” de PEIMS)

Calidad de datos (no en el perfil de campus): el porcentaje de errores cometidos por el distrito en los datos de egreso estudiantil de PEIMS.

Porcentaje de estudiantes subnotificados. Los estudiantes subnotificados son aquellos en 7.º a 12.º grado que estuvieron inscritos en cualquier momento durante el año anterior, que no se contabilizaron en los registros distritales o en el procesamiento de la TEA en el año actual y para quienes el distrito no presentó un registro de egreso. Se exige que un distrito presente un registro de egreso de cualquier estudiante que haya cursado en 7.º a 12.º grado el año anterior, a menos que el estudiante haya recibido un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE) antes del 31 de agosto, se haya graduado previamente de una escuela pública de Texas, se haya mudado e inscrito en otro distrito escolar público de Texas, o bien haya regresado al

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distrito al final del período de inicio de clases (para el año escolar 2023-2024, el final del período de inicio de clases fue el 27 de septiembre de 2024).

Cantidad de estudiantes subnotificados

Cantidad de estudiantes en 7.º a 12.º grado que recibieron servicios en el distrito en el año escolar 2023-2024

(Fuente de datos: archivo de información sobre certificados de equivalencia de escuela preparatoria de Texas; entes “StudentEducationOrganizationAssociation”, “StudentSchoolAssociation”, “BasicReportingPeriodAttendance” y “SpecialProgramsReportingPeriodAttendanceExtension” de PEIMS)

Promedios de tamaño de clase por grado y materia: el tamaño promedio de clase por grado (primaria) o materias seleccionadas (clases de secundaria).

Para las clases de secundaria, los promedios se determinan sumando la cantidad de estudiantes atendidos (en una materia en el campus) y dividiendo esa suma por el recuento de clases para esa materia.

Para las clases de primaria, el promedio se determina con base en el modelo de enseñanza. Si un maestro de primaria imparte todas las materias al mismo grupo de estudiantes de cuarto grado durante todo el día, el tamaño promedio de la clase es simplemente la cantidad de estudiantes de cuarto grado atendidos por ese maestro. Sin embargo, si un maestro de primaria imparte una sola materia a cinco secciones diferentes de alumnos de cuarto grado cada día, el promedio se calcula de la misma manera que para las materias de secundaria. Por ejemplo, un maestro de ciencias de cuarto grado imparte cinco clases de ciencias cada día con 18, 20, 19, 21 y 22 estudiantes en cada clase. El total de 100 estudiantes dividido por las cinco clases da como resultado un tamaño promedio de clase de 20 estudiantes para ese maestro.

Las siguientes reglas se aplican a los tamaños promedio de clase:

- Las clases identificadas como aquellas que atienden a estudiantes regulares, en proceso de compensación o recuperación, dotados y talentosos, de enseñanza técnica y profesional, y sobresalientes se incluyen en el cálculo.
- Lengua y Literatura en inglés (ELA), Matemáticas, Ciencias, Estudios Sociales, lenguas distintas del inglés, Informática y educación profesional y técnica se incluyen en el cálculo, al igual que salones de clase independientes.
- No se incluyen las clases en las que la cantidad de estudiantes atendidos se notifica como cero.
- Los códigos de servicio con el prefijo “SR” no están incluidos.
- Se incluyen las funciones del maestro codificadas como “maestro” o “maestro sustituto”.
- Solo se incluyen los ajustes de clase codificados como “clase regular”.
- No se incluyen los recuentos parciales de FTE faltantes.
- No se incluyen las clases de primaria en las que la cantidad de estudiantes supere los 100.
- No se incluyen los promedios de clases de grados escolares mixtos.

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(Fuente de datos: entes “StaffEducationOrganizationAssignmentAssociation” y “StaffSectionAssociation” de PEIMS)

Información sobre personal (2024-2025)

Total de personal: el recuento total de personal que incluye personal profesional (maestros, apoyo profesional, administradores), asistentes educativos y, únicamente en el perfil distrital, personal auxiliar. (Fuente de datos: entes “Staff”, “StaffEducationOrganizationEmploymentAssociation”, “StaffEducationOrganizationAssignmentAssociation” y “StaffSectionAssociation” de PEIMS)

Personal profesional: el recuento de equivalente a tiempo completo (FTE) respecto a maestros, personal de apoyo profesional, administradores del campus y, únicamente en el perfil distrital, administradores de la oficina central. El personal está agrupado de acuerdo a sus funciones, según lo notificado en PEIMS. Cada tipo de personal profesional se muestra como porcentaje del total de FTE del personal. Consulte el apéndice B para conocer todas las identificaciones de funciones de PEIMS (Fuente de datos: entes “Staff”, “StaffEducationOrganizationEmploymentAssociation”, “StaffEducationOrganizationAssignmentAssociation” y “StaffSectionAssociation” de PEIMS)

Asistentes educativos: el recuento y porcentaje de personal paraprofesional que rinde cuentas con una función de 033 (asistente educativo) o 036 (intérprete certificado). Los recuentos de FTE de asistentes educativos se expresan como un porcentaje del total de FTE del personal. Consulte el apéndice B para conocer todas las identificaciones de funciones de PEIMS (Fuente de datos: entes “StaffEducationOrganizationAssignmentAssociation” y “StaffSectionAssociation” de PEIMS)

Personal auxiliar (no en perfil de campus): el recuento de equivalente a tiempo completo (FTE) respecto al personal notificado en los registros de empleo y nómina de PEIMS que no se notifican en los entes “StaffEducationOrganizationAssignmentAssociation” o “StaffSectionAssociation” de PEIMS. El personal auxiliar (y el asistente educativo que efectúa tareas rutinarias en el salón de clases bajo la supervisión general de un maestro certificado o equipo docente) se expresa como porcentaje del total de personal. Para el personal auxiliar, el FTE es el valor del porcentaje de jornada trabajada. (Fuente de datos: entes “PayrollExt” y “StaffEducationOrganizationEmploymentAssociation” de PEIMS).

Bibliotecarios y consejeros (conteo): el conteo de bibliotecarios y consejeros se basa en el equivalente a tiempo completo (FTE) respecto a conteos para tiempo completo y para tiempo parcial. Los bibliotecarios y consejeros se consideran a tiempo parcial cuando el recuento de FTE es menor o igual a 0.85 (por ejemplo, si un recuento de FTE es menor o igual a 0.85, el conteo para tiempo parcial es igual a 1). El consejero incluye las clasificaciones de personal de PEIMS 008 y 117. Bibliotecario incluye las clasificaciones de personal de PEIMS 013.

Los bibliotecarios y consejeros son conteos, no sumas de FTE. El conteo distrital no es una suma del conteo de campus. Por ejemplo, un consejero pasa el 50 por ciento de su tiempo en la escuela primaria (0.50 FTE) y el 50 por ciento de su tiempo en la escuela preparatoria (0.50 FTE). En cada uno de los informes de campus, este consejero se reflejará como 1.0 consejero a tiempo parcial. En el informe distrital, el consejero se reflejará como 1.0 (consejero a tiempo completo), ya que el recuento de FTE es superior a 0.85 (0.50 FTE más 0.50 FTE = 1.0 FTE). Consulte el apéndice B para conocer las clasificaciones de personal de PEIMS (personal de apoyo profesional). (Fuente de datos: entes “Staff”, “StaffEducationOrganizationEmploymentAssociation”, “StaffEducationOrganizationAssignmentAssociation” y “StaffSectionAssociation” de PEIMS)

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Total de personal perteneciente a minorías: el recuento total del personal perteneciente a minorías es la suma de los recuentos de FTE de todos los grupos de personal distintos a blancos (afroamericanos, hispanos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas). El recuento de FTE de personal perteneciente a minorías se expresa como un porcentaje del total del FTE de personal. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Maestros por etnia y sexo: el recuento de FTE de maestros por grupo étnico y por sexo. Los recuentos también se expresan como porcentaje del total de FTE de maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Maestros por mayor titulación obtenida: la distribución de las titulaciones obtenidas por los maestros. Los recuentos de FTE de maestros sin titulación y con título de licenciatura, maestría o doctorado se expresan como porcentaje del total de FTE de maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Maestros por años de experiencia: el recuento de FTE de maestros por años totales de experiencia del individuo, no necesariamente años de experiencia en el distrito o campus. Los recuentos de maestros dentro de cada intervalo de experiencia se expresan como un porcentaje del total de FTE de maestros. Se notifica a los maestros con cero años de experiencia (maestros de primer año), 1 a 5 años, 6 a 10 años, 11 a 20 años, 21 a 30 años y más de 30 años. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Cantidad de estudiantes por maestro: la cantidad total de estudiantes dividida por el recuento total de FTE de maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Experiencia de dirección de campus: el promedio de años de experiencia para directores y subdirectores.

Promedio de años como director: la cantidad de años completados de experiencia como director, sin importar el distrito o la interrupción en el servicio. Estas cantidades se suman y se dividen por el número de todos los directores notificados para el campus.

Promedio de años como director en el distrito: la cantidad de años que un director trabaja en el distrito, sin importar cualquier interrupción en el servicio. Las cantidades se suman y se dividen por el número de directores notificados para el distrito.

Promedio de años como subdirector: la cantidad de años completados de experiencia como subdirector, sin importar el distrito o la interrupción en el servicio. Las cantidades se suman y se dividen por el número de subdirectores notificados para el campus.

Promedio de años como subdirector en el distrito: la cantidad de años que un subdirector trabaja en el distrito, sin importar cualquier interrupción en el servicio. Estas cantidades se suman y se dividen por el número de subdirectores notificados para el distrito.

(Fuente de datos: ente "StaffEducationOrganizationEmploymentAssociation" de PEIMS)

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Promedio de años de experiencia de los maestros: la cantidad promedio de años de experiencia profesional completados, independientemente del distrito. Los promedios ponderados se calculan multiplicando el coeficiente de FTE de cada maestro (1 para un maestro a tiempo completo, 0.75 para un maestro a tres cuartos de tiempo completo y 0.5 para un maestro a medio tiempo, por ejemplo) por sus años de experiencia. Estas cantidades se suman y se dividen por la suma de los coeficientes de FTE de todos los maestros. *(Fuente de datos: entes “Staff”, “StaffEducationOrganizationEmploymentAssociation”, “StaffEducationOrganizationAssignmentAssociation” y “StaffSectionAssociation” de PEIMS)*

Promedio de años de experiencia de maestros en el distrito: la cantidad promedio de años que se trabaja en el distrito, sin importar cualquier interrupción en el servicio. los promedios ponderados se calculan multiplicando el coeficiente de FTE de cada maestro por sus años de experiencia en el distrito. Estas cantidades se suman y se dividen por la suma de los coeficientes de todos los maestros. *(Fuente de datos: ente “StaffEducationOrganizationEmploymentAssociation” de PEIMS)*

Salario promedio de los maestros por años de experiencia (solo obligaciones regulares): pago total de todos los maestros en cada categoría dividido por el recuento total de FTE de maestros en esa categoría. A los efectos de este cálculo, el monto total del salario real es el pago por obligaciones regulares únicamente y no incluye el pago suplementario. Para los maestros que también desempeñan funciones distintas a la docencia, en el cálculo del salario promedio de los maestros solo se tiene en cuenta la fracción del tiempo y el pago dedicados a las responsabilidades del salón de clases. Se notifica a los maestros con cero años de experiencia (maestros de primer año), 1 a 5 años, 6 a 10 años, 11 a 20 años, 21 a 30 años y más de 30 años. *(Fuente de datos: ente “PayrollExt” de PEIMS)*

Salarios reales promedio (solo obligaciones regulares): para cada categoría, el salario total de esa categoría dividido por el recuento total de FTE para esa categoría. En el salario total solo se incluye el pago de las funciones habituales; los pagos suplementarios por tareas adicionales (por ejemplo, capacitación, asignaciones de banda y orquesta, patrocinio de clubes) no están incluidos. Consulte el apéndice B para obtener listas de las clasificaciones de personal de PEIMS incluidas en cada categoría.

Maestros. Maestros, maestros de servicio especial y maestros sustitutos. Los maestros sustitutos se contratan de manera temporal para reemplazar a un maestro o de manera permanente según sea necesario. El informe y gráfico distrital de salarios de maestros también utiliza esta definición al crear recuentos para diversos rangos salariales.

Apoyo profesional. Terapeutas, enfermeras, bibliotecarios, consejeros y otro personal profesional de campus.

Administración de campus (dirección escolar). Directores, subdirectores y otro tipo de administradores notificados con una identificación escolar específica.

Administración central (no en el perfil de campus). Superintendentes, presidentes, directores ejecutivos, directores administrativos, gerentes de negocios, directores deportivos y otros administradores notificados con una identificación de la oficina central y no con una identificación escolar específica.

Porcentaje de personal de enseñanza (solo en el perfil distrital): el porcentaje de FTE del distrito cuya función laboral fue impartir enseñanza en el salón de clases de manera directa a los estudiantes durante

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el año escolar 2024-2025. El porcentaje del personal de enseñanza es una medición a nivel de distrito y se calcula de la siguiente manera:

Cantidad total de horas del personal distrital que se notificó bajo los códigos de rubro de gastos 6112, 6119 y 6129, y códigos de función 11, 12, 13 y 31

Cantidad total de horas trabajadas por todos los empleados distritales

Comuníquese con la División de Cumplimiento Financiero llamando al (512) 463-9095 para obtener más detalles sobre esta medición. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Tasa de rotación de maestros (*no en el perfil de campus*): el porcentaje de maestros del otoño de 2023-2024 que no estaban empleados en el distrito en el otoño de 2024-2025. Se calcula como el recuento total de FTE de maestros del otoño de 2023-2024 que no estaban empleados en el distrito en el otoño de 2024-2025, dividido por el recuento total de FTE de maestros del otoño de 2023-2024. Los maestros se incluyen las clasificaciones de personal (identificaciones de funciones) de PEIMS 087 y 047. El personal que permaneció empleado en el distrito, aunque no como maestros, también cuenta para la rotación de maestros. *(Fuente de datos: PEIMS 30040 y 30090 [PEIMS 2023-2024]; entes "Staff Entity StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" [PEIMS 2024-2025]).*

Exclusiones de personal (*no en el perfil de campus*): los recuentos de personas que prestan servicios a estudiantes de escuelas públicas, pero que no están incluidos en los totales de FTE para ninguna de las otras estadísticas de empleados. Existen dos tipos de estas entradas: personas que participan en un acuerdo de servicios compartidos y personas bajo contrato con el distrito para prestar servicios de enseñanza.

El personal bajo un acuerdo de servicios compartidos (SSA) es aquel que trabaja en escuelas situadas en distritos distintos a su distrito empleador, o cuya organización asignada (en PEIMS) muestra un código 751, lo que señala que están empleados por el agente fiscal de un SSA. Solo la parte del monto total de FTE de una persona asociada con la escuela en otro distrito (o con el código de organización 751) se cuenta como SSA. El personal bajo SSA se agrupa en tres categorías: personal profesional (que incluye maestros, administradores y apoyo profesional); asistentes educativos y personal auxiliar. Tenga en cuenta que el personal auxiliar bajo SSA se identifica por el tipo de fondo con el que se les paga.

Personal de enseñanza contratado (perfiles de campus y distrital) se refiere a los recuentos de instructores para quienes el distrito ha celebrado un acuerdo contractual con alguna organización externa. A través del contrato, la organización externa se ha comprometido a dotar personal educativo. Nunca son empleados del distrito escolar que notifica. *(Fuente de datos: entes "ContractedInstructionalStaffFTEExt" y "PayrollExt" de PEIMS).*

Personal de enseñanza contratado: el recuento de personas que no son maestros regulares de salón de clases que han firmado un contrato con un distrito, ni son empleados bajo acuerdos de servicios compartidos. Más bien, se trata de instructores para quienes el distrito ha celebrado un acuerdo contractual con una organización externa. A través del contrato, la organización externa se ha comprometido a dotar personal educativo. Incluyen, entre otros, terapeutas del habla, terapeutas

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ocupacionales y cualquier otro tipo de personal profesional contratado que trabaje en un salón de clases de forma exclusiva (*Fuente de datos: ente "ContractedInstructionalStaffFTEExt" de PEIMS*)

Asignación de incentivos para maestros (TIA): el conteo de maestros que recibieron una asignación de incentivos, de conformidad con el Proyecto de Ley 3 de la Cámara de Representantes y la sección 48.112 del Código de Educación de Texas (TEC), así como un abono promedio de TIA de acuerdo a las categorías "Reconocido", "Ejemplar" y "Experimentado" para el año escolar 2024-2025. (*Fuente de datos: División de Sistemas de Talento Distrital*).

Maestros por programa (población atendida): el recuento de FTE de maestros categorizados por el tipo de población estudiantil atendida: estudiantes de educación regular, especial, compensatoria, bilingüe/ESL, dotados y talentosos, así como otras poblaciones. Los valores de FTE de maestros se asignan entre tipos de población para maestros que atienden a varios tipos de población. Los porcentajes se expresan como porcentaje del total de FTE de maestros. (*Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS*)

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Apéndice A Cursos académicos avanzados

- Todos los cursos que se muestran corresponden al año escolar 2024-2025.
- Un prefijo “A” señala un curso de colocación avanzada de College Board.
- Un prefijo “I” señala un curso de Bachillerato Internacional.
- Los cursos de crédito doble no se muestran de manera específica en esta lista.

Lengua y Literatura en inglés

Código del curso	Título abreviado del curso
03231900	PERIODISMO RADIOTELEVISIVO AVANZADO I
03231901	PERIODISMO RADIOTELEVISIVO AVANZADO II
03231902	PERIODISMO RADIOTELEVISIVO AVANZADO III
03230180	PERIODISMO AVANZADO: REVISTA LITERARIA II
03230190	PERIODISMO AVANZADO: REVISTA LITERARIA III
03230170	PERIODISMO AVANZADO: REVISTA LITERARIA I
03230140	PERIODISMO AVANZADO: PERIÓDICO I
03230150	PERIODISMO AVANZADO: PERIÓDICO II
03230160	PERIODISMO AVANZADO: PERIÓDICO III
03230110	PERIODISMO AVANZADO: ANUARIO I
03230120	PERIODISMO AVANZADO: ANUARIO II
03230130	PERIODISMO AVANZADO: ANUARIO III
A3220100	COMP. Y LENGUA INGLESA, AP
A3220200	COMP. Y LITERATURA INGLESA, AP
03240600	DEBATE I (DEBATE 1)
03240700	DEBATE II (DEBATE 2)
03240800	DEBATE III (DEBATE 3)
I3220900	LITERATURA Y REPRESENTACIÓN, NIVEL ESTÁNDAR, IB
I3220600	LENGUA A, IB: LENGUA Y LITERATURA, NIVEL SUPERIOR
I3220500	LENGUA A, IB: LENGUA Y LITERATURA, NIVEL ESTÁNDAR
I3220800	LENGUA A, IB: LITERATURA, NIVEL SUPERIOR
I3220700	LENGUA A, IB: LITERATURA, NIVEL ESTÁNDAR
I3366020	FILOSOFÍA, NIVEL SUPERIOR, IB
I3366010	FILOSOFÍA, NIVEL ESTÁNDAR, IB
03221800	ESTUDIO INDEP./INGLÉS (1.º VEZ)
03231000	ESTUDIO INDEP./PERIODISMO (1.º VEZ)
03231011	ESTUDIO INDEP./PERIODISMO (2.º VEZ)
03231022	ESTUDIO INDEP./PERIODISMO (3.º VEZ)
03241200	ESTUDIO INDEP./EXPRESIÓN (1.º VEZ)
03241210	ESTUDIO INDEP./EXPRESIÓN (2.º VEZ)
03241220	ESTUDIO INDEP./EXPRESIÓN (3.º VEZ)
03240200	INTERPRETACIÓN ORAL I
03240300	INTERPRETACIÓN ORAL II

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Código del curso	Título abreviado del curso
03240400	INTERPRETACIÓN ORAL III
03230800	FOTOPERIODISMO (PHOTJOUR)
03241100	ORATORIA III (PUBSPKG3)
03221100	INVESTIGACIÓN/REDACCIÓN TÉCNICA

Matemáticas

Código del curso	Título abreviado del curso
03102510	RAZONAMIENTO CUANTITATIVO AVANZADO
A3100101	CÁLCULO AB, AP
A3100102	CÁLCULO BC, AP
A3100100	PRECÁLCULO, AP
A3100200	ESTADÍSTICA, AP (APSTATS)
12701410	MATEMÁTICAS APLICADAS PARA PROFESIONALES DE LA TECNOLOGÍA
03102520	MATEMÁTICAS DISCRETAS PARA LA RESOLUCIÓN DE PROBLEMAS
I3100600	ANÁLISIS Y ENFOQUE MATEMÁTICO, NIVEL SUPERIOR, IB
I3100500	ANÁLISIS Y ENFOQUE MATEMÁTICO, NIVEL ESTÁNDAR, IB
I3100800	INTERPRETACIÓN Y APLICACIONES MATEMÁTICAS, NIVEL SUPERIOR, IB
I3100700	INTERPRETACIÓN Y APLICACIONES MATEMÁTICAS, NIVEL ESTÁNDAR, IB
03102500	ESTUDIO INDEP. EN MATEMÁTICAS (1.º VEZ)
03102501	ESTUDIO INDEP. EN MATEMÁTICAS (2.º VEZ)
03102502	ESTUDIO INDEP. EN MATEMÁTICAS (3.º VEZ)
IHE11100	MATEMÁTICAS: AVAL PARA INST. DE EDUCACIÓN SUPERIOR
03101100	PRECÁLCULO (PRE CALC)

Ciencias

Código del curso	Título abreviado del curso
A3010200	BIOLOGÍA, AP
A3040000	QUÍMICA, AP
A3020000	CIENCIAS AMBIENTALES, AP
A3050003	FÍSICA 1: ALGEBRAICA, AP ALGEBRAICA
A3050004	FÍSICA 2: ALGEBRAICA, AP ALGEBRAICA
A3050005	FÍSICA C: ELECTROMAGNETISMO, AP
A3050006	FÍSICA C: MECÁNICA, AP
I3010202	BIOLOGÍA, NIVEL SUPERIOR, IB
I3010201	BIOLOGÍA, NIVEL ESTÁNDAR, IB
I3040003	QUÍMICA, NIVEL SUPERIOR, IB
I3040002	QUÍMICA, NIVEL ESTÁNDAR, IB
I3030002	TECNOLOGÍA DE DISEÑO, NIVEL SUPERIOR, IB
I3030001	TECNOLOGÍA DE DISEÑO, NIVEL ESTÁNDAR, IB
I3020000	SISTEMAS AMBIENTALES Y SOCIEDAD, NIVEL ESTÁNDAR, IB

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I3050003	FÍSICA, NIVEL SUPERIOR, IB
I3050002	FÍSICA, NIVEL ESTÁNDAR, IB
I3060002	EJERCICIOS DEPORTIVOS Y CIENCIAS DE LA SALUD, NIVEL SUPERIOR, IB
I3060001	EJERCICIOS DEPORTIVOS Y CIENCIAS DE LA SALUD, NIVEL ESTÁNDAR, IB

Estudios Sociales.

Código del curso	Título abreviado del curso
A3330200	GOBIERNO Y POLÍTICA COMPARADOS, AP
A3340200	HISTORIA EUROPEA, AP
A3360200	GEOGRAFÍA HUMANA, AP (ELECTIVA)
A3360100	GEOGRAFÍA HUMANA (WRLD GEOG), AP
A3220300	LENGUA INGLESA INTERNACIONAL, AP
A3310200	MACROECONOMÍA, AP
A3310100	MICROECONOMÍA, AP
A3350100	PSICOLOGÍA, AP
A3330100	GOBIERNO Y POLÍTICA DE LOS ESTADOS UNIDOS, AP
A3340100	HISTORIA DE LOS ESTADOS UNIDOS, AP
A3370100	HISTORIA MUNDIAL, AP
03310301	ESTUDIOS AVANZADOS EN ECONOMÍA, 1.º VEZ
03310321	ESTUDIOS AVANZADOS EN ECONOMÍA, 2.º VEZ
I3303200	ECONOMÍA, NIVEL SUPERIOR, IB
I3303100	ECONOMÍA, NIVEL ESTÁNDAR, IB
I3302200	GEOGRAFÍA, NIVEL SUPERIOR, IB
I3302100	GEOGRAFÍA, NIVEL ESTÁNDAR, IB
I3302600	POLÍTICA MUNDIAL, NIVEL SUPERIOR, IB
I3302500	POLÍTICA MUNDIAL, NIVEL ESTÁNDAR, IB
I3301200	HISTORIA DE ÁFRICA Y ORIENTE MEDIO, NIVEL SUPERIOR, IB
I3301400	HISTORIA DE ASIA Y OCEANÍA, NIVEL SUPERIOR, IB
I3301300	HISTORIA DE LAS AMÉRICAS, NIVEL SUPERIOR, IB
I3301500	HISTORIA DE EUROPA, NIVEL SUPERIOR, IB
I3301100	HISTORIA, NIVEL ESTÁNDAR, IB
I3304200	PSICOLOGÍA, NIVEL SUPERIOR, IB
I3304100	PSICOLOGÍA, NIVEL ESTÁNDAR, IB
I3302400	ANTROPOLOGÍA SOCIOCULTURAL, NIVEL SUPERIOR, IB
I3302300	ANTROPOLOGÍA SOCIOCULTURAL, NIVEL ESTÁNDAR, IB
03380003	MÉTODOS DE INVESTIGACIÓN EN ESTUDIOS SOCIALES (1.º VEZ)
03380023	MÉTODOS DE INVESTIGACIÓN EN ESTUDIOS SOCIALES (2.º VEZ)
03380033	MÉTODOS DE INVESTIGACIÓN EN ESTUDIOS SOCIALES (3.º VEZ)
03380043	MÉTODOS DE INVESTIGACIÓN EN ESTUDIOS SOCIALES (4.º VEZ)
03380031	ESTUDIOS SOCIALES AVANZADOS, 3.º VEZ
03380041	ESTUDIOS SOCIALES AVANZADOS, 4.º VEZ
03380001	ESTUDIOS SOCIALES AVANZADOS (1.º VEZ)
03380021	ESTUDIOS SOCIALES AVANZADOS (2.º VEZ)

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Lengua Extranjera

Código del curso	Título abreviado del curso
03980910	LENG. ESTADOUNIDENSE DE SEÑAS AVANZADO, NIVEL ESTÁNDAR, 1.º VEZ
03980920	LENG. ESTADOUNIDENSE DE SEÑAS AVANZADO, NIVEL ESTÁNDAR, 2.º VEZ
03980930	LENG. ESTADOUNIDENSE DE SEÑAS AVANZADO, NIVEL ESTÁNDAR, 3.º VEZ
A3400400	LENGUA Y CULTURA: ITALIANO, AP
A3120400	LENGUA Y CULTURA: JAPONÉS, AP
A3440100	LENGUA Y CULTURA: ESPAÑOL, AP
A3410100	LENGUA Y CULTURA: FRANCÉS, AP
A3420100	LENGUA Y CULTURA: ALEMÁN, AP
A3490400	LENGUA Y CULTURA: CHINO, AP
A3430100	LATÍN, AP
A3440200	LITERATURA Y CULTURA: ESPAÑOL, AP
03430910	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 1.º VEZ, LATÍN
03430920	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 2.º VEZ, LATÍN
03430930	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 3.º VEZ, LATÍN
I3520500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: HINDI, IB
I3520400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: HINDI, IB
I3996100	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: OTRA, IB
I3996000	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: OTRA, IB
I3110300	LENGUAS AB, INITIO, NIVEL ESTÁNDAR, IB
I3430500	LENGUAS B, LENGUAS CLÁSICAS, NIVEL SUPERIOR: LATÍN, IB
I3430400	LENGUAS B, LENGUAS CLÁSICAS, NIVEL ESTÁNDAR: LATÍN, IB
I3410500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: FRANCÉS, IB
I3420500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: ALEMÁN, IB
I3480500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: HEBREO, IB
I3410400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: FRANCÉS, IB
I3420400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: ALEMÁN, IB
I3480400	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: HEBREO, IB
I3110500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: ÁRABE, IB
I3490500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: CHINO, IB
I3450500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: RURO, IB
I3440500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: ESPAÑOL, IB
I3110400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: ÁRABE, IB
I3490400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: CHINO, IB
I3450400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: RURO, IB
I3440400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: ESPAÑOL, IB
I3120500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: JAPONÉS, IB
I3120400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: JAPONÉS, IB
03110300	LENGUA DISTINTA AL INGLÉS III: ÁRABE
03420300	LENGUA DISTINTA AL INGLÉS III: ALEMÁN
03980300	LENGUA DISTINTA AL INGLÉS III: LENG. ESTADOUNIDENSE DE SEÑAS
03490300	LENGUA DISTINTA AL INGLÉS III: CHINO
03410300	LENGUA DISTINTA AL INGLÉS III: FRANCÉS
03450300	LENGUA DISTINTA AL INGLÉS III: RURO
03440300	LENGUA DISTINTA AL INGLÉS III: ESPAÑOL

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Código del curso	Título abreviado del curso
03400300	LENGUA DISTINTA AL INGLÉS III: ITALIANO
03120300	LENGUA DISTINTA AL INGLÉS III: JAPONÉS
03470300	LENGUA DISTINTA AL INGLÉS III: PORTUGUÉS
03110400	LENGUA DISTINTA AL INGLÉS IV: ÁRABE
03980400	LENGUA DISTINTA AL INGLÉS IV: LENG. ESTADOUNIDENSE DE SEÑAS
03490400	LENGUA DISTINTA AL INGLÉS IV: CHINO
03410400	LENGUA DISTINTA AL INGLÉS IV: FRANCÉS
03420400	LENGUA DISTINTA AL INGLÉS IV: ALEMÁN
03400400	LENGUA DISTINTA AL INGLÉS IV: ITALIANO
03120400	LENGUA DISTINTA AL INGLÉS IV: JAPONÉS
03450400	LENGUA DISTINTA AL INGLÉS IV: RUSSO
03440400	LENGUA DISTINTA AL INGLÉS IV: ESPAÑOL
03470400	LENGUA DISTINTA AL INGLÉS IV: PORTUGUÉS
03110500	LENGUA DISTINTA AL INGLÉS V: ÁRABE
03490500	LENGUA DISTINTA AL INGLÉS V: CHINO
03410500	LENGUA DISTINTA AL INGLÉS V: FRANCÉS
03420500	LENGUA DISTINTA AL INGLÉS V: ALEMÁN
03400500	LENGUA DISTINTA AL INGLÉS V: ITALIANO
03450500	LENGUA DISTINTA AL INGLÉS V: RUSSO
03440500	LENGUA DISTINTA AL INGLÉS V: ESPAÑOL
03470500	LENGUA DISTINTA AL INGLÉS V: PORTUGUÉS
03110600	LENGUA DISTINTA AL INGLÉS VI: ÁRABE
03490600	LENGUA DISTINTA AL INGLÉS VI: CHINO
03410600	LENGUA DISTINTA AL INGLÉS VI: FRANCÉS
03420600	LENGUA DISTINTA AL INGLÉS VI: ALEMÁN
03400600	LENGUA DISTINTA AL INGLÉS VI: ITALIANO
03120600	LENGUA DISTINTA AL INGLÉS VI: JAPONÉS
03450600	LENGUA DISTINTA AL INGLÉS VI: RUSSO
03440600	LENGUA DISTINTA AL INGLÉS VI: ESPAÑOL
03470600	LENGUA DISTINTA AL INGLÉS VI: PORTUGUÉS
03410700	LENGUA DISTINTA AL INGLÉS VII: FRANCÉS
03420700	LENGUA DISTINTA AL INGLÉS VII: ALEMÁN
03440700	LENGUA DISTINTA AL INGLÉS VII: ESPAÑOL
03110700	LENGUA DISTINTA AL INGLÉS VII: ÁRABE
03490700	LENGUA DISTINTA AL INGLÉS VII: CHINO
03400700	LENGUA DISTINTA AL INGLÉS VII: ITALIANO
03120700	LENGUA DISTINTA AL INGLÉS VII: JAPONÉS
03470700	LENGUA DISTINTA AL INGLÉS VII: PORTUGUÉS
03450700	LENGUA DISTINTA AL INGLÉS VII: RUSSO
03120500	LENGUA DISTINTA AL INGLÉS V: JAPONÉS
11403100	LENGUA DISTINTA AL INGLÉS, NIVEL III: COREANO
11401300	LENGUA DISTINTA AL INGLÉS, NIVEL III: TURCO
11403200	LENGUA DISTINTA AL INGLÉS, NIVEL IV: COREANO
11401400	LENGUA DISTINTA AL INGLÉS, NIVEL IV: TURCO
11403300	LENGUA DISTINTA AL INGLÉS, NIVEL V: COREANO

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Código del curso	Título abreviado del curso
11401500	LENGUA DISTINTA AL INGLÉS, NIVEL V: TURCO
11403400	LENGUA DISTINTA AL INGLÉS, NIVEL VI: COREANO
11401600	LENGUA DISTINTA AL INGLÉS, NIVEL VI: TURCO
11403500	LENGUA DISTINTA AL INGLÉS, NIVEL VII: COREANO
11401700	LENGUA DISTINTA AL INGLÉS, NIVEL VII: TURCO
03520300	LENGUA DISTINTA AL INGLÉS, NIVEL III: HINDI
03520700	LENGUA DISTINTA AL INGLÉS, NIVEL VII: HINDI
03520500	LENGUA DISTINTA AL INGLÉS, NIVEL V: HINDI
03520400	LENGUA DISTINTA AL INGLÉS, NIVEL IV: HINDI
03520600	LENGUA DISTINTA AL INGLÉS, NIVEL VI: HINDI
03510300	LENGUA DISTINTA AL INGLÉS, NIVEL III: VIETNAMITA
03510700	LENGUA DISTINTA AL INGLÉS, NIVEL VII: VIETNAMITA
03510400	LENGUA DISTINTA AL INGLÉS, NIVEL IV: VIETNAMITA
03510500	LENGUA DISTINTA AL INGLÉS, NIVEL V: VIETNAMITA
03510600	LENGUA DISTINTA AL INGLÉS, NIVEL VI: VIETNAMITA
03530300	LENGUA DISTINTA AL INGLÉS, NIVEL III: URDU
03530400	LENGUA DISTINTA AL INGLÉS, NIVEL IV: URDU
03530500	LENGUA DISTINTA AL INGLÉS, NIVEL V: URDU
03530600	LENGUA DISTINTA AL INGLÉS, NIVEL VI: URDU
03530700	LENGUA DISTINTA AL INGLÉS, NIVEL VII: URDU
03430300	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL III: LATÍN
03430700	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL VII: LATÍN
03430400	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL IV: LATÍN
03430500	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL V: LATÍN
03430600	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL VI: LATÍN
03993400	OTRAS LENGUAS EXTRANJERAS, NIVEL III
03996000	OTRAS LENGUAS EXTRANJERAS, NIVEL IV
03996100	OTRAS LENGUAS EXTRANJERAS, NIVEL V
03996200	OTRAS LENGUAS EXTRANJERAS, NIVEL VI
03996300	OTRAS LENGUAS EXTRANJERAS, NIVEL VII
03110910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: ÁRABE
03490910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: CHINO
03410910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: FRANCÉS
03420910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: ALEMÁN
03520910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: HINDI
03400910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: ITALIANO
11403610	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: COREANO
03470910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: PORTUGUÉS
03450910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: RUSSO
03440910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: ESPAÑOL
11401910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: TURCO
03530910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: URDU
03510910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: VIETNAMITA
03120910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ: JAPONÉS
03110920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: ÁRABE

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03490920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: CHINO
03410920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: FRANCÉS
03420920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: ALEMÁN
03520920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: HINDI
03400920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: ITALIANO
11403620	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: COREANO
03470920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: PORTUGUÉS
03450920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: RUSSO
03440920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: ESPAÑOL
11401920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: TURCO
03530920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: URDU
03510920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: VIETNAMITA
03120920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ: JAPONÉS
03110930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: ÁRABE
03490930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: CHINO
03410930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: FRANCÉS
03420930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: ALEMÁN
03520930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: HINDI
03400930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: ITALIANO
11403630	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: COREANO
03470930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: PORTUGUÉS
03450930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: RUSSO
03440930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: ESPAÑOL
03530930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: URDU
03510930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: VIETNAMITA
03120930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: JAPONÉS
11401930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ: TURCO
03440330	ESPAÑOL PARA HABLANTES DE ESPAÑOL, NIVEL 3
03440440	ESPAÑOL PARA HABLANTES DE ESPAÑOL, NIVEL 4

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Apéndice B

Clasificaciones del personal de PEIMS

(En orden alfabético por etiqueta)

ADMINISTRADORES CENTRALES

004.....	Asistente/Asociado/Superintendente adjunto
027.....	Superintendente/Director administrativo (CAO)/Director ejecutivo (CEO)/Presidente
061.....	Asistente/Asociado/Director ejecutivo adjunto
062.....	Director de componente/departamento
063.....	Coordinador/Gerente/Supervisor

ADMINISTRADORES DE CAMPUS

003.....	Subdirector
020.....	Director

ADMINISTRADORES CENTRALES O DE CAMPUS*

012.....	Funcionario educativo
028.....	Supervisor docente
040.....	Director deportivo
043.....	Gerente de negocios
044.....	Tasador o recaudador de impuestos
045.....	Director (de personal/Recursos Humanos)
055.....	Secretario de admisiones
060.....	Director ejecutivo
120.....	Instructor educativo

PERSONAL DE APOYO PROFESIONAL

002	Terapeuta artístico
005	Asociado en psicología
006.....	Audiólogo
007.....	Terapeuta correctivo
008.....	Consejero
011	Diagnosticador educativo
013.....	Bibliotecario
015.....	Terapeuta musical
016.....	Terapeuta ocupacional
017.....	Especialista certificado en orientación y movilidad
018.....	Fisioterapeuta
019	Médico
021.....	Terapeuta recreativo
022.....	Enfermera escolar
023.....	LSSP/Psicólogo
024.....	Trabajador social
026.....	Terapeuta del habla/Patólogo del habla y del lenguaje
030.....	Maestro visitante/Inspector de ausentismo escolar
032.....	Coordinador de sede de aprendizaje en el lugar de trabajo
041.....	Facilitador docente
042.....	Tasador docente
054.....	Jefe de departamento
056.....	Entrenador deportivo

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058.....	Otro tipo de personal profesional de campus
064.....	Especialista/Consultor
065.....	Agente de servicio de campo
079.....	Otro tipo de personal profesional de ESC
080.....	Otro tipo de personal profesional distinto de campus
100.....	Coordinador de materiales educativos
101.....	Servicios legales
102.....	Profesional en comunicaciones
103.....	Profesional en investigación/evaluación
104.....	Auditor interno
105.....	Seguridad
106.....	Profesional en tecnología de la información del distrito/campus
107.....	Profesional en servicio de alimentos
108.....	Transporte
109.....	Atletismo
110.....	Conserjería
111.....	Mantenimiento
112.....	Profesional en servicios empresariales
113.....	Otro tipo de auxiliar profesional exento de distrito
114.....	Otro tipo de auxiliar profesional exento de campus
115.....	Enfermera psiquiátrica
116.....	Trabajador social clínico autorizado
117.....	Consejero profesional autorizado
118.....	Terapeuta matrimonial y familiar autorizado
119.....	Funcionario de enlace familiar y comunitario
121.....	Capellán
MAESTROS	
087.....	Maestro
047.....	Maestro sustituto
ASISTENTES EDUCATIVOS	
033.....	Asistente educativo
036.....	Intérprete certificado
PERSONAL AUXILIAR	
Historial laboral, pero no de responsabilidad.	

* Los administradores notificados con estas funciones se clasifican como oficina central o campus, según la identificación de la organización a la que rinden cuentas.

2024-25 Texas Academic Performance Report (TAPR)

District Name: UNION GROVE ISD

District Number: 230908

2025 District Accountability Score: B

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	100%	-	*	100%	*	-	-	-	100%	-	100%	100%	100%	*
	2024	74%	76%	74%	-	100%	71%	-	-	-	-	38%	*	74%	75%	73%	*
At Meets Grade Level or Above	2025	52%	51%	71%	-	*	73%	*	-	-	-	17%	-	71%	71%	67%	*
	2024	48%	48%	43%	-	20%	45%	-	-	-	-	13%	*	43%	42%	36%	*
At Masters Grade Level	2025	23%	20%	23%	-	*	24%	*	-	-	-	0%	-	18%	43%	22%	*
	2024	21%	18%	9%	-	0%	10%	-	-	-	-	13%	*	7%	17%	9%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	72%	97%	-	*	97%	*	-	-	-	83%	-	96%	100%	94%	*
	2024	70%	70%	85%	-	83%	86%	-	-	-	-	63%	*	86%	83%	79%	*
At Meets Grade Level or Above	2025	46%	46%	71%	-	*	70%	*	-	-	-	33%	-	68%	86%	67%	*
	2024	42%	41%	49%	-	33%	51%	-	-	-	-	25%	*	49%	50%	44%	*
At Masters Grade Level	2025	19%	18%	20%	-	*	18%	*	-	-	-	0%	-	21%	14%	17%	*
	2024	15%	14%	9%	-	0%	10%	-	-	-	-	0%	*	9%	8%	9%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	80%	-	86%	78%	-	-	-	*	54%	*	85%	71%	70%	*
	2024	81%	81%	87%	*	*	85%	-	-	-	*	44%	*	90%	80%	81%	*
At Meets Grade Level or Above	2025	54%	52%	42%	-	14%	47%	-	-	-	*	15%	*	44%	38%	41%	*
	2024	51%	49%	50%	*	*	47%	-	-	-	*	11%	*	49%	53%	42%	*
At Masters Grade Level	2025	24%	20%	22%	-	0%	25%	-	-	-	*	0%	*	26%	14%	22%	*
	2024	23%	20%	15%	*	*	15%	-	-	-	*	0%	*	18%	7%	8%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	69%	76%	-	57%	78%	-	-	-	*	50%	*	82%	65%	67%	*
	2024	69%	68%	63%	*	*	62%	-	-	-	*	11%	*	67%	53%	62%	*
At Meets Grade Level or Above	2025	47%	46%	47%	-	29%	52%	-	-	-	*	17%	*	51%	40%	44%	*
	2024	46%	44%	35%	*	*	36%	-	-	-	*	0%	*	38%	27%	23%	*
At Masters Grade Level	2025	24%	22%	15%	-	0%	18%	-	-	-	*	0%	*	18%	10%	14%	*
	2024	21%	19%	22%	*	*	26%	-	-	-	*	0%	*	26%	13%	15%	*
Grade 5 Reading																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	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	2025	77%	76%	86%	*	100%	84%	-	-	-	*	46%	*	89%	75%	83%	*
	2024	79%	77%	80%	-	78%	80%	*	-	-	*	38%	-	77%	88%	68%	*
At Meets Grade Level or Above	2025	58%	55%	65%	*	60%	63%	-	-	-	*	31%	*	64%	67%	45%	*
	2024	55%	49%	53%	-	22%	58%	*	-	-	*	25%	-	46%	69%	36%	*
At Masters Grade Level	2025	30%	26%	33%	*	40%	33%	-	-	-	*	15%	*	38%	17%	21%	*
	2024	29%	23%	12%	-	11%	13%	*	-	-	*	13%	-	9%	19%	9%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	73%	82%	*	100%	80%	-	-	-	*	38%	*	84%	75%	72%	*
	2024	77%	74%	86%	-	89%	85%	*	-	-	*	63%	-	83%	94%	86%	*
At Meets Grade Level or Above	2025	47%	45%	49%	*	60%	47%	-	-	-	*	0%	*	51%	42%	41%	*
	2024	50%	46%	71%	-	67%	70%	*	-	-	*	38%	-	66%	81%	64%	*
At Masters Grade Level	2025	22%	20%	25%	*	0%	29%	-	-	-	*	0%	*	27%	17%	17%	*
	2024	19%	16%	22%	-	22%	23%	*	-	-	*	0%	-	20%	25%	18%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	66%	86%	*	100%	84%	-	-	-	*	46%	*	89%	75%	79%	*
	2024	58%	58%	71%	-	67%	70%	*	-	-	*	25%	-	63%	88%	59%	*
At Meets Grade Level or Above	2025	31%	32%	47%	*	60%	45%	-	-	-	*	15%	*	51%	33%	24%	*
	2024	28%	26%	31%	-	11%	38%	*	-	-	*	0%	-	29%	38%	23%	*
At Masters Grade Level	2025	12%	12%	28%	*	20%	27%	-	-	-	*	0%	*	31%	17%	17%	*
	2024	11%	10%	8%	-	0%	10%	*	-	-	*	0%	-	6%	13%	5%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	76%	88%	-	86%	88%	*	-	-	*	60%	*	86%	93%	83%	*
	2024	77%	76%	82%	-	88%	80%	-	-	-	-	14%	*	79%	91%	74%	*
At Meets Grade Level or Above	2025	56%	53%	72%	-	57%	73%	*	-	-	*	20%	*	71%	73%	61%	*
	2024	57%	55%	59%	-	63%	59%	-	-	-	-	14%	*	53%	82%	53%	*
At Masters Grade Level	2025	29%	25%	38%	-	0%	44%	*	-	-	*	10%	*	34%	47%	30%	*
	2024	26%	22%	14%	-	13%	15%	-	-	-	-	14%	*	11%	27%	11%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	74%	90%	-	86%	90%	*	-	-	*	50%	*	89%	93%	83%	*
	2024	72%	71%	76%	-	75%	76%	-	-	-	-	14%	*	74%	82%	63%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	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	2025	40%	38%	70%	-	57%	73%	*	-	-	*	20%	*	66%	80%	65%	*
	2024	39%	36%	33%	-	25%	34%	-	-	-	-	14%	*	32%	36%	5%	*
At Masters Grade Level	2025	16%	14%	42%	-	14%	46%	*	-	-	*	20%	*	34%	60%	48%	*
	2024	14%	11%	6%	-	0%	7%	-	-	-	-	0%	*	8%	0%	0%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	74%	77%	-	75%	77%	-	-	-	*	38%	*	76%	80%	65%	*
	2024	74%	75%	87%	-	*	86%	-	-	-	*	50%	-	89%	80%	83%	*
At Meets Grade Level or Above	2025	54%	50%	47%	-	50%	48%	-	-	-	*	25%	*	45%	53%	25%	*
	2024	54%	53%	74%	-	*	74%	-	-	-	*	33%	-	74%	73%	65%	*
At Masters Grade Level	2025	27%	24%	26%	-	13%	30%	-	-	-	*	25%	*	24%	33%	15%	*
	2024	29%	26%	34%	-	*	36%	-	-	-	*	17%	-	32%	40%	26%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	56%	68%	-	63%	70%	-	-	-	*	38%	*	66%	73%	45%	*
	2024	56%	60%	75%	-	*	76%	-	-	-	*	67%	-	74%	80%	61%	*
At Meets Grade Level or Above	2025	33%	34%	49%	-	50%	50%	-	-	-	*	25%	*	47%	53%	25%	*
	2024	34%	37%	47%	-	*	48%	-	-	-	*	0%	-	55%	27%	30%	*
At Masters Grade Level	2025	11%	11%	13%	-	13%	14%	-	-	-	*	13%	*	8%	27%	5%	*
	2024	11%	12%	15%	-	*	16%	-	-	-	*	0%	-	16%	13%	4%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	80%	96%	-	*	96%	-	-	-	*	67%	-	98%	94%	96%	*
	2024	81%	79%	90%	*	100%	89%	*	-	-	*	40%	*	91%	88%	88%	*
At Meets Grade Level or Above	2025	58%	56%	75%	-	*	79%	-	-	-	*	33%	-	78%	71%	71%	*
	2024	56%	53%	68%	*	71%	68%	*	-	-	*	20%	*	72%	59%	67%	*
At Masters Grade Level	2025	32%	29%	51%	-	*	54%	-	-	-	*	17%	-	50%	53%	43%	*
	2024	29%	26%	32%	*	29%	32%	*	-	-	*	0%	*	40%	12%	25%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	65%	84%	-	*	87%	-	-	-	*	67%	-	93%	65%	75%	*
	2024	72%	67%	92%	*	100%	91%	*	-	-	*	60%	*	93%	88%	88%	*
At Meets Grade Level or Above	2025	47%	41%	61%	-	*	63%	-	-	-	*	17%	-	70%	41%	50%	*
	2024	43%	37%	67%	*	57%	70%	*	-	-	*	20%	*	74%	47%	58%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	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	2025	18%	14%	37%	-	*	40%	-	-	-	*	17%	-	40%	29%	29%	*
	2024	16%	12%	27%	*	14%	28%	*	-	-	*	0%	*	35%	6%	25%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	69%	93%	-	*	94%	-	-	-	*	67%	-	90%	100%	100%	*
	2024	70%	66%	80%	*	71%	81%	*	-	-	*	60%	*	88%	59%	75%	*
At Meets Grade Level or Above	2025	48%	42%	68%	-	*	71%	-	-	-	*	33%	-	73%	59%	57%	*
	2024	44%	38%	50%	*	57%	51%	*	-	-	*	20%	*	60%	24%	46%	*
At Masters Grade Level	2025	19%	14%	33%	-	*	37%	-	-	-	*	17%	-	35%	29%	25%	*
	2024	17%	12%	20%	*	14%	21%	*	-	-	*	0%	*	28%	0%	21%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	54%	61%	-	*	67%	-	-	-	*	67%	-	63%	59%	57%	*
	2024	60%	55%	65%	*	57%	66%	*	-	-	*	40%	*	74%	41%	58%	*
At Meets Grade Level or Above	2025	32%	27%	32%	-	*	35%	-	-	-	*	17%	-	30%	35%	29%	*
	2024	33%	27%	27%	*	29%	26%	*	-	-	*	20%	*	35%	6%	33%	*
At Masters Grade Level	2025	17%	13%	16%	-	*	17%	-	-	-	*	17%	-	15%	18%	11%	*
	2024	17%	12%	7%	*	14%	4%	*	-	-	*	0%	*	9%	0%	8%	*
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	66%	86%	*	71%	88%	*	-	-	*	45%	-	92%	71%	83%	*
	2024	70%	70%	91%	*	100%	88%	-	-	-	*	50%	-	93%	85%	86%	*
At Meets Grade Level or Above	2025	49%	45%	70%	*	57%	71%	*	-	-	*	18%	-	79%	48%	66%	*
	2024	52%	50%	80%	*	89%	77%	-	-	-	*	17%	-	88%	54%	71%	*
At Masters Grade Level	2025	15%	11%	14%	*	0%	18%	*	-	-	*	0%	-	19%	5%	10%	*
	2024	16%	13%	30%	*	22%	30%	-	-	-	*	0%	-	34%	15%	18%	*
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	69%	87%	*	90%	85%	-	-	-	*	33%	-	92%	73%	85%	*
	2024	75%	74%	83%	-	75%	86%	*	-	-	*	*	-	91%	55%	81%	*
At Meets Grade Level or Above	2025	55%	50%	81%	*	90%	83%	-	-	-	*	33%	-	87%	67%	81%	*
	2024	58%	56%	72%	-	75%	73%	*	-	-	*	*	-	84%	27%	67%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	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	2025	8%	6%	9%	*	0%	12%	-	-	-	*	0%	-	13%	0%	4%	*
	2024	9%	6%	13%	-	0%	16%	*	-	-	*	*	-	16%	0%	11%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	69%	88%	*	100%	87%	*	-	-	*	44%	-	96%	68%	78%	*
	2024	81%	74%	94%	*	89%	95%	-	-	-	*	83%	-	98%	83%	93%	*
At Meets Grade Level or Above	2025	45%	34%	49%	*	67%	47%	*	-	-	*	11%	-	57%	32%	44%	*
	2024	43%	36%	74%	*	89%	71%	-	-	-	*	17%	-	78%	58%	56%	*
At Masters Grade Level	2025	27%	20%	26%	*	17%	26%	*	-	-	*	0%	-	30%	16%	26%	*
	2024	24%	19%	43%	*	56%	43%	-	-	-	*	0%	-	46%	33%	26%	*
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	90%	94%	*	100%	95%	*	-	-	*	82%	-	94%	95%	85%	*
	2024	91%	90%	90%	*	100%	88%	-	-	-	*	33%	-	93%	82%	81%	*
At Meets Grade Level or Above	2025	61%	52%	78%	*	83%	77%	*	-	-	*	45%	-	79%	75%	70%	*
	2024	56%	49%	57%	*	75%	54%	-	-	-	*	17%	-	60%	45%	38%	*
At Masters Grade Level	2025	21%	14%	13%	*	17%	13%	*	-	-	*	9%	-	17%	5%	15%	*
	2024	19%	13%	10%	*	0%	12%	-	-	-	*	0%	-	10%	9%	0%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	93%	94%	*	100%	93%	-	-	-	*	71%	-	98%	83%	96%	*
	2024	96%	95%	96%	-	83%	98%	*	-	-	*	*	-	98%	89%	90%	*
At Meets Grade Level or Above	2025	68%	60%	65%	*	71%	66%	-	-	-	*	29%	-	74%	33%	54%	*
	2024	69%	65%	62%	-	50%	65%	*	-	-	*	*	-	63%	56%	55%	*
At Masters Grade Level	2025	37%	28%	30%	*	29%	30%	-	-	-	*	14%	-	33%	17%	27%	*
	2024	37%	31%	21%	-	0%	26%	*	-	-	*	*	-	23%	11%	15%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	92%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	88%	91%	*	-	-	*	-	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2025	59%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	59%	59%	*	-	-	*	-	-	-	-	-	-	*	-	*	-

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	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	2025	13%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	12%	6%	*	-	-	*	-	-	-	-	-	-	*	-	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	73%	85%	100%	83%	86%	57%	-	-	87%	55%	92%	88%	79%	79%	84%
	2024	75%	73%	82%	100%	84%	82%	56%	-	-	89%	43%	63%	84%	78%	77%	90%
At Meets Grade Level or Above	2025	50%	46%	60%	73%	55%	61%	57%	-	-	45%	22%	54%	63%	53%	51%	38%
	2024	48%	45%	55%	62%	52%	55%	33%	-	-	56%	16%	13%	58%	47%	46%	48%
At Masters Grade Level	2025	21%	18%	26%	27%	10%	28%	43%	-	-	13%	8%	25%	27%	23%	21%	3%
	2024	20%	16%	19%	23%	13%	20%	0%	-	-	15%	3%	0%	20%	13%	13%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	74%	87%	*	86%	87%	*	-	-	100%	53%	90%	89%	80%	82%	92%
	2024	76%	75%	84%	*	90%	83%	*	-	-	89%	36%	86%	86%	81%	79%	100%
At Meets Grade Level or Above	2025	54%	51%	65%	*	55%	67%	*	-	-	50%	23%	70%	68%	59%	57%	31%
	2024	54%	52%	62%	*	58%	62%	*	-	-	78%	17%	29%	64%	58%	54%	57%
At Masters Grade Level	2025	23%	19%	27%	*	8%	30%	*	-	-	8%	8%	30%	28%	24%	21%	8%
	2024	22%	18%	20%	*	13%	21%	*	-	-	22%	8%	0%	21%	17%	14%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	69%	83%	*	79%	84%	*	-	-	80%	50%	90%	86%	74%	73%	75%
	2024	72%	70%	82%	*	84%	81%	*	-	-	88%	49%	57%	82%	81%	77%	73%
At Meets Grade Level or Above	2025	45%	41%	56%	*	53%	57%	*	-	-	30%	16%	60%	58%	50%	48%	42%
	2024	43%	40%	54%	*	53%	54%	*	-	-	50%	16%	0%	56%	47%	41%	27%
At Masters Grade Level	2025	20%	17%	26%	*	8%	28%	*	-	-	10%	6%	30%	26%	25%	22%	0%
	2024	17%	15%	21%	*	18%	21%	*	-	-	13%	0%	0%	23%	14%	14%	9%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	76%	91%	*	100%	91%	*	-	-	83%	63%	*	91%	92%	88%	100%
	2024	75%	73%	80%	*	79%	80%	*	-	-	100%	37%	*	82%	75%	72%	*
At Meets Grade Level or Above	2025	47%	43%	65%	*	67%	65%	*	-	-	67%	30%	*	68%	59%	50%	40%
	2024	43%	39%	46%	*	46%	48%	*	-	-	40%	11%	*	51%	34%	36%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	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	2025	17%	14%	24%	*	13%	25%	*	-	-	17%	7%	*	27%	16%	19%	0%
	2024	16%	12%	13%	*	4%	15%	*	-	-	20%	0%	*	15%	7%	8%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	75%	77%	*	64%	79%	-	-	-	*	69%	-	80%	69%	76%	*
	2024	78%	75%	79%	*	69%	81%	*	-	-	80%	63%	*	86%	58%	73%	*
At Meets Grade Level or Above	2025	50%	45%	48%	*	45%	49%	-	-	-	*	23%	-	52%	34%	41%	*
	2024	51%	46%	43%	*	38%	44%	*	-	-	40%	13%	*	49%	23%	43%	*
At Masters Grade Level	2025	27%	21%	23%	*	18%	23%	-	-	-	*	15%	-	24%	17%	19%	*
	2024	27%	22%	13%	*	8%	14%	*	-	-	0%	0%	*	16%	4%	11%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	38%	60%	-	*	61%	*	-	-	-	17%	-	57%	71%	50%	*
	2024	35%	33%	37%	-	20%	39%	-	-	-	-	13%	*	36%	42%	33%	*
Reading and Mathematics Including EOC	2025	39%	38%	60%	-	*	61%	*	-	-	-	17%	-	57%	71%	50%	*
	2024	35%	33%	37%	-	20%	39%	-	-	-	-	13%	*	36%	42%	33%	*
Reading Including EOC	2025	52%	51%	71%	-	*	73%	*	-	-	-	17%	-	71%	71%	67%	*
	2024	48%	48%	43%	-	20%	45%	-	-	-	-	13%	*	43%	42%	36%	*
Math Including EOC	2025	46%	46%	71%	-	*	70%	*	-	-	-	33%	-	68%	86%	67%	*
	2024	42%	41%	49%	-	33%	51%	-	-	-	-	25%	*	49%	50%	44%	*
4th Graders																	
Reading and Mathematics	2025	40%	38%	31%	-	0%	36%	-	-	-	*	0%	*	33%	25%	28%	*
	2024	38%	36%	30%	*	*	30%	-	-	-	*	0%	*	31%	27%	15%	*
Reading and Mathematics Including EOC	2025	40%	38%	31%	-	0%	36%	-	-	-	*	0%	*	33%	25%	28%	*
	2024	38%	36%	30%	*	*	30%	-	-	-	*	0%	*	31%	27%	15%	*
Reading Including EOC	2025	54%	52%	42%	-	14%	47%	-	-	-	*	15%	*	44%	38%	41%	*
	2024	51%	49%	50%	*	*	47%	-	-	-	*	11%	*	49%	53%	42%	*
Math Including EOC	2025	47%	46%	47%	-	29%	52%	-	-	-	*	17%	*	51%	40%	44%	*
	2024	46%	44%	35%	*	*	36%	-	-	-	*	0%	*	38%	27%	23%	*
5th Graders																	
Reading and Mathematics	2025	42%	39%	47%	*	60%	45%	-	-	-	*	0%	*	49%	42%	38%	*
	2024	42%	36%	47%	-	22%	50%	*	-	-	*	13%	-	40%	63%	27%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	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	2025	42%	39%	47%	*	60%	45%	-	-	-	*	0%	*	49%	42%	38%	*
	2024	42%	36%	47%	-	22%	50%	*	-	-	*	13%	-	40%	63%	27%	*
Reading Including EOC	2025	58%	55%	65%	*	60%	63%	-	-	-	*	31%	*	64%	67%	45%	*
	2024	55%	49%	53%	-	22%	58%	*	-	-	*	25%	-	46%	69%	36%	*
Math Including EOC	2025	48%	45%	49%	*	60%	47%	-	-	-	*	0%	*	51%	42%	41%	*
	2024	51%	46%	71%	-	67%	70%	*	-	-	*	38%	-	66%	81%	64%	*
6th Graders																	
Reading and Mathematics	2025	37%	34%	64%	-	43%	68%	*	-	-	*	10%	*	60%	73%	52%	*
	2024	36%	33%	22%	-	25%	22%	-	-	-	-	14%	*	18%	36%	0%	*
Reading and Mathematics Including EOC	2025	37%	34%	64%	-	43%	68%	*	-	-	*	10%	*	60%	73%	52%	*
	2024	36%	33%	22%	-	25%	22%	-	-	-	-	14%	*	18%	36%	0%	*
Reading Including EOC	2025	56%	53%	72%	-	57%	73%	*	-	-	*	20%	*	71%	73%	61%	*
	2024	57%	55%	59%	-	63%	59%	-	-	-	-	14%	*	53%	82%	53%	*
Math Including EOC	2025	41%	38%	70%	-	57%	73%	*	-	-	*	20%	*	66%	80%	65%	*
	2024	40%	37%	33%	-	25%	34%	-	-	-	-	14%	*	32%	36%	5%	*
7th Graders																	
Reading and Mathematics	2025	36%	33%	40%	-	50%	39%	-	-	-	*	25%	*	37%	47%	15%	*
	2024	35%	34%	43%	-	*	44%	-	-	-	*	0%	-	50%	27%	30%	*
Reading and Mathematics Including EOC	2025	38%	33%	40%	-	50%	39%	-	-	-	*	25%	*	37%	47%	15%	*
	2024	36%	34%	43%	-	*	44%	-	-	-	*	0%	-	50%	27%	30%	*
Reading Including EOC	2025	54%	50%	47%	-	50%	48%	-	-	-	*	25%	*	45%	53%	25%	*
	2024	54%	53%	74%	-	*	74%	-	-	-	*	33%	-	74%	73%	65%	*
Math Including EOC	2025	43%	38%	49%	-	50%	50%	-	-	-	*	25%	*	47%	53%	25%	*
	2024	40%	39%	47%	-	*	48%	-	-	-	*	0%	-	55%	27%	30%	*
8th Graders																	
Reading and Mathematics	2025	30%	30%	60%	-	*	62%	-	-	-	*	17%	-	68%	41%	46%	*
	2024	28%	27%	55%	*	57%	55%	*	-	-	*	0%	*	63%	35%	50%	*
Reading and Mathematics Including EOC	2025	44%	40%	60%	-	*	62%	-	-	-	*	17%	-	68%	41%	46%	*
	2024	41%	37%	55%	*	57%	55%	*	-	-	*	0%	*	63%	35%	50%	*
Reading Including EOC	2025	59%	56%	75%	-	*	79%	-	-	-	*	33%	-	78%	71%	71%	*
	2024	57%	53%	68%	*	71%	68%	*	-	-	*	20%	*	72%	59%	67%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	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	2025	51%	47%	61%	-	*	63%	-	-	-	*	17%	-	70%	41%	50%	*
	2024	49%	44%	67%	*	57%	70%	*	-	-	*	20%	*	74%	47%	58%	*
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	35%	49%	*	38%	51%	*	-	-	14%	9%	50%	50%	47%	38%	27%
	2024	36%	33%	40%	*	31%	40%	*	-	-	43%	7%	0%	40%	38%	27%	20%
Reading and Mathematics Including EOC	2025	40%	37%	49%	*	38%	51%	*	-	-	14%	9%	50%	50%	47%	38%	27%
	2024	38%	35%	40%	*	31%	40%	*	-	-	43%	7%	0%	40%	38%	27%	20%
Reading Including EOC	2025	55%	53%	61%	*	44%	63%	*	-	-	43%	23%	70%	62%	60%	51%	27%
	2024	54%	51%	58%	*	46%	58%	*	-	-	86%	19%	29%	56%	63%	49%	40%
Math Including EOC	2025	46%	43%	57%	*	50%	58%	*	-	-	14%	16%	60%	58%	53%	48%	45%
	2024	45%	42%	51%	*	44%	51%	*	-	-	43%	16%	0%	53%	45%	39%	20%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	67%	60%	-	33%	64%	-	-	-	*	46%	*	63%	53%	57%	*	*
	2024	67%	64%	61%	*	*	60%	-	-	-	*	28%	*	60%	63%	58%	*	---
Grade 4 Mathematics	2025	65%	65%	69%	-	50%	71%	-	-	-	*	67%	*	72%	64%	64%	*	*
	2024	60%	57%	48%	*	*	49%	-	-	-	*	22%	*	50%	43%	40%	*	---
Grade 5 ELA/Reading	2025	69%	67%	85%	*	100%	82%	-	-	-	*	50%	*	86%	80%	80%	*	100%
	2024	70%	65%	57%	-	56%	55%	*	-	-	*	38%	-	54%	63%	48%	*	---
Grade 5 Mathematics	2025	67%	66%	83%	*	100%	80%	-	-	-	*	75%	*	86%	70%	79%	*	100%
	2024	65%	60%	80%	-	83%	79%	*	-	-	*	63%	-	77%	88%	84%	*	---
Grade 6 ELA/Reading	2025	64%	65%	86%	-	86%	85%	*	-	-	*	55%	*	84%	90%	80%	*	100%
	2024	61%	61%	64%	-	69%	63%	-	-	-	-	50%	*	58%	89%	72%	*	---
Grade 6 Mathematics	2025	56%	58%	80%	-	79%	82%	*	-	-	*	65%	*	76%	90%	78%	*	60%
	2024	48%	48%	39%	-	25%	42%	-	-	-	-	21%	*	42%	28%	28%	*	---
Grade 7 ELA/Reading	2025	64%	61%	61%	-	44%	64%	-	-	-	-	50%	*	59%	67%	45%	*	100%
	2024	66%	65%	67%	-	*	67%	-	-	-	*	60%	-	64%	77%	62%	*	---
Grade 7 Mathematics	2025	50%	50%	66%	-	69%	65%	-	-	-	-	44%	*	59%	88%	47%	*	100%
	2024	49%	50%	45%	-	*	42%	-	-	-	*	40%	-	49%	35%	35%	*	---
Grade 8 ELA/Reading	2025	72%	70%	86%	-	*	88%	-	-	-	*	58%	-	85%	89%	90%	*	100%
	2024	69%	66%	64%	*	67%	61%	-	-	-	*	40%	*	63%	68%	67%	*	---
Grade 8 Mathematics	2025	68%	64%	84%	-	*	85%	-	-	-	*	58%	-	87%	75%	81%	*	100%
	2024	66%	65%	87%	*	83%	87%	-	-	-	*	50%	*	87%	86%	86%	*	---
End of Course English I	2025	63%	59%	68%	*	20%	75%	-	-	-	*	61%	-	67%	70%	65%	*	*
	2024	64%	62%	78%	*	88%	75%	-	-	-	*	40%	-	81%	65%	78%	*	---
End of Course English II	2025	65%	62%	68%	*	70%	71%	-	-	-	*	42%	-	72%	57%	79%	*	*
	2024	69%	68%	71%	-	100%	68%	*	-	-	*	*	-	73%	58%	80%	*	---
End of Course Algebra I	2025	74%	65%	58%	*	70%	55%	-	-	-	*	39%	-	64%	37%	57%	*	*
	2024	72%	64%	69%	*	88%	66%	-	-	-	*	70%	-	69%	70%	42%	*	---
All Grades Both Subjects	2025	65%	63%	73%	57%	66%	74%	*	-	-	53%	55%	83%	74%	70%	70%	65%	95%
	2024	64%	61%	64%	75%	71%	62%	*	-	-	76%	43%	54%	64%	65%	60%	64%	---
All Grades ELA/Reading	2025	67%	64%	73%	*	61%	76%	*	-	-	38%	52%	70%	74%	71%	71%	58%	97%
	2024	67%	64%	66%	*	74%	64%	*	-	-	72%	43%	58%	65%	69%	66%	83%	---
All Grades Mathematics	2025	64%	61%	73%	*	73%	73%	*	-	-	71%	60%	95%	74%	70%	68%	73%	93%
	2024	60%	57%	62%	*	68%	61%	*	-	-	81%	42%	50%	63%	60%	53%	39%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	38%	43%	-	-	43%	-	-	-	-	40%	-	44%	40%	22%	-	-
	2024	38%	36%	44%	-	-	44%	-	-	-	-	*	*	57%	*	20%	-	---
Grade 4 Mathematics	2025	27%	26%	11%	-	*	13%	-	-	-	-	14%	-	20%	*	0%	-	-
	2024	26%	24%	10%	-	*	11%	-	-	-	-	*	*	17%	*	0%	*	---

Texas Education Agency
2024-25 STAAR Progress (TAPR)
UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	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)	G/T
Grade 5 ELA/Reading	2025	25%	22%	43%	-	-	43%	-	-	-	-	20%	-	40%	*	60%	-	-
	2024	35%	32%	22%	-	*	14%	-	-	-	-	*	-	14%	*	20%	-	---
Grade 5 Mathematics	2025	35%	36%	55%	-	*	50%	-	-	-	*	42%	*	56%	*	42%	*	-
	2024	41%	37%	42%	-	*	40%	-	-	-	-	*	-	33%	*	50%	-	---
Grade 6 ELA/Reading	2025	27%	27%	40%	-	*	38%	-	-	-	-	33%	-	38%	*	43%	-	-
	2024	24%	24%	33%	-	*	29%	-	-	-	-	0%	*	29%	*	29%	*	---
Grade 6 Mathematics	2025	33%	34%	43%	-	*	50%	-	-	-	-	*	-	50%	*	*	-	-
	2024	27%	25%	14%	-	*	17%	-	-	-	-	0%	-	17%	*	17%	-	---
Grade 7 ELA/Reading	2025	25%	24%	11%	-	*	13%	-	-	-	-	17%	-	13%	*	14%	-	-
	2024	23%	25%	*	-	-	*	-	-	-	-	*	-	*	*	*	-	---
Grade 7 Mathematics	2025	16%	16%	33%	-	*	40%	-	-	-	-	17%	*	33%	*	22%	*	-
	2024	14%	15%	57%	-	*	60%	-	-	-	*	*	-	*	*	*	*	---
Grade 8 ELA/Reading	2025	40%	38%	67%	-	-	67%	-	-	-	-	*	-	*	*	*	-	-
	2024	34%	33%	*	-	-	*	-	-	-	-	*	-	*	*	-	-	---
Grade 8 Mathematics	2025	42%	37%	70%	-	*	78%	-	-	-	-	*	-	86%	*	57%	*	-
	2024	44%	40%	57%	-	*	50%	-	-	-	-	*	*	*	*	80%	-	---
End of Course English I	2025	23%	20%	20%	-	-	20%	-	-	-	-	*	-	*	*	*	-	-
	2024	20%	18%	*	-	-	*	-	-	-	-	*	-	*	*	*	-	---
End of Course English II	2025	29%	26%	*	-	*	*	-	-	-	-	*	-	*	*	*	-	-
	2024	29%	28%	20%	-	*	*	-	-	-	-	*	-	*	*	*	-	---
End of Course Algebra I	2025	54%	42%	40%	-	-	40%	-	-	-	-	*	-	*	*	*	-	-
	2024	55%	43%	*	-	-	*	-	-	-	-	*	-	*	*	*	-	---
All Grades Both Subjects	2025	33%	30%	40%	-	20%	42%	-	-	-	*	28%	*	45%	29%	34%	*	-
	2024	32%	30%	33%	-	36%	32%	-	-	-	*	13%	80%	32%	36%	30%	*	---
All Grades ELA/Reading	2025	31%	28%	35%	-	*	36%	-	-	-	-	28%	-	35%	35%	37%	-	-
	2024	30%	28%	29%	-	40%	28%	-	-	-	-	8%	*	33%	18%	22%	*	---
All Grades Mathematics	2025	35%	32%	44%	-	17%	46%	-	-	-	*	29%	*	52%	24%	32%	*	-
	2024	35%	32%	36%	-	33%	35%	-	-	-	*	20%	*	30%	47%	37%	*	---

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 --- First reported in 2025.

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	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	2025	75%	73%	85%	-	-	-	-	-	-	84%	95%	69%	-	-	85%	81%	100%
	2024	75%	73%	82%	-	-	-	-	-	-	90%	90%	90%	-	-	82%	90%	*
At Meets Grade Level or Above	2025	50%	46%	60%	-	-	-	-	-	-	38%	37%	38%	-	-	61%	30%	83%
	2024	48%	45%	55%	-	-	-	-	-	-	48%	30%	57%	-	-	55%	48%	*
At Masters Grade Level	2025	21%	18%	26%	-	-	-	-	-	-	3%	5%	0%	-	-	26%	4%	17%
	2024	20%	16%	19%	-	-	-	-	-	-	3%	0%	5%	-	-	19%	3%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	74%	87%	-	-	-	-	-	-	92%	100%	80%	-	-	87%	91%	*
	2024	76%	75%	84%	-	-	-	-	-	-	100%	100%	100%	-	-	84%	100%	*
At Meets Grade Level or Above	2025	54%	51%	65%	-	-	-	-	-	-	31%	25%	40%	-	-	66%	27%	*
	2024	54%	52%	62%	-	-	-	-	-	-	57%	40%	67%	-	-	63%	57%	*
At Masters Grade Level	2025	23%	19%	27%	-	-	-	-	-	-	8%	13%	0%	-	-	27%	9%	*
	2024	22%	18%	20%	-	-	-	-	-	-	0%	0%	0%	-	-	21%	0%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	69%	83%	-	-	-	-	-	-	75%	88%	*	-	-	83%	70%	*
	2024	72%	70%	82%	-	-	-	-	-	-	73%	80%	67%	-	-	82%	73%	-
At Meets Grade Level or Above	2025	45%	41%	56%	-	-	-	-	-	-	42%	50%	*	-	-	56%	30%	*
	2024	43%	40%	54%	-	-	-	-	-	-	27%	20%	33%	-	-	55%	27%	-

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	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
At Masters Grade Level	2025	20%	17%	26%	-	-	-	-	-	-	0%	0%	*	-	-	26%	0%	*
	2024	17%	15%	21%	-	-	-	-	-	-	9%	0%	17%	-	-	21%	9%	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	76%	91%	-	-	-	-	-	-	100%	*	*	-	-	91%	100%	-
	2024	75%	73%	80%	-	-	-	-	-	-	*	-	*	-	-	80%	*	-
At Meets Grade Level or Above	2025	47%	43%	65%	-	-	-	-	-	-	40%	*	*	-	-	66%	40%	-
	2024	43%	39%	46%	-	-	-	-	-	-	*	-	*	-	-	46%	*	-
At Masters Grade Level	2025	17%	14%	24%	-	-	-	-	-	-	0%	*	*	-	-	25%	0%	-
	2024	16%	12%	13%	-	-	-	-	-	-	*	-	*	-	-	13%	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	75%	77%	-	-	-	-	-	-	*	-	*	-	-	78%	*	*
	2024	78%	75%	79%	-	-	-	-	-	-	*	-	*	-	-	79%	*	-
At Meets Grade Level or Above	2025	50%	45%	48%	-	-	-	-	-	-	*	-	*	-	-	47%	*	*
	2024	51%	46%	43%	-	-	-	-	-	-	*	-	*	-	-	42%	*	-
At Masters Grade Level	2025	27%	21%	23%	-	-	-	-	-	-	*	-	*	-	-	22%	*	*
	2024	27%	22%	13%	-	-	-	-	-	-	*	-	*	-	-	14%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	63%	73%	-	-	-	-	-	-	65%	75%	50%	-	-	73%	63%	*
	2024	64%	61%	64%	-	-	-	-	-	-	64%	50%	70%	-	-	64%	64%	*
All Grades ELA/Reading	2025	67%	64%	73%	-	-	-	-	-	-	58%	64%	50%	-	-	73%	60%	*
	2024	67%	64%	66%	-	-	-	-	-	-	83%	*	89%	-	-	65%	83%	*

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2025	64%	61%	73%	-	-	-	-	-	-	73%	86%	*	-	-	73%	67%	*
	2024	60%	57%	62%	-	-	-	-	-	-	39%	*	42%	-	-	63%	39%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	30%	40%	-	-	-	-	-	-	*	*	*	-	-	40%	*	-
	2024	32%	30%	33%	-	-	-	-	-	-	*	*	*	-	-	33%	*	-
All Grades ELA/Reading	2025	31%	28%	35%	-	-	-	-	-	-	-	-	-	-	-	35%	-	-
	2024	30%	28%	29%	-	-	-	-	-	-	*	-	*	-	-	28%	*	-
All Grades Mathematics	2025	35%	32%	44%	-	-	-	-	-	-	*	*	*	-	-	45%	*	-
	2024	35%	32%	36%	-	-	-	-	-	-	*	*	*	-	-	38%	*	-

* 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
2024-25 STAAR Participation (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	State	Region 07	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)
2025 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%	98%	100%	98%	98%	100%	*	-	91%	97%	100%	98%	96%	97%	89%
Not Included in Accountability: Mobile	4%	5%	2%	0%	0%	2%	0%	*	-	9%	0%	0%	1%	4%	2%	6%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	1%	0%	*	-	0%	3%	0%	1%	0%	0%	6%
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%	98%	100%	*	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	91%	97%	*	96%	98%	*	*	-	86%	97%	100%	97%	95%	96%	81%
Not Included in Accountability: Mobile	4%	5%	2%	*	0%	2%	*	*	-	14%	0%	0%	2%	5%	3%	6%
Not Included in Accountability: Other Exclusions	4%	2%	1%	*	4%	1%	*	*	-	0%	3%	0%	1%	0%	1%	13%
Not Tested	1%	2%	0%	*	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	*	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	98%	*	100%	98%	*	*	-	91%	98%	100%	99%	95%	98%	92%
Not Included in Accountability: Mobile	4%	5%	2%	*	0%	2%	*	*	-	9%	0%	0%	1%	5%	2%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	*	-	0%	2%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	*	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	*	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	100%	*	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	92%	98%	*	100%	98%	*	-	-	100%	97%	*	99%	98%	98%	100%
Not Included in Accountability: Mobile	4%	5%	1%	*	0%	1%	*	-	-	0%	0%	*	1%	2%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	*	0%	1%	*	-	-	0%	3%	*	1%	0%	0%	0%
Not Tested	1%	2%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	State	Region 07	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%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	100%	*	100%	100%	-	-	-	*	100%	-	100%	100%	100%	*
Included in Accountability	94%	92%	98%	*	100%	98%	-	-	-	*	93%	-	98%	100%	98%	*
Not Included in Accountability: Mobile	4%	5%	1%	*	0%	1%	-	-	-	*	0%	-	1%	0%	2%	*
Not Included in Accountability: Other Exclusions	1%	0%	1%	*	0%	1%	-	-	-	*	7%	-	1%	0%	0%	*
Not Tested	1%	2%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Absent	1%	2%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	99%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	95%	100%	96%	95%	100%	-	-	100%	84%	100%	99%	87%	93%	94%
Not Included in Accountability: Mobile	4%	6%	4%	0%	2%	4%	0%	-	-	0%	13%	0%	0%	13%	7%	0%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	1%	1%	0%	-	-	0%	3%	0%	1%	0%	0%	6%
Not Tested	1%	2%	0%	0%	1%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	1%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	*	98%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	90%	95%	*	91%	96%	*	-	-	100%	84%	100%	98%	87%	92%	88%
Not Included in Accountability: Mobile	4%	6%	4%	*	4%	4%	*	-	-	0%	13%	0%	0%	13%	6%	0%
Not Included in Accountability: Other Exclusions	4%	2%	1%	*	4%	1%	*	-	-	0%	3%	0%	1%	0%	1%	13%
Not Tested	1%	2%	0%	*	2%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	2%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	96%	*	98%	95%	*	-	-	100%	84%	100%	99%	88%	93%	100%
Not Included in Accountability: Mobile	5%	6%	4%	*	2%	4%	*	-	-	0%	12%	0%	0%	13%	7%	0%

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	State	Region 07	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: Other Exclusions	1%	1%	1%	*	0%	1%	*	-	-	0%	3%	0%	1%	0%	0%	0%
Not Tested	1%	2%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	100%	*	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	93%	91%	96%	*	100%	96%	*	-	-	100%	83%	*	99%	90%	95%	*
Not Included in Accountability: Mobile	4%	7%	3%	*	0%	4%	*	-	-	0%	13%	*	0%	10%	5%	*
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	0%	1%	*	-	-	0%	4%	*	1%	0%	0%	*
Not Tested	1%	2%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Absent	1%	1%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	98%	100%	*	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	94%	91%	95%	*	100%	94%	*	-	-	100%	80%	*	100%	81%	88%	*
Not Included in Accountability: Mobile	4%	6%	5%	*	0%	6%	*	-	-	0%	20%	*	0%	19%	12%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	2%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Absent	1%	2%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	82%	*	-	-	*	-	-	-	-	-	-	*	-	*	-

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

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	94.9%	95.1%	94.9%	95.4%	95.1%	*	-	-	94.8%	93.7%	94.3%	95.1%
2022-23	93.3%	94.9%	95.4%	94.6%	95.6%	95.4%	94.3%	*	-	96.0%	94.7%	94.7%	95.1%
Chronic Absenteeism													
2023-24	19.0%	14.1%	11.6%	18.2%	8.2%	11.8%	0.0%	-	-	18.8%	16.0%	15.9%	15.8%
2022-23	20.3%	14.2%	9.3%	28.6%	9.3%	9.1%	16.7%	*	-	6.3%	15.2%	13.0%	4.5%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.8%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2022-23	0.8%	0.7%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	2.0%	0.4%	*	0.0%	0.5%	*	-	-	*	0.0%	0.9%	0.0%
2022-23	2.0%	1.6%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	89.4%	100.0%	*	100.0%	100.0%	*	-	-	*	*	100.0%	*
Received TxCHSE	0.3%	0.3%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Continued HS	3.1%	5.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Dropped Out	5.8%	5.3%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Graduates and TxCHSE	91.1%	89.8%	100.0%	*	100.0%	100.0%	*	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	94.2%	94.7%	100.0%	100.0%	100.0%	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	100.0%
Class of 2023													
Graduated	90.3%	91.6%	97.9%	-	100.0%	97.5%	*	*	-	*	*	94.4%	*
Received TxCHSE	0.3%	0.3%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Continued HS	3.1%	3.8%	2.1%	-	0.0%	2.5%	*	*	-	*	*	5.6%	*
Dropped Out	6.3%	4.3%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduates and TxCHSE	90.6%	92.0%	97.9%	-	100.0%	97.5%	*	*	-	*	*	94.4%	*
Graduates, TxCHSE, and Continuers	93.7%	95.7%	100.0%	-	100.0%	100.0%	*	*	-	*	*	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	94.2%	97.9%	-	100.0%	97.5%	*	*	-	*	*	94.4%	*
Received TxCHSE	0.4%	0.4%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Continued HS	1.0%	0.7%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Dropped Out	6.5%	4.6%	2.1%	-	0.0%	2.5%	*	*	-	*	*	5.6%	*
Graduates and TxCHSE	92.6%	94.6%	97.9%	-	100.0%	97.5%	*	*	-	*	*	94.4%	*
Graduates, TxCHSE, and Continuers	93.5%	95.4%	97.9%	-	100.0%	97.5%	*	*	-	*	*	94.4%	*

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022													
Graduated	91.8%	94.3%	100.0%	-	100.0%	100.0%	*	-	-	-	*	100.0%	-
Received TxCHSE	0.4%	0.5%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Continued HS	1.0%	0.8%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Dropped Out	6.8%	4.5%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Graduates and TxCHSE	92.2%	94.7%	100.0%	-	100.0%	100.0%	*	-	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.2%	95.5%	100.0%	-	100.0%	100.0%	*	-	-	-	*	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	94.8%	100.0%	-	100.0%	100.0%	*	-	-	-	*	100.0%	-
Received TxCHSE	0.5%	0.5%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Continued HS	0.5%	0.2%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Dropped Out	6.8%	4.5%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Graduates and TxCHSE	92.7%	95.3%	100.0%	-	100.0%	100.0%	*	-	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.2%	95.5%	100.0%	-	100.0%	100.0%	*	-	-	-	*	100.0%	-
Class of 2021													
Graduated	92.7%	94.8%	94.7%	*	60.0%	98.0%	-	*	-	*	*	96.2%	-
Received TxCHSE	0.5%	0.6%	1.8%	*	0.0%	2.0%	-	*	-	*	*	0.0%	-
Continued HS	0.5%	0.2%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Dropped Out	6.3%	4.3%	3.5%	*	40.0%	0.0%	-	*	-	*	*	3.8%	-
Graduates and TxCHSE	93.2%	95.5%	96.5%	*	60.0%	100.0%	-	*	-	*	*	96.2%	-
Graduates, TxCHSE, and Continuers	93.7%	95.7%	96.5%	*	60.0%	100.0%	-	*	-	*	*	96.2%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	89.4%	98.3%	*	100.0%	97.9%	*	-	-	*	*	100.0%	*
Class of 2023	90.3%	91.6%	97.9%	-	100.0%	97.5%	*	*	-	*	*	94.4%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	45.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	6.7%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Class of 2023	4.3%	6.1%	4.3%	-	0.0%	5.1%	*	*	-	*	*	5.9%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	83.0%	84.2%	*	85.7%	85.1%	*	-	-	*	*	73.9%	*
Class of 2023	84.3%	82.8%	91.5%	-	100.0%	89.7%	*	*	-	*	*	82.4%	*
Texas First-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	0.1%	0.2%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Class of 2023	0.0%	0.1%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.7%	84.2%	*	85.7%	85.1%	*	-	-	*	*	73.9%	*
Class of 2023	88.6%	88.8%	95.7%	-	100.0%	94.9%	*	*	-	*	*	88.2%	*
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	16.7%	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	70.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	6.8%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2022-23	4.4%	6.3%	4.3%	-	0.0%	5.3%	*	*	-	*	*	6.3%	*
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	81.7%	84.2%	*	85.7%	85.1%	*	-	-	*	*	73.9%	*
2022-23	82.5%	80.9%	93.5%	-	100.0%	92.1%	*	*	-	*	*	87.5%	*
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.2%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2022-23	0.1%	0.1%	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)													
2023-24	87.8%	88.5%	84.2%	*	85.7%	85.1%	*	-	-	*	*	73.9%	*
2022-23	86.8%	87.2%	97.8%	-	100.0%	97.4%	*	*	-	*	*	93.8%	*

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	57	100.0%	382,023	100.0%
By Ethnicity:				
African American	1	1.8%	48,064	12.6%
Hispanic	7	12.3%	200,942	52.6%
White	47	82.5%	101,714	26.6%
American Indian	1	1.8%	1,231	0.3%
Asian	0	0.0%	19,746	5.2%
Pacific Islander	0	0.0%	606	0.2%
Two or More Races	1	1.8%	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	9	15.8%	46,183	12.1%
Foundation H.S. Program (Endorsement)	0	0.0%	42,042	11.0%
Foundation H.S. Program (DLA)	48	84.2%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	3	5.3%	35,935	9.4%
Economically Disadvantaged Graduates	23	40.4%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	3.5%	56,967	14.9%
At-Risk Graduates	13	22.8%	173,035	45.3%
CTE Completers	29	50.9%	127,800	33.5%

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

Academic Year	State	Region 07	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)													
2023-24	81.8%	79.9%	87.7%	*	71.4%	89.4%	*	-	-	*	*	78.3%	*
2022-23	76.3%	74.6%	87.0%	-	100.0%	84.2%	*	*	-	*	*	68.8%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	61.1%	56.1%	*	28.6%	63.8%	*	-	-	*	*	30.4%	*
2022-23	61.9%	53.7%	52.2%	-	40.0%	52.6%	*	*	-	*	*	43.8%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	59.3%	57.9%	*	28.6%	66.0%	*	-	-	*	*	30.4%	*
2022-23	62.8%	50.4%	65.2%	-	80.0%	63.2%	*	*	-	*	*	62.5%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	52.9%	56.1%	*	28.6%	63.8%	*	-	-	*	*	30.4%	*
2022-23	54.3%	42.8%	50.0%	-	40.0%	50.0%	*	*	-	*	*	43.8%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	45.9%	56.1%	*	28.6%	63.8%	*	-	-	*	*	30.4%	*
2022-23	48.4%	37.1%	47.8%	-	40.0%	47.4%	*	*	-	*	*	43.8%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	7.8%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2022-23	20.4%	7.6%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Associate Degree (Annual Graduates)													
2023-24	3.1%	2.4%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2022-23	2.5%	1.9%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	28.0%	47.4%	*	28.6%	53.2%	*	-	-	*	*	17.4%	*
2022-23	23.6%	28.2%	34.8%	-	40.0%	31.6%	*	*	-	*	*	31.3%	*
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	1.6%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2022-23	4.8%	1.3%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	7.3%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2022-23	5.6%	6.6%	4.3%	-	0.0%	5.3%	*	*	-	*	*	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	51.0%	61.4%	*	57.1%	59.6%	*	-	-	*	*	69.6%	*

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	48.2%	58.7%	-	100.0%	55.3%	*	*	-	*	*	56.3%	*
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	47.1%	57.9%	*	57.1%	57.4%	*	-	-	*	*	65.2%	*
2022-23	33.4%	45.0%	56.5%	-	100.0%	52.6%	*	*	-	*	*	50.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.8%	1.8%	*	0.0%	2.1%	*	-	-	*	*	4.3%	*
2022-23	0.8%	0.6%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	3.9%	3.5%	*	0.0%	2.1%	*	-	-	*	*	8.7%	*
2022-23	2.7%	3.2%	2.2%	-	0.0%	2.6%	*	*	-	*	*	6.3%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	1.1%	1.8%	*	0.0%	2.1%	*	-	-	*	*	0.0%	*
2022-23	0.6%	1.0%	4.3%	-	20.0%	2.6%	*	*	-	*	*	6.3%	*

- 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
2024-25 CCMR-Related Indicators (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	Academic Year	State	Region 07	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	2023-24	20.1%	23.6%	57.9%	*	28.6%	66.0%	*	-	-	*	*	30.4%	*
	2022-23	21.0%	25.3%	65.2%	-	80.0%	63.2%	*	*	-	*	*	62.5%	*
Mathematics	2023-24	21.3%	21.7%	56.1%	*	28.6%	63.8%	*	-	-	*	*	30.4%	*
	2022-23	19.9%	21.0%	50.0%	-	40.0%	50.0%	*	*	-	*	*	43.8%	*
Both Subjects	2023-24	12.7%	14.9%	56.1%	*	28.6%	63.8%	*	-	-	*	*	30.4%	*
	2022-23	12.5%	14.4%	47.8%	-	40.0%	47.4%	*	*	-	*	*	43.8%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	26.8%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
	2022-23	18.2%	16.3%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Mathematics	2023-24	29.5%	27.6%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
	2022-23	20.2%	17.2%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Both Subjects	2023-24	20.2%	19.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
	2022-23	12.5%	11.2%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	11.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	24.2%	10.4%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
English Language Arts	2024	14.6%	5.5%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	13.8%	6.0%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Mathematics	2024	9.6%	3.2%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	7.4%	2.1%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Science	2024	10.9%	3.7%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	10.3%	3.6%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Social Studies	2024	13.7%	4.1%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	13.1%	4.1%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	50.0%	-	-	-	-	-	-	-	-	-	-	-
	2023	53.3%	47.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2024	48.8%	44.7%	-	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	48.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2024	53.4%	53.2%	-	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	48.0%	-	-	-	-	-	-	-	-	-	-	-
Science	2024	46.1%	48.2%	-	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	49.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	47.4%	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	32.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	49.0%	36.8%	*	14.3%	40.4%	*	-	-	*	*	21.7%	*
	2022-23	79.3%	51.8%	45.7%	-	40.0%	42.1%	*	*	-	*	*	43.8%	*
At/Above Criterion for All Examinees	2023-24	28.8%	27.1%	38.1%	*	*	42.1%	-	-	-	-	-	40.0%	-
	2022-23	28.9%	26.4%	42.9%	-	*	43.8%	*	*	-	*	-	28.6%	-
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	991	*	-	-	*	-	-	-	-	-	*	-
	2022-23	978	992	1109	-	1060	1114	-	-	-	-	-	1057	-
English Language Arts and Writing	2023-24	496	504	*	-	-	*	-	-	-	-	-	*	-
	2022-23	497	504	560	-	520	564	-	-	-	-	-	507	-
Mathematics	2023-24	479	486	*	-	-	*	-	-	-	-	-	*	-
	2022-23	482	488	549	-	540	550	-	-	-	-	-	550	-
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	18.9	20.9	*	*	21.1	-	-	-	-	-	*	-
	2022-23	19.2	18.8	20.9	-	17.5	21.6	16.0	21.0	-	24.0	-	17.0	-
English Language Arts	2023-24	19.0	18.7	21.0	*	*	21.4	-	-	-	-	-	*	-
	2022-23	18.8	18.5	20.8	-	17.5	21.5	18.0	20.0	-	23.5	-	16.9	-
Mathematics	2023-24	19.0	18.7	20.4	*	*	20.8	-	-	-	-	-	*	-
	2022-23	18.9	18.6	21.6	-	19.0	22.5	15.0	22.0	-	23.0	-	18.2	-
Science	2023-24	19.6	19.1	21.1	*	*	21.1	-	-	-	-	-	*	-
	2022-23	19.5	19.2	20.0	-	16.5	20.5	13.0	22.0	-	26.0	-	16.0	-

- 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
2024-25 Other Postsecondary Indicators (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	Academic Year	State	Region 07	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	2023-24	45.7%	39.4%	40.9%	*	36.0%	41.4%	*	-	-	*	30.0%	37.5%	33.3%
	2022-23	45.4%	38.1%	35.3%	*	22.7%	36.3%	*	*	-	*	27.8%	27.6%	14.3%
English Language Arts	2023-24	17.8%	14.1%	12.3%	*	8.0%	13.4%	*	-	-	*	0.0%	4.6%	0.0%
	2022-23	17.4%	14.3%	8.7%	-	9.5%	7.9%	*	*	-	*	0.0%	8.1%	0.0%
Mathematics	2023-24	19.4%	16.1%	29.8%	*	28.0%	29.7%	*	-	-	*	15.8%	25.6%	33.3%
	2022-23	19.5%	17.2%	27.2%	*	23.8%	27.3%	*	*	-	*	22.2%	22.7%	16.7%
Science	2023-24	21.9%	22.9%	27.2%	*	28.0%	26.6%	*	-	-	*	15.8%	24.1%	33.3%
	2022-23	21.5%	21.7%	20.8%	*	23.8%	19.9%	*	*	-	*	11.8%	18.7%	16.7%
Social Studies	2023-24	24.5%	13.8%	21.1%	*	15.0%	22.8%	*	-	-	*	0.0%	8.7%	*
	2022-23	24.0%	13.2%	18.9%	*	11.1%	19.4%	*	*	-	*	0.0%	10.1%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	46.4%	62.8%	-	80.0%	62.2%	0.0%	-	-	-	0.0%	57.1%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	49.9%	84.6%	-	100.0%	81.8%	-	-	-	-	-	87.5%	-

- 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.

*** TX IHE data not yet available.

Texas Education Agency
2024-25 Student Information (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	719	100.0%	5,530,499	100.0%	720	100.0%	5,544,255	100.0%
Students by Grade								
Early Childhood Education	0	0.0%	18,464	0.3%	0	0.0%	26,099	0.5%
Pre-Kindergarten	16	2.2%	249,407	4.5%	16	2.2%	249,875	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	43,727	0.8%	0	0.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	16	2.2%	205,680	3.7%	16	2.2%	205,961	3.7%
Kindergarten	46	6.4%	359,286	6.5%	46	6.4%	359,871	6.5%
Grade 1	52	7.2%	377,900	6.8%	52	7.2%	378,335	6.8%
Grade 2	47	6.5%	389,823	7.0%	47	6.5%	390,170	7.0%
Grade 3	38	5.3%	406,424	7.3%	38	5.3%	406,747	7.3%
Grade 4	64	8.9%	405,454	7.3%	64	8.9%	405,715	7.3%
Grade 5	61	8.5%	404,900	7.3%	61	8.5%	405,128	7.3%
Grade 6	52	7.2%	404,802	7.3%	52	7.2%	404,988	7.3%
Grade 7	55	7.6%	407,375	7.4%	55	7.6%	407,512	7.4%
Grade 8	57	7.9%	410,722	7.4%	57	7.9%	410,871	7.4%
Grade 9	70	9.7%	459,854	8.3%	70	9.7%	460,045	8.3%
Grade 10	54	7.5%	439,300	7.9%	54	7.5%	439,519	7.9%
Grade 11	54	7.5%	410,245	7.4%	54	7.5%	410,503	7.4%
Grade 12	53	7.4%	386,543	7.0%	54	7.5%	388,877	7.0%
Ethnic Distribution								
African American	5	0.7%	706,216	12.8%	5	0.7%	707,648	12.8%
Hispanic	81	11.3%	2,961,084	53.5%	81	11.3%	2,967,187	53.5%
White	606	84.3%	1,347,596	24.4%	607	84.3%	1,352,852	24.4%
American Indian	5	0.7%	18,175	0.3%	5	0.7%	18,224	0.3%
Asian	0	0.0%	307,983	5.6%	0	0.0%	308,431	5.6%
Pacific Islander	0	0.0%	8,729	0.2%	0	0.0%	8,744	0.2%
Two or More Races	22	3.1%	180,716	3.3%	22	3.1%	181,169	3.3%
Sex								
Female	352	49.0%	2,702,798	48.9%	353	49.0%	2,707,618	48.8%
Male	367	51.0%	2,827,701	51.1%	367	51.0%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	306	42.6%	3,346,090	60.5%	306	42.5%	3,349,612	60.4%
Non-Educationally Disadvantaged	413	57.4%	2,184,409	39.5%	414	57.5%	2,194,643	39.6%
Section 504 Students	90	12.5%	375,297	6.8%	90	12.5%	375,601	6.8%
EB Students/EL	19	2.6%	1,343,669	24.3%	19	2.6%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	26	3.3%	122,515	2.1%				
Students w/ Dyslexia	63	8.8%	356,584	6.4%	63	8.8%	356,830	6.4%

Texas Education Agency
2024-25 Student Information (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	9	1.3%	11,656	0.2%	9	1.3%	11,713	0.2%
Homeless	12	1.7%	77,954	1.4%	13	1.8%	78,060	1.4%
Immigrant	0	0.0%	193,676	3.5%	0	0.0%	193,831	3.5%
Migrant	0	0.0%	13,377	0.2%	0	0.0%	13,426	0.2%
Title I	376	52.3%	3,683,060	66.6%	376	52.2%	3,689,382	66.5%
Military Connected	0	0.0%	229,259	4.1%	0	0.0%	229,370	4.1%
At-Risk	301	41.9%	2,960,262	53.5%	302	41.9%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	18	2.5%	1,344,546	24.3%	18	2.5%	1,345,594	24.3%
Career and Technical Education	309	43.0%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	223	96.5%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	52	7.2%	483,301	8.7%	52	7.2%	483,373	8.7%
Special Education	107	14.9%	846,876	15.3%	108	15.0%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	107		843,012					
Students with Intellectual Disabilities	48	44.9%	407,120	48.3%				
Students with Physical Disabilities	32	29.9%	143,568	17.0%				
Students with Autism	12	11.2%	141,526	16.8%				
Students with Behavioral Disabilities	15	14.0%	137,182	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	77	11.0%	882,523	16.4%				
African American	6	0.9%	180,657	3.3%				
Hispanic	6	0.9%	481,794	8.9%				
White	62	8.9%	157,650	2.9%				
American Indian	0	0.0%	3,546	0.1%				
Asian	0	0.0%	27,084	0.5%				
Pacific Islander	0	0.0%	1,905	0.0%				
Two or More Races	3	0.4%	29,887	0.6%				
Special Ed Students who are Mobile	20	18.7%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	1	5.3%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	62	18.2%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	67	12.0%	765,408	18.0%				

Texas Education Agency
2024-25 Student Information (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	Non-Special Education Rates		Special Education Rates	
Student Information	District	State	District	State
Retention Rates by Grade				
Kindergarten	10.9%	1.3%	14.3%	3.6%
Grade 1	5.4%	1.9%	33.3%	3.0%
Grade 2	0.0%	1.1%	0.0%	1.4%
Grade 3	0.0%	0.6%	0.0%	0.6%
Grade 4	2.2%	0.4%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	3.6%	0.4%	0.0%	0.5%
Grade 9	0.0%	7.3%	0.0%	11.0%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	0	0.0%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	15.3	18.9
Grade 1	17.0	19.2
Grade 2	15.6	19.4
Grade 3	12.4	20.1
Grade 4	20.6	20.0
Grade 5	18.9	21.3
Grade 6	16.7	19.8
Secondary		
English/Language Arts	7.5	16.4
Foreign Languages	20.8	18.9
Mathematics	8.2	17.8
Science	15.4	18.9
Social Studies	10.6	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	District		State	
Staff Information	Count	Percent	Count	Percent
Total Staff	109.1	100.0%	764,857.7	100.0%
Professional Staff	72.8	66.7%	487,682.3	63.8%
Teachers	64.0	58.6%	369,689.2	48.3%
Professional Support	3.1	2.9%	82,751.4	10.8%
Campus Administration (School Leadership)	3.7	3.4%	25,687.5	3.4%
Central Administration	2.0	1.8%	9,554.2	1.2%
Educational Aides	12.3	11.3%	81,972.7	10.7%
Auxiliary Staff	24.0	22.0%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	4,125.0	n/a
Part-time Librarians	0.0	n/a	583.0	n/a
Full-time Counselors	2.0	n/a	13,704.0	n/a
Part-time Counselors	0.0	n/a	1,298.0	n/a
Total Minority Staff	10.2	9.4%	423,307.3	55.3%
Teachers by Ethnicity				
African American	1.4	2.2%	47,165.6	12.8%
Hispanic	3.9	6.0%	114,597.9	31.0%
White	57.7	90.2%	193,115.3	52.2%
American Indian	0.0	0.0%	1,235.8	0.3%
Asian	0.0	0.0%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	1.0	1.5%	4,812.6	1.3%
Teachers by Sex				
Males	16.7	26.2%	90,958.2	24.6%
Females	47.2	73.8%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	1.0	1.5%	8,698.9	2.4%
Bachelors	51.6	80.7%	264,052.9	71.4%
Masters	11.4	17.8%	93,864.5	25.4%
Doctorate	0.0	0.0%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	9.3	14.5%	26,999.3	7.3%
1-5 Years Experience	17.3	27.1%	104,446.4	28.3%
6-10 Years Experience	5.8	9.0%	72,857.4	19.7%
11-20 Years Experience	16.0	25.1%	101,940.9	27.6%
21-30 Years Experience	13.4	21.0%	52,207.3	14.1%
Over 30 Years Experience	2.1	3.3%	11,237.9	3.0%
Number of Students per Teacher	11.2	n/a	15.0	n/a

Texas Education Agency
2024-25 Staff Information (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	3.3	6.0
Average Years Experience of Principals with District	2.0	5.1
Average Years Experience of Assistant Principals	2.0	5.1
Average Years Experience of Assistant Principals with District	2.0	4.3
Average Years Experience of Teachers	11.1	11.2
Average Years Experience of Teachers with District	4.5	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$49,626	\$55,689
1-5 Years Experience	\$39,839	\$59,266
6-10 Years Experience	\$45,553	\$62,607
11-20 Years Experience	\$56,911	\$66,353
21-30 Years Experience	\$60,900	\$70,976
Over 30 Years Experience	\$58,977	\$75,042
Average Actual Salaries (regular duties only)		
Teachers	\$51,112	\$63,751
Professional Support	\$66,375	\$75,909
Campus Administration (School Leadership)	\$85,237	\$88,786
Central Administration	\$110,488	\$118,447
Instructional Staff Percent	66.5%	64.8%
Turnover Rate for Teachers	24.7%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7

	District		State	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	-	-	12,718	\$5,567
Exemplary	-	-	16,951	\$11,062
Master	-	-	10,103	\$20,910

Texas Education Agency
2024-25 Staff Information (TAPR)
 UNION GROVE ISD (230908) - UPSHUR COUNTY

	District		State	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	23,158.4	6.3%
Career and Technical Education	5.6	8.7%	20,492.0	5.5%
Compensatory Education	3.8	5.9%	9,612.7	2.6%
Gifted and Talented Education	0.1	0.2%	5,840.0	1.6%
Regular Education	46.7	73.0%	255,127.2	69.0%
Special Education	5.7	8.8%	42,195.7	11.4%
Other	2.1	3.3%	13,272.1	3.6%

- 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 2023-24 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: UNION GROVE ISD

Campus Name: UNION GROVE H S

Campus Number: 230908001

2025 Campus Accountability Score: A

Distinction Designations:

Academic Achievement in Mathematics

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	86%	86%	*	71%	88%	*	-	-	*	45%	-	92%	71%	83%	*
	2024	70%	91%	91%	*	100%	88%	-	-	-	*	50%	-	93%	85%	86%	*
At Meets Grade Level or Above	2025	49%	70%	70%	*	57%	71%	*	-	-	*	18%	-	79%	48%	66%	*
	2024	52%	80%	80%	*	89%	77%	-	-	-	*	17%	-	88%	54%	71%	*
At Masters Grade Level	2025	15%	14%	14%	*	0%	18%	*	-	-	*	0%	-	19%	5%	10%	*
	2024	16%	30%	30%	*	22%	30%	-	-	-	*	0%	-	34%	15%	18%	*
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	87%	87%	*	90%	85%	-	-	-	*	33%	-	92%	73%	85%	*
	2024	75%	83%	83%	-	75%	86%	*	-	-	*	*	-	91%	55%	81%	*
At Meets Grade Level or Above	2025	55%	81%	81%	*	90%	83%	-	-	-	*	33%	-	87%	67%	81%	*
	2024	58%	72%	72%	-	75%	73%	*	-	-	*	*	-	84%	27%	67%	*
At Masters Grade Level	2025	8%	9%	9%	*	0%	12%	-	-	-	*	0%	-	13%	0%	4%	*
	2024	9%	13%	13%	-	0%	16%	*	-	-	*	*	-	16%	0%	11%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	88%	88%	*	100%	87%	*	-	-	*	44%	-	96%	68%	78%	*
	2024	81%	94%	94%	*	89%	95%	-	-	-	*	83%	-	98%	83%	93%	*
At Meets Grade Level or Above	2025	45%	49%	49%	*	67%	47%	*	-	-	*	11%	-	57%	32%	44%	*
	2024	43%	74%	74%	*	89%	71%	-	-	-	*	17%	-	78%	58%	56%	*
At Masters Grade Level	2025	27%	26%	26%	*	17%	26%	*	-	-	*	0%	-	30%	16%	26%	*
	2024	24%	43%	43%	*	56%	43%	-	-	-	*	0%	-	46%	33%	26%	*
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	94%	94%	*	100%	95%	*	-	-	*	82%	-	94%	95%	85%	*
	2024	91%	90%	90%	*	100%	88%	-	-	-	*	33%	-	93%	82%	81%	*
At Meets Grade Level or Above	2025	61%	78%	78%	*	83%	77%	*	-	-	*	45%	-	79%	75%	70%	*
	2024	56%	57%	57%	*	75%	54%	-	-	-	*	17%	-	60%	45%	38%	*
At Masters Grade Level	2025	21%	13%	13%	*	17%	13%	*	-	-	*	9%	-	17%	5%	15%	*
	2024	19%	10%	10%	*	0%	12%	-	-	-	*	0%	-	10%	9%	0%	*
End of Course U.S. History																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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	2025	95%	94%	94%	*	100%	93%	-	-	-	*	71%	-	98%	83%	96%	*
	2024	96%	96%	96%	-	83%	98%	*	-	-	*	*	-	98%	89%	90%	*
At Meets Grade Level or Above	2025	68%	65%	65%	*	71%	66%	-	-	-	*	29%	-	74%	33%	54%	*
	2024	69%	62%	62%	-	50%	65%	*	-	-	*	*	-	63%	56%	55%	*
At Masters Grade Level	2025	37%	30%	30%	*	29%	30%	-	-	-	*	14%	-	33%	17%	27%	*
	2024	37%	21%	21%	-	0%	26%	*	-	-	*	*	-	23%	11%	15%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	88%	*	*	-	-	*	-	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2025	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	59%	*	*	-	-	*	-	-	-	-	-	-	*	-	*	-
At Masters Grade Level	2025	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	12%	*	*	-	-	*	-	-	-	-	-	-	*	-	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	85%	90%	100%	92%	90%	*	-	-	100%	57%	-	94%	78%	85%	100%
	2024	75%	82%	91%	*	90%	91%	*	-	-	83%	52%	-	94%	79%	86%	100%
At Meets Grade Level or Above	2025	50%	60%	68%	63%	75%	68%	*	-	-	69%	27%	-	75%	52%	63%	60%
	2024	48%	55%	69%	*	78%	68%	*	-	-	67%	12%	-	74%	48%	57%	88%
At Masters Grade Level	2025	21%	26%	18%	25%	11%	20%	*	-	-	15%	5%	-	22%	8%	16%	0%
	2024	20%	19%	23%	*	18%	25%	*	-	-	17%	0%	-	26%	14%	14%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	87%	86%	*	82%	87%	*	-	-	100%	41%	-	92%	72%	84%	*
	2024	76%	84%	87%	*	88%	87%	*	-	-	*	30%	-	92%	71%	84%	*
At Meets Grade Level or Above	2025	54%	65%	75%	*	76%	76%	*	-	-	60%	24%	-	83%	56%	73%	*
	2024	54%	62%	76%	*	82%	75%	*	-	-	*	10%	-	86%	42%	69%	*
At Masters Grade Level	2025	23%	27%	12%	*	0%	15%	*	-	-	0%	0%	-	16%	3%	7%	*
	2024	22%	20%	21%	*	12%	23%	*	-	-	*	0%	-	25%	8%	15%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	83%	88%	*	100%	87%	*	-	-	*	44%	-	96%	68%	78%	*
	2024	72%	82%	94%	*	89%	95%	-	-	-	*	83%	-	98%	83%	93%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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	2025	45%	56%	49%	*	67%	47%	*	-	-	*	11%	-	57%	32%	44%	*
	2024	43%	54%	72%	*	89%	70%	-	-	-	*	17%	-	76%	58%	54%	*
At Masters Grade Level	2025	20%	26%	26%	*	17%	26%	*	-	-	*	0%	-	30%	16%	26%	*
	2024	17%	21%	43%	*	56%	42%	-	-	-	*	0%	-	45%	33%	25%	*
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	91%	94%	*	100%	95%	*	-	-	*	82%	-	94%	95%	85%	*
	2024	75%	80%	90%	*	100%	88%	-	-	-	*	33%	-	93%	82%	81%	*
At Meets Grade Level or Above	2025	47%	65%	78%	*	83%	77%	*	-	-	*	45%	-	79%	75%	70%	*
	2024	43%	46%	57%	*	75%	54%	-	-	-	*	17%	-	60%	45%	38%	*
At Masters Grade Level	2025	17%	24%	13%	*	17%	13%	*	-	-	*	9%	-	17%	5%	15%	*
	2024	16%	13%	10%	*	0%	12%	-	-	-	*	0%	-	10%	9%	0%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	77%	94%	*	100%	93%	-	-	-	*	71%	-	98%	83%	96%	*
	2024	78%	79%	96%	-	83%	98%	*	-	-	*	*	-	98%	89%	90%	*
At Meets Grade Level or Above	2025	50%	48%	65%	*	71%	66%	-	-	-	*	29%	-	74%	33%	54%	*
	2024	51%	43%	62%	-	50%	65%	*	-	-	*	*	-	63%	56%	55%	*
At Masters Grade Level	2025	27%	23%	30%	*	29%	30%	-	-	-	*	14%	-	33%	17%	27%	*
	2024	27%	13%	21%	-	0%	26%	*	-	-	*	*	-	23%	11%	15%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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)	G/T
School Progress - Annual Growth by Grade and Subject																		
End of Course English I	2025	63%	68%	68%	*	20%	75%	-	-	-	*	61%	-	67%	70%	65%	*	*
	2024	64%	78%	78%	*	88%	75%	-	-	-	*	40%	-	81%	65%	78%	*	---
End of Course English II	2025	65%	68%	68%	*	70%	71%	-	-	-	*	42%	-	72%	57%	79%	*	*
	2024	69%	71%	71%	-	100%	68%	*	-	-	*	*	-	73%	58%	80%	*	---
End of Course Algebra I	2025	74%	58%	58%	*	70%	55%	-	-	-	*	39%	-	64%	37%	57%	*	*
	2024	72%	69%	69%	*	88%	66%	-	-	-	*	70%	-	69%	70%	42%	*	---
All Grades Both Subjects	2025	65%	73%	64%	40%	58%	67%	-	-	-	40%	48%	-	67%	55%	67%	*	100%
	2024	64%	64%	73%	*	91%	70%	*	-	-	*	58%	-	74%	65%	66%	100%	---
All Grades ELA/Reading	2025	67%	73%	68%	*	53%	73%	-	-	-	*	53%	-	69%	64%	72%	*	100%
	2024	67%	66%	75%	*	93%	71%	*	-	-	*	50%	-	77%	63%	79%	*	---
All Grades Mathematics	2025	64%	73%	58%	*	70%	55%	-	-	-	*	39%	-	64%	37%	57%	*	*
	2024	60%	62%	69%	*	88%	66%	-	-	-	*	70%	-	69%	70%	42%	*	---
School Progress - Accelerated Learning by Grade and Subject																		
End of Course English I	2025	23%	20%	20%	-	-	20%	-	-	-	-	*	-	*	*	*	-	-
	2024	20%	*	*	-	-	*	-	-	-	-	*	-	*	*	*	-	---
End of Course English II	2025	29%	*	*	-	*	*	-	-	-	-	*	-	*	*	*	-	-
	2024	29%	20%	20%	-	*	*	-	-	-	-	*	-	*	*	*	-	---
End of Course Algebra I	2025	54%	40%	40%	-	-	40%	-	-	-	-	*	-	*	*	*	-	-
	2024	55%	*	*	-	-	*	-	-	-	-	*	-	*	*	*	-	---
All Grades Both Subjects	2025	33%	40%	23%	-	*	25%	-	-	-	-	20%	-	43%	0%	50%	-	-
	2024	32%	33%	33%	-	*	36%	-	-	-	-	33%	-	38%	*	33%	-	---
All Grades ELA/Reading	2025	31%	35%	13%	-	*	14%	-	-	-	-	17%	-	*	*	*	-	-
	2024	30%	29%	25%	-	*	29%	-	-	-	-	17%	-	33%	*	20%	-	---
All Grades Mathematics	2025	35%	44%	40%	-	-	40%	-	-	-	-	*	-	*	*	*	-	-
	2024	35%	36%	*	-	-	*	-	-	-	-	*	-	*	*	*	-	---

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 --- First reported in 2025.

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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	2025	75%	85%	90%	-	-	-	-	-	-	100%	-	100%	-	-	89%	*	*
	2024	75%	82%	91%	-	-	-	-	-	-	100%	-	100%	-	-	91%	100%	*
At Meets Grade Level or Above	2025	50%	60%	68%	-	-	-	-	-	-	60%	-	60%	-	-	68%	*	*
	2024	48%	55%	69%	-	-	-	-	-	-	88%	-	88%	-	-	68%	88%	*
At Masters Grade Level	2025	21%	26%	18%	-	-	-	-	-	-	0%	-	0%	-	-	18%	*	*
	2024	20%	19%	23%	-	-	-	-	-	-	13%	-	13%	-	-	24%	13%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	87%	86%	-	-	-	-	-	-	*	-	*	-	-	86%	*	-
	2024	76%	84%	87%	-	-	-	-	-	-	*	-	*	-	-	86%	*	*
At Meets Grade Level or Above	2025	54%	65%	75%	-	-	-	-	-	-	*	-	*	-	-	75%	*	-
	2024	54%	62%	76%	-	-	-	-	-	-	*	-	*	-	-	75%	*	*
At Masters Grade Level	2025	23%	27%	12%	-	-	-	-	-	-	*	-	*	-	-	12%	*	-
	2024	22%	20%	21%	-	-	-	-	-	-	*	-	*	-	-	22%	*	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	83%	88%	-	-	-	-	-	-	*	-	*	-	-	88%	*	-
	2024	72%	82%	94%	-	-	-	-	-	-	*	-	*	-	-	94%	*	-
At Meets Grade Level or Above	2025	45%	56%	49%	-	-	-	-	-	-	*	-	*	-	-	50%	*	-
	2024	43%	54%	72%	-	-	-	-	-	-	*	-	*	-	-	72%	*	-

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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	2025	20%	26%	26%	-	-	-	-	-	-	*	-	*	-	-	27%	*	-
	2024	17%	21%	43%	-	-	-	-	-	-	*	-	*	-	-	42%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	91%	94%	-	-	-	-	-	-	*	-	*	-	-	94%	*	-
	2024	75%	80%	90%	-	-	-	-	-	-	*	-	*	-	-	90%	*	-
At Meets Grade Level or Above	2025	47%	65%	78%	-	-	-	-	-	-	*	-	*	-	-	78%	*	-
	2024	43%	46%	57%	-	-	-	-	-	-	*	-	*	-	-	56%	*	-
At Masters Grade Level	2025	17%	24%	13%	-	-	-	-	-	-	*	-	*	-	-	13%	*	-
	2024	16%	13%	10%	-	-	-	-	-	-	*	-	*	-	-	10%	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	77%	94%	-	-	-	-	-	-	*	-	*	-	-	94%	-	*
	2024	78%	79%	96%	-	-	-	-	-	-	*	-	*	-	-	96%	*	-
At Meets Grade Level or Above	2025	50%	48%	65%	-	-	-	-	-	-	*	-	*	-	-	63%	-	*
	2024	51%	43%	62%	-	-	-	-	-	-	*	-	*	-	-	62%	*	-
At Masters Grade Level	2025	27%	23%	30%	-	-	-	-	-	-	*	-	*	-	-	29%	-	*
	2024	27%	13%	21%	-	-	-	-	-	-	*	-	*	-	-	22%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	73%	64%	-	-	-	-	-	-	*	-	*	-	-	65%	*	-
	2024	64%	64%	73%	-	-	-	-	-	-	100%	-	100%	-	-	72%	100%	*
All Grades ELA/Reading	2025	67%	73%	68%	-	-	-	-	-	-	*	-	*	-	-	68%	*	-
	2024	67%	66%	75%	-	-	-	-	-	-	*	-	*	-	-	73%	*	*

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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	2025	64%	73%	58%	-	-	-	-	-	-	*	-	*	-	-	58%	*	-
	2024	60%	62%	69%	-	-	-	-	-	-	*	-	*	-	-	68%	*	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	40%	23%	-	-	-	-	-	-	-	-	-	-	-	23%	-	-
	2024	32%	33%	33%	-	-	-	-	-	-	-	-	-	-	-	33%	-	-
All Grades ELA/Reading	2025	31%	35%	13%	-	-	-	-	-	-	-	-	-	-	-	13%	-	-
	2024	30%	29%	25%	-	-	-	-	-	-	-	-	-	-	-	25%	-	-
All Grades Mathematics	2025	35%	44%	40%	-	-	-	-	-	-	-	-	-	-	-	40%	-	-
	2024	35%	36%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-

* 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
2024-25 STAAR Participation (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	-	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	93%	98%	97%	100%	95%	98%	*	-	-	93%	96%	-	96%	99%	95%	71%
Not Included in Accountability: Mobile	4%	2%	2%	0%	0%	2%	*	-	-	7%	0%	-	2%	1%	4%	0%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	5%	1%	*	-	-	0%	4%	-	2%	0%	1%	29%
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%
Reading																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	100%	100%	-	100%	100%	100%	*
Included in Accountability	91%	97%	95%	*	89%	97%	*	-	-	83%	94%	-	94%	97%	92%	*
Not Included in Accountability: Mobile	4%	2%	3%	*	0%	2%	*	-	-	17%	0%	-	3%	3%	5%	*
Not Included in Accountability: Other Exclusions	4%	1%	2%	*	11%	1%	*	-	-	0%	6%	-	3%	0%	3%	*
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	*	100%	-	100%	100%	100%	*
Included in Accountability	94%	98%	100%	*	100%	100%	*	-	-	*	100%	-	100%	100%	100%	*
Not Included in Accountability: Mobile	4%	2%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Science																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	*	100%	-	100%	100%	100%	*
Included in Accountability	94%	98%	99%	*	100%	98%	*	-	-	*	100%	-	98%	100%	96%	*
Not Included in Accountability: Mobile	4%	1%	1%	*	0%	2%	*	-	-	*	0%	-	2%	0%	4%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	*	100%	-	100%	100%	100%	*
Included in Accountability	94%	98%	96%	*	100%	96%	-	-	-	*	88%	-	95%	100%	96%	*
Not Included in Accountability: Mobile	4%	1%	2%	*	0%	2%	-	-	-	*	0%	-	2%	0%	4%	*
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	0%	2%	-	-	-	*	13%	-	2%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	92%	95%	96%	*	93%	96%	*	-	-	100%	86%	-	98%	90%	95%	80%
Not Included in Accountability: Mobile	4%	4%	2%	*	2%	2%	*	-	-	0%	3%	-	0%	10%	4%	0%
Not Included in Accountability: Other Exclusions	2%	1%	2%	*	5%	1%	*	-	-	0%	10%	-	2%	0%	1%	20%
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	91%	95%	95%	*	85%	97%	*	-	-	*	83%	-	97%	89%	93%	67%
Not Included in Accountability: Mobile	4%	4%	3%	*	5%	2%	*	-	-	*	8%	-	0%	11%	3%	0%
Not Included in Accountability: Other Exclusions	4%	1%	3%	*	10%	1%	*	-	-	*	8%	-	3%	0%	3%	33%
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	*	100%	-	100%	100%	100%	*
Included in Accountability	93%	96%	96%	*	100%	96%	-	-	-	*	86%	-	98%	92%	97%	*
Not Included in Accountability: Mobile	5%	4%	2%	*	0%	2%	-	-	-	*	0%	-	0%	8%	3%	*

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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%	1%	2%	*	0%	2%	-	-	-	*	14%	-	2%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Science																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	*	100%	-	100%	100%	100%	*
Included in Accountability	93%	96%	98%	*	100%	98%	-	-	-	*	86%	-	98%	100%	100%	*
Not Included in Accountability: Mobile	4%	3%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	0%	2%	-	-	-	*	14%	-	2%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	100%	100%	-	100%	100%	*	-	-	*	*	-	100%	100%	100%	*
Included in Accountability	94%	95%	96%	-	100%	96%	*	-	-	*	*	-	100%	82%	91%	*
Not Included in Accountability: Mobile	4%	5%	4%	-	0%	4%	*	-	-	*	*	-	0%	18%	9%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	*	-	-	*	*	-	0%	0%	0%	*
Not Tested	1%	0%	0%	-	0%	0%	*	-	-	*	*	-	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	*	-	-	*	*	-	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	*	-	-	*	*	-	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	*	*	-	-	*	-	-	-	-	-	-	*	-	*	-

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

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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													
2023-24	93.6%	95.1%	95.1%	*	96.1%	95.0%	*	-	-	*	92.7%	94.0%	96.6%
2022-23	93.3%	95.4%	95.4%	*	95.3%	95.4%	*	*	-	*	95.4%	94.8%	94.5%
Chronic Absenteeism													
2023-24	19.0%	11.6%	14.0%	*	7.7%	15.0%	*	-	-	*	31.8%	20.8%	16.7%
2022-23	20.3%	9.3%	9.4%	*	11.1%	9.1%	*	*	-	20.0%	10.0%	13.3%	11.1%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.4%	0.4%	*	0.0%	0.5%	*	-	-	*	0.0%	0.9%	0.0%
2022-23	2.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	100.0%	100.0%	*	100.0%	100.0%	*	-	-	*	*	100.0%	*
Received TxCHSE	0.3%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Continued HS	3.1%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Dropped Out	5.8%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Graduates and TxCHSE	91.1%	100.0%	100.0%	*	100.0%	100.0%	*	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	94.2%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	100.0%
Class of 2023													
Graduated	90.3%	97.9%	97.9%	-	100.0%	97.5%	*	*	-	*	*	94.4%	*
Received TxCHSE	0.3%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Continued HS	3.1%	2.1%	2.1%	-	0.0%	2.5%	*	*	-	*	*	5.6%	*
Dropped Out	6.3%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduates and TxCHSE	90.6%	97.9%	97.9%	-	100.0%	97.5%	*	*	-	*	*	94.4%	*
Graduates, TxCHSE, and Continuers	93.7%	100.0%	100.0%	-	100.0%	100.0%	*	*	-	*	*	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	97.9%	97.9%	-	100.0%	97.5%	*	*	-	*	*	94.4%	*
Received TxCHSE	0.4%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Continued HS	1.0%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Dropped Out	6.5%	2.1%	2.1%	-	0.0%	2.5%	*	*	-	*	*	5.6%	*
Graduates and TxCHSE	92.6%	97.9%	97.9%	-	100.0%	97.5%	*	*	-	*	*	94.4%	*
Graduates, TxCHSE, and Continuers	93.5%	97.9%	97.9%	-	100.0%	97.5%	*	*	-	*	*	94.4%	*

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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 2022													
Graduated	91.8%	100.0%	100.0%	-	100.0%	100.0%	*	-	-	-	*	100.0%	-
Received TxCHSE	0.4%	0.0%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Continued HS	1.0%	0.0%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Dropped Out	6.8%	0.0%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Graduates and TxCHSE	92.2%	100.0%	100.0%	-	100.0%	100.0%	*	-	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.2%	100.0%	100.0%	-	100.0%	100.0%	*	-	-	-	*	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	100.0%	100.0%	-	100.0%	100.0%	*	-	-	-	*	100.0%	-
Received TxCHSE	0.5%	0.0%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Continued HS	0.5%	0.0%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Dropped Out	6.8%	0.0%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Graduates and TxCHSE	92.7%	100.0%	100.0%	-	100.0%	100.0%	*	-	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.2%	100.0%	100.0%	-	100.0%	100.0%	*	-	-	-	*	100.0%	-
Class of 2021													
Graduated	92.7%	94.7%	94.7%	*	60.0%	98.0%	-	*	-	*	*	96.2%	-
Received TxCHSE	0.5%	1.8%	1.8%	*	0.0%	2.0%	-	*	-	*	*	0.0%	-
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Dropped Out	6.3%	3.5%	3.5%	*	40.0%	0.0%	-	*	-	*	*	3.8%	-
Graduates and TxCHSE	93.2%	96.5%	96.5%	*	60.0%	100.0%	-	*	-	*	*	96.2%	-
Graduates, TxCHSE, and Continuers	93.7%	96.5%	96.5%	*	60.0%	100.0%	-	*	-	*	*	96.2%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	98.3%	98.3%	*	100.0%	97.9%	*	-	-	*	*	100.0%	*
Class of 2023	90.3%	97.9%	97.9%	-	100.0%	97.5%	*	*	-	*	*	94.4%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Class of 2023	4.3%	4.3%	4.3%	-	0.0%	5.1%	*	*	-	*	*	5.9%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	84.2%	84.2%	*	85.7%	85.1%	*	-	-	*	*	73.9%	*
Class of 2023	84.3%	91.5%	91.5%	-	100.0%	89.7%	*	*	-	*	*	82.4%	*
Texas First-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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 2024	0.1%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
Class of 2023	0.0%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	84.2%	84.2%	*	85.7%	85.1%	*	-	-	*	*	73.9%	*
Class of 2023	88.6%	95.7%	95.7%	-	100.0%	94.9%	*	*	-	*	*	88.2%	*
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2022-23	4.4%	4.3%	4.3%	-	0.0%	5.3%	*	*	-	*	*	6.3%	*
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	84.2%	84.2%	*	85.7%	85.1%	*	-	-	*	*	73.9%	*
2022-23	82.5%	93.5%	93.5%	-	100.0%	92.1%	*	*	-	*	*	87.5%	*
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
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)													
2023-24	87.8%	84.2%	84.2%	*	85.7%	85.1%	*	-	-	*	*	73.9%	*
2022-23	86.8%	97.8%	97.8%	-	100.0%	97.4%	*	*	-	*	*	93.8%	*

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	57	100.0%	57	382,023
By Ethnicity:				
African American	1	1.8%	1	48,064
Hispanic	7	12.3%	7	200,942
White	47	82.5%	47	101,714
American Indian	1	1.8%	1	1,231
Asian	0	0.0%	0	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	1	1.8%	1	9,720
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	101
Foundation H.S. Program (No Endorsement)	9	15.8%	9	46,183
Foundation H.S. Program (Endorsement)	0	0.0%	0	42,042
Foundation H.S. Program (DLA)	48	84.2%	48	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	356
Special Education Graduates	3	5.3%	3	35,935
Economically Disadvantaged Graduates	23	40.4%	23	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	3.5%	2	56,967
At-Risk Graduates	13	22.8%	13	173,035
CTE Completers	29	50.9%	29	127,800

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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)													
2023-24	81.8%	87.7%	87.7%	*	71.4%	89.4%	*	-	-	*	*	78.3%	*
2022-23	76.3%	87.0%	87.0%	-	100.0%	84.2%	*	*	-	*	*	68.8%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	56.1%	56.1%	*	28.6%	63.8%	*	-	-	*	*	30.4%	*
2022-23	61.9%	52.2%	52.2%	-	40.0%	52.6%	*	*	-	*	*	43.8%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	57.9%	57.9%	*	28.6%	66.0%	*	-	-	*	*	30.4%	*
2022-23	62.8%	65.2%	65.2%	-	80.0%	63.2%	*	*	-	*	*	62.5%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	56.1%	56.1%	*	28.6%	63.8%	*	-	-	*	*	30.4%	*
2022-23	54.3%	50.0%	50.0%	-	40.0%	50.0%	*	*	-	*	*	43.8%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	56.1%	56.1%	*	28.6%	63.8%	*	-	-	*	*	30.4%	*
2022-23	48.4%	47.8%	47.8%	-	40.0%	47.4%	*	*	-	*	*	43.8%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2022-23	20.4%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Associate Degree (Annual Graduates)													
2023-24	3.1%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2022-23	2.5%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	47.4%	47.4%	*	28.6%	53.2%	*	-	-	*	*	17.4%	*
2022-23	23.6%	34.8%	34.8%	-	40.0%	31.6%	*	*	-	*	*	31.3%	*
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2022-23	4.8%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
2022-23	5.6%	4.3%	4.3%	-	0.0%	5.3%	*	*	-	*	*	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	61.4%	61.4%	*	57.1%	59.6%	*	-	-	*	*	69.6%	*

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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%	58.7%	58.7%	-	100.0%	55.3%	*	*	-	*	*	56.3%	*
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	57.9%	57.9%	*	57.1%	57.4%	*	-	-	*	*	65.2%	*
2022-23	33.4%	56.5%	56.5%	-	100.0%	52.6%	*	*	-	*	*	50.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	1.8%	1.8%	*	0.0%	2.1%	*	-	-	*	*	4.3%	*
2022-23	0.8%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	3.5%	3.5%	*	0.0%	2.1%	*	-	-	*	*	8.7%	*
2022-23	2.7%	2.2%	2.2%	-	0.0%	2.6%	*	*	-	*	*	6.3%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	1.8%	1.8%	*	0.0%	2.1%	*	-	-	*	*	0.0%	*
2022-23	0.6%	4.3%	4.3%	-	20.0%	2.6%	*	*	-	*	*	6.3%	*

- 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
2024-25 CCMR-Related Indicators (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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	2023-24	20.1%	57.9%	57.9%	*	28.6%	66.0%	*	-	-	*	*	30.4%	*
	2022-23	21.0%	65.2%	65.2%	-	80.0%	63.2%	*	*	-	*	*	62.5%	*
Mathematics	2023-24	21.3%	56.1%	56.1%	*	28.6%	63.8%	*	-	-	*	*	30.4%	*
	2022-23	19.9%	50.0%	50.0%	-	40.0%	50.0%	*	*	-	*	*	43.8%	*
Both Subjects	2023-24	12.7%	56.1%	56.1%	*	28.6%	63.8%	*	-	-	*	*	30.4%	*
	2022-23	12.5%	47.8%	47.8%	-	40.0%	47.4%	*	*	-	*	*	43.8%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
	2022-23	18.2%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Mathematics	2023-24	29.5%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
	2022-23	20.2%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
Both Subjects	2023-24	20.2%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	*	0.0%	*
	2022-23	12.5%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	*	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	24.2%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
English Language Arts	2024	14.6%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	13.8%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Mathematics	2024	9.6%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	7.4%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Science	2024	10.9%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	10.3%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Social Studies	2024	13.7%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	13.1%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2024	48.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2024	53.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2024	46.1%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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	2024	56.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	36.8%	36.8%	*	14.3%	40.4%	*	-	-	*	*	21.7%	*
	2022-23	79.3%	45.7%	45.7%	-	40.0%	42.1%	*	*	-	*	*	43.8%	*
At/Above Criterion for All Examinees	2023-24	28.8%	38.1%	38.1%	*	*	42.1%	-	-	-	-	-	40.0%	-
	2022-23	28.9%	42.9%	42.9%	-	*	43.8%	*	*	-	*	-	28.6%	-
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	*	*	-	-	*	-	-	-	-	-	*	-
	2022-23	978	1109	1109	-	1060	1114	-	-	-	-	-	1057	-
English Language Arts and Writing	2023-24	496	*	*	-	-	*	-	-	-	-	-	*	-
	2022-23	497	560	560	-	520	564	-	-	-	-	-	507	-
Mathematics	2023-24	479	*	*	-	-	*	-	-	-	-	-	*	-
	2022-23	482	549	549	-	540	550	-	-	-	-	-	550	-
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	20.9	20.9	*	*	21.1	-	-	-	-	-	*	-
	2022-23	19.2	20.9	20.9	-	17.5	21.6	16.0	21.0	-	24.0	-	17.0	-
English Language Arts	2023-24	19.0	21.0	21.0	*	*	21.4	-	-	-	-	-	*	-
	2022-23	18.8	20.8	20.8	-	17.5	21.5	18.0	20.0	-	23.5	-	16.9	-
Mathematics	2023-24	19.0	20.4	20.4	*	*	20.8	-	-	-	-	-	*	-
	2022-23	18.9	21.6	21.6	-	19.0	22.5	15.0	22.0	-	23.0	-	18.2	-
Science	2023-24	19.6	21.1	21.1	*	*	21.1	-	-	-	-	-	*	-
	2022-23	19.5	20.0	20.0	-	16.5	20.5	13.0	22.0	-	26.0	-	16.0	-

- 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
2024-25 Other Postsecondary Indicators (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR 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	2023-24	45.7%	40.9%	40.9%	*	36.0%	41.4%	*	-	-	*	30.0%	37.5%	33.3%
	2022-23	45.4%	35.3%	35.3%	*	22.7%	36.3%	*	*	-	*	27.8%	27.6%	14.3%
English Language Arts	2023-24	17.8%	12.3%	12.3%	*	8.0%	13.4%	*	-	-	*	0.0%	4.6%	0.0%
	2022-23	17.4%	8.7%	8.7%	-	9.5%	7.9%	*	*	-	*	0.0%	8.1%	0.0%
Mathematics	2023-24	19.4%	29.8%	29.8%	*	28.0%	29.7%	*	-	-	*	15.8%	25.6%	33.3%
	2022-23	19.5%	27.2%	27.2%	*	23.8%	27.3%	*	*	-	*	22.2%	22.7%	16.7%
Science	2023-24	21.9%	27.2%	27.2%	*	28.0%	26.6%	*	-	-	*	15.8%	24.1%	33.3%
	2022-23	21.5%	20.8%	20.8%	*	23.8%	19.9%	*	*	-	*	11.8%	18.7%	16.7%
Social Studies	2023-24	24.5%	21.1%	21.1%	*	15.0%	22.8%	*	-	-	*	0.0%	8.7%	*
	2022-23	24.0%	18.9%	18.9%	*	11.1%	19.4%	*	*	-	*	0.0%	10.1%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	62.8%	62.8%	-	80.0%	62.2%	0.0%	-	-	-	0.0%	57.1%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	84.6%	84.6%	-	100.0%	81.8%	-	-	-	-	-	87.5%	-

- 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.

*** TX IHE data not yet available.

Texas Education Agency
2024-25 Student Information (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	231	100.0%	719	5,530,499	232	100.0%	720	5,544,255
Students by Grade								
Grade 9	70	30.3%	9.7%	8.3%	70	30.2%	9.7%	8.3%
Grade 10	54	23.4%	7.5%	7.9%	54	23.3%	7.5%	7.9%
Grade 11	54	23.4%	7.5%	7.4%	54	23.3%	7.5%	7.4%
Grade 12	53	22.9%	7.4%	7.0%	54	23.3%	7.5%	7.0%
Ethnic Distribution								
African American	3	1.3%	0.7%	12.8%	3	1.3%	0.7%	12.8%
Hispanic	29	12.6%	11.3%	53.5%	29	12.5%	11.3%	53.5%
White	190	82.3%	84.3%	24.4%	191	82.3%	84.3%	24.4%
American Indian	1	0.4%	0.7%	0.3%	1	0.4%	0.7%	0.3%
Asian	0	0.0%	0.0%	5.6%	0	0.0%	0.0%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	8	3.5%	3.1%	3.3%	8	3.4%	3.1%	3.3%
Sex								
Female	118	51.1%	49.0%	48.9%	119	51.3%	49.0%	48.8%
Male	113	48.9%	51.0%	51.1%	113	48.7%	51.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	86	37.2%	42.6%	60.5%	86	37.1%	42.5%	60.4%
Non-Educationally Disadvantaged	145	62.8%	57.4%	39.5%	146	62.9%	57.5%	39.6%
Section 504 Students	43	18.6%	12.5%	6.8%	43	18.5%	12.5%	6.8%
EB Students/EL	5	2.2%	2.6%	24.3%	5	2.2%	2.6%	24.3%
Students w/ Disciplinary Placements (2023-24)	21	8.7%	3.3%	2.1%				
Students w/ Dyslexia	24	10.4%	8.8%	6.4%	24	10.3%	8.8%	6.4%
Foster Care	3	1.3%	1.3%	0.2%	3	1.3%	1.3%	0.2%
Homeless	10	4.3%	1.7%	1.4%	11	4.7%	1.8%	1.4%
Immigrant	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	52.3%	66.6%	0	0.0%	52.2%	66.5%
Military Connected	0	0.0%	0.0%	4.1%	0	0.0%	0.0%	4.1%
At-Risk	90	39.0%	41.9%	53.5%	91	39.2%	41.9%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	5	2.2%	2.5%	24.3%	5	2.2%	2.5%	24.3%
Career and Technical Education	223	96.5%	43.0%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	223	96.5%	96.5%	74.0%	-	-	-	-
Gifted and Talented Education	14	6.1%	7.2%	8.7%	14	6.0%	7.2%	8.7%
Special Education	26	11.3%	14.9%	15.3%	27	11.6%	15.0%	15.5%

Texas Education Agency
2024-25 Student Information (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	26							
Students with Intellectual Disabilities	15	57.7%	44.9%	48.3%				
Students with Physical Disabilities	*	*	29.9%	17.0%				
Students with Autism	*	*	11.2%	16.8%				
Students with Behavioral Disabilities	6	23.1%	14.0%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	27	11.2%	11.0%	16.4%				
African American	3	1.2%	0.9%	3.3%				
Hispanic	2	0.8%	0.9%	8.9%				
White	22	9.1%	8.9%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.4%	0.6%				
Special Ed Students who are Mobile	4	18.2%	18.7%	17.3%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	5.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	20	18.3%	18.2%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	26	15.0%	12.0%	18.0%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	0.0%	0.0%	7.3%	0.0%	0.0%	11.0%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	6.3	7.5	16.4
Foreign Languages	20.8	20.8	18.9
Mathematics	6.9	8.2	17.8

Texas Education Agency
2024-25 Student Information (TAPR)
UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR COUNTY

Class Size Information	Campus	District	State
Science	17.4	15.4	18.9
Social Studies	10.3	10.6	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	30.9	100.0%	100.0%	100.0%
Professional Staff	26.8	86.8%	66.7%	63.8%
Teachers	24.5	79.1%	58.6%	48.3%
Professional Support	1.5	5.0%	2.9%	10.8%
Campus Administration (School Leadership)	0.8	2.7%	3.4%	3.4%
Educational Aides	4.1	13.2%	11.3%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	0.0	n/a	2.0	13,704.0
Part-time Counselors	1.0	n/a	0.0	1,298.0
Total Minority Staff	2.3	7.5%	9.4%	55.3%
Teachers by Ethnicity				
African American	0.5	2.0%	2.2%	12.8%
Hispanic	1.4	5.6%	6.0%	31.0%
White	21.7	88.6%	90.2%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	3.9%	1.5%	1.3%
Teachers by Sex				
Males	12.4	50.8%	26.2%	24.6%
Females	12.0	49.2%	73.8%	75.4%
Teachers by Highest Degree Held				
No Degree	1.0	3.9%	1.5%	2.4%
Bachelors	15.9	65.2%	80.7%	71.4%
Masters	7.6	30.9%	17.8%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	4.0	16.3%	14.5%	7.3%
1-5 Years Experience	5.2	21.3%	27.1%	28.3%
6-10 Years Experience	2.4	9.9%	9.0%	19.7%
11-20 Years Experience	5.5	22.4%	25.1%	27.6%
21-30 Years Experience	5.3	21.7%	21.0%	14.1%
Over 30 Years Experience	2.0	8.3%	3.3%	3.0%
Number of Students per Teacher	9.4	n/a	11.2	15.0

Texas Education Agency
2024-25 Staff Information (TAPR)
 UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	3.0	3.3	6.0
Average Years Experience of Principals with District	1.0	2.0	5.1
Average Years Experience of Assistant Principals	1.0	2.0	5.1
Average Years Experience of Assistant Principals with District	1.0	2.0	4.3
Average Years Experience of Teachers	11.7	11.1	11.2
Average Years Experience of Teachers with District	5.2	4.5	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$44,655	\$49,626	\$55,689
1-5 Years Experience	\$42,508	\$39,839	\$59,266
6-10 Years Experience	\$45,634	\$45,553	\$62,607
11-20 Years Experience	\$62,484	\$56,911	\$66,353
21-30 Years Experience	\$60,966	\$60,900	\$70,976
Over 30 Years Experience	\$60,276	\$58,977	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$53,130	\$51,112	\$63,751
Professional Support	\$75,603	\$66,375	\$75,909
Campus Administration (School Leadership)	\$97,209	\$85,237	\$88,786
Instructional Staff Percent	n/a	66.5%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.3%
Career and Technical Education	4.8	19.4%	8.7%	5.5%
Compensatory Education	0.0	0.0%	5.9%	2.6%
Gifted and Talented Education	0.0	0.0%	0.2%	1.6%
Regular Education	15.9	65.1%	73.0%	69.0%
Special Education	1.7	6.8%	8.8%	11.4%
Other	2.1	8.7%	3.3%	3.6%

- 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
2024-25 Staff Information (TAPR)
UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR COUNTY

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: UNION GROVE ISD

Campus Name: UNION GROVE J H

Campus Number: 230908041

2025 Campus Accountability Score: B

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	77%	77%	-	75%	77%	-	-	-	*	38%	*	76%	80%	65%	*
	2024	74%	87%	87%	-	*	86%	-	-	-	*	50%	-	89%	80%	83%	*
At Meets Grade Level or Above	2025	54%	47%	47%	-	50%	48%	-	-	-	*	25%	*	45%	53%	25%	*
	2024	54%	74%	74%	-	*	74%	-	-	-	*	33%	-	74%	73%	65%	*
At Masters Grade Level	2025	27%	26%	26%	-	13%	30%	-	-	-	*	25%	*	24%	33%	15%	*
	2024	29%	34%	34%	-	*	36%	-	-	-	*	17%	-	32%	40%	26%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	68%	68%	-	63%	70%	-	-	-	*	38%	*	66%	73%	45%	*
	2024	56%	75%	75%	-	*	76%	-	-	-	*	67%	-	74%	80%	61%	*
At Meets Grade Level or Above	2025	33%	49%	49%	-	50%	50%	-	-	-	*	25%	*	47%	53%	25%	*
	2024	34%	47%	47%	-	*	48%	-	-	-	*	0%	-	55%	27%	30%	*
At Masters Grade Level	2025	11%	13%	13%	-	13%	14%	-	-	-	*	13%	*	8%	27%	5%	*
	2024	11%	15%	15%	-	*	16%	-	-	-	*	0%	-	16%	13%	4%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	96%	96%	-	*	96%	-	-	-	*	67%	-	98%	94%	96%	*
	2024	81%	90%	90%	*	100%	89%	*	-	-	*	40%	*	91%	88%	88%	*
At Meets Grade Level or Above	2025	58%	75%	75%	-	*	79%	-	-	-	*	33%	-	78%	71%	71%	*
	2024	56%	68%	68%	*	71%	68%	*	-	-	*	20%	*	72%	59%	67%	*
At Masters Grade Level	2025	32%	51%	51%	-	*	54%	-	-	-	*	17%	-	50%	53%	43%	*
	2024	29%	32%	32%	*	29%	32%	*	-	-	*	0%	*	40%	12%	25%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	84%	84%	-	*	87%	-	-	-	*	67%	-	93%	65%	75%	*
	2024	72%	92%	92%	*	100%	91%	*	-	-	*	60%	*	93%	88%	88%	*
At Meets Grade Level or Above	2025	47%	61%	61%	-	*	63%	-	-	-	*	17%	-	70%	41%	50%	*
	2024	43%	67%	67%	*	57%	70%	*	-	-	*	20%	*	74%	47%	58%	*
At Masters Grade Level	2025	18%	37%	37%	-	*	40%	-	-	-	*	17%	-	40%	29%	29%	*
	2024	16%	27%	27%	*	14%	28%	*	-	-	*	0%	*	35%	6%	25%	*
Grade 8 Science																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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	2025	74%	93%	93%	-	*	94%	-	-	-	*	67%	-	90%	100%	100%	*
	2024	70%	80%	80%	*	71%	81%	*	-	-	*	60%	*	88%	59%	75%	*
At Meets Grade Level or Above	2025	48%	68%	68%	-	*	71%	-	-	-	*	33%	-	73%	59%	57%	*
	2024	44%	50%	50%	*	57%	51%	*	-	-	*	20%	*	60%	24%	46%	*
At Masters Grade Level	2025	19%	33%	33%	-	*	37%	-	-	-	*	17%	-	35%	29%	25%	*
	2024	17%	20%	20%	*	14%	21%	*	-	-	*	0%	*	28%	0%	21%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	61%	61%	-	*	67%	-	-	-	*	67%	-	63%	59%	57%	*
	2024	60%	65%	65%	*	57%	66%	*	-	-	*	40%	*	74%	41%	58%	*
At Meets Grade Level or Above	2025	32%	32%	32%	-	*	35%	-	-	-	*	17%	-	30%	35%	29%	*
	2024	33%	27%	27%	*	29%	26%	*	-	-	*	20%	*	35%	6%	33%	*
At Masters Grade Level	2025	17%	16%	16%	-	*	17%	-	-	-	*	17%	-	15%	18%	11%	*
	2024	17%	7%	7%	*	14%	4%	*	-	-	*	0%	*	9%	0%	8%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	85%	80%	-	69%	82%	-	-	-	33%	55%	88%	81%	79%	75%	50%
	2024	75%	82%	82%	100%	81%	82%	*	-	-	93%	53%	*	85%	72%	75%	83%
At Meets Grade Level or Above	2025	50%	60%	56%	-	44%	58%	-	-	-	0%	25%	63%	57%	52%	45%	25%
	2024	48%	55%	55%	75%	53%	56%	*	-	-	43%	19%	*	62%	39%	50%	67%
At Masters Grade Level	2025	21%	26%	30%	-	9%	32%	-	-	-	0%	18%	25%	29%	32%	22%	0%
	2024	20%	19%	22%	38%	16%	23%	*	-	-	21%	3%	*	27%	11%	18%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	87%	87%	-	83%	88%	-	-	-	*	50%	*	87%	88%	83%	*
	2024	76%	84%	88%	*	100%	88%	*	-	-	*	45%	*	90%	84%	85%	*
At Meets Grade Level or Above	2025	54%	65%	62%	-	50%	65%	-	-	-	*	29%	*	62%	63%	52%	*
	2024	54%	62%	71%	*	67%	71%	*	-	-	*	27%	*	73%	66%	66%	*
At Masters Grade Level	2025	23%	27%	39%	-	17%	43%	-	-	-	*	21%	*	37%	44%	31%	*
	2024	22%	20%	33%	*	22%	34%	*	-	-	*	9%	*	36%	25%	26%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	83%	76%	-	67%	79%	-	-	-	*	50%	*	79%	69%	63%	*
	2024	72%	82%	84%	*	89%	84%	*	-	-	*	64%	*	84%	84%	74%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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	2025	45%	56%	55%	-	50%	57%	-	-	-	*	21%	*	59%	47%	40%	*
	2024	43%	54%	58%	*	56%	59%	*	-	-	*	9%	*	65%	38%	45%	*
At Masters Grade Level	2025	20%	26%	25%	-	8%	28%	-	-	-	*	14%	*	24%	28%	19%	*
	2024	17%	21%	21%	*	11%	22%	*	-	-	*	0%	*	26%	9%	15%	*
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	91%	93%	-	*	94%	-	-	-	*	67%	-	90%	100%	100%	*
	2024	75%	80%	80%	*	71%	81%	*	-	-	*	60%	*	88%	59%	75%	*
At Meets Grade Level or Above	2025	47%	65%	68%	-	*	71%	-	-	-	*	33%	-	73%	59%	57%	*
	2024	43%	46%	50%	*	57%	51%	*	-	-	*	20%	*	60%	24%	46%	*
At Masters Grade Level	2025	17%	24%	33%	-	*	37%	-	-	-	*	17%	-	35%	29%	25%	*
	2024	16%	13%	20%	*	14%	21%	*	-	-	*	0%	*	28%	0%	21%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	77%	61%	-	*	67%	-	-	-	*	67%	-	63%	59%	57%	*
	2024	78%	79%	65%	*	57%	66%	*	-	-	*	40%	*	74%	41%	58%	*
At Meets Grade Level or Above	2025	50%	48%	32%	-	*	35%	-	-	-	*	17%	-	30%	35%	29%	*
	2024	51%	43%	27%	*	29%	26%	*	-	-	*	20%	*	35%	6%	33%	*
At Masters Grade Level	2025	27%	23%	16%	-	*	17%	-	-	-	*	17%	-	15%	18%	11%	*
	2024	27%	13%	7%	*	14%	4%	*	-	-	*	0%	*	9%	0%	8%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2025	36%	40%	40%	-	50%	39%	-	-	-	*	25%	*	37%	47%	15%	*
	2024	35%	43%	43%	-	*	44%	-	-	-	*	0%	-	50%	27%	30%	*
Reading and Mathematics Including EOC	2025	38%	40%	40%	-	50%	39%	-	-	-	*	25%	*	37%	47%	15%	*
	2024	36%	43%	43%	-	*	44%	-	-	-	*	0%	-	50%	27%	30%	*
Reading Including EOC	2025	54%	47%	47%	-	50%	48%	-	-	-	*	25%	*	45%	53%	25%	*
	2024	54%	74%	74%	-	*	74%	-	-	-	*	33%	-	74%	73%	65%	*
Math Including EOC	2025	43%	49%	49%	-	50%	50%	-	-	-	*	25%	*	47%	53%	25%	*
	2024	40%	47%	47%	-	*	48%	-	-	-	*	0%	-	55%	27%	30%	*
8th Graders																	
Reading and Mathematics	2025	30%	60%	60%	-	*	62%	-	-	-	*	17%	-	68%	41%	46%	*
	2024	28%	55%	55%	*	57%	55%	*	-	-	*	0%	*	63%	35%	50%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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	2025	44%	60%	60%	-	*	62%	-	-	-	*	17%	-	68%	41%	46%	*
	2024	41%	55%	55%	*	57%	55%	*	-	-	*	0%	*	63%	35%	50%	*
Reading Including EOC	2025	59%	75%	75%	-	*	79%	-	-	-	*	33%	-	78%	71%	71%	*
	2024	57%	68%	68%	*	71%	68%	*	-	-	*	20%	*	72%	59%	67%	*
Math Including EOC	2025	51%	61%	61%	-	*	63%	-	-	-	*	17%	-	70%	41%	50%	*
	2024	49%	67%	67%	*	57%	70%	*	-	-	*	20%	*	74%	47%	58%	*
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	49%	50%	-	50%	51%	-	-	-	*	21%	*	53%	44%	33%	*
	2024	36%	40%	50%	*	56%	49%	*	-	-	*	0%	*	57%	31%	40%	*
Reading and Mathematics Including EOC	2025	40%	49%	50%	-	50%	51%	-	-	-	*	21%	*	53%	44%	33%	*
	2024	38%	40%	50%	*	56%	49%	*	-	-	*	0%	*	57%	31%	40%	*
Reading Including EOC	2025	55%	61%	62%	-	50%	65%	-	-	-	*	29%	*	62%	63%	52%	*
	2024	54%	58%	71%	*	67%	71%	*	-	-	*	27%	*	73%	66%	66%	*
Math Including EOC	2025	46%	57%	55%	-	50%	57%	-	-	-	*	21%	*	59%	47%	40%	*
	2024	45%	51%	58%	*	56%	59%	*	-	-	*	9%	*	65%	38%	45%	*

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

Texas Education Agency
2024-25 STAAR Progress (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 7 ELA/Reading	2025	64%	61%	61%	-	44%	64%	-	-	-	-	50%	*	59%	67%	45%	*	100%
	2024	66%	67%	67%	-	*	67%	-	-	-	*	60%	-	64%	77%	62%	*	---
Grade 7 Mathematics	2025	50%	66%	66%	-	69%	65%	-	-	-	-	44%	*	59%	88%	47%	*	100%
	2024	49%	45%	45%	-	*	42%	-	-	-	*	40%	-	49%	35%	35%	*	---
Grade 8 ELA/Reading	2025	72%	86%	86%	-	*	88%	-	-	-	*	58%	-	85%	89%	90%	*	100%
	2024	69%	64%	64%	*	67%	61%	-	-	-	*	40%	*	63%	68%	67%	*	---
Grade 8 Mathematics	2025	68%	84%	84%	-	*	85%	-	-	-	*	58%	-	87%	75%	81%	*	100%
	2024	66%	87%	87%	*	83%	87%	-	-	-	*	50%	*	87%	86%	86%	*	---
All Grades Both Subjects	2025	65%	73%	74%	-	64%	77%	-	-	-	*	52%	63%	73%	80%	68%	58%	100%
	2024	64%	64%	67%	*	72%	64%	-	-	-	88%	48%	*	66%	67%	63%	*	---
All Grades ELA/Reading	2025	67%	73%	74%	-	55%	77%	-	-	-	*	54%	*	72%	79%	70%	*	100%
	2024	67%	66%	66%	*	63%	64%	-	-	-	*	50%	*	63%	72%	64%	*	---
All Grades Mathematics	2025	64%	73%	75%	-	73%	76%	-	-	-	*	50%	*	73%	81%	66%	*	100%
	2024	60%	62%	67%	*	81%	64%	-	-	-	*	45%	*	69%	61%	61%	*	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 7 ELA/Reading	2025	25%	11%	11%	-	*	13%	-	-	-	-	17%	-	13%	*	14%	-	-
	2024	23%	*	*	-	-	*	-	-	-	-	*	-	*	*	*	-	---
Grade 7 Mathematics	2025	16%	33%	33%	-	*	40%	-	-	-	-	17%	*	33%	*	22%	*	-
	2024	14%	57%	57%	-	*	60%	-	-	-	*	*	-	*	*	*	*	---
Grade 8 ELA/Reading	2025	40%	67%	67%	-	-	67%	-	-	-	-	*	-	*	*	*	-	-
	2024	34%	*	*	-	-	*	-	-	-	-	*	-	*	*	-	-	---
Grade 8 Mathematics	2025	42%	70%	70%	-	*	78%	-	-	-	-	*	-	86%	*	57%	*	-
	2024	44%	57%	57%	-	*	50%	-	-	-	-	*	*	*	*	80%	-	---
All Grades Both Subjects	2025	33%	40%	43%	-	*	48%	-	-	-	-	29%	*	44%	40%	37%	*	-
	2024	32%	33%	45%	-	*	41%	-	-	-	*	22%	*	40%	50%	56%	*	---
All Grades ELA/Reading	2025	31%	35%	33%	-	*	36%	-	-	-	-	22%	-	27%	*	36%	-	-
	2024	30%	29%	17%	-	-	17%	-	-	-	-	20%	-	*	*	*	-	---
All Grades Mathematics	2025	35%	44%	50%	-	*	58%	-	-	-	-	38%	*	56%	33%	38%	*	-
	2024	35%	36%	57%	-	*	55%	-	-	-	*	*	*	43%	71%	63%	*	---

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 --- First reported in 2025.

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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	2025	75%	85%	80%	-	-	-	-	-	-	50%	-	50%	-	-	81%	33%	*
	2024	75%	82%	82%	-	-	-	-	-	-	83%	-	83%	-	-	81%	83%	-
At Meets Grade Level or Above	2025	50%	60%	56%	-	-	-	-	-	-	25%	-	25%	-	-	56%	0%	*
	2024	48%	55%	55%	-	-	-	-	-	-	67%	-	67%	-	-	55%	67%	-
At Masters Grade Level	2025	21%	26%	30%	-	-	-	-	-	-	0%	-	0%	-	-	30%	0%	*
	2024	20%	19%	22%	-	-	-	-	-	-	0%	-	0%	-	-	23%	0%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	87%	87%	-	-	-	-	-	-	*	-	*	-	-	88%	*	*
	2024	76%	84%	88%	-	-	-	-	-	-	*	-	*	-	-	88%	*	-
At Meets Grade Level or Above	2025	54%	65%	62%	-	-	-	-	-	-	*	-	*	-	-	63%	*	*
	2024	54%	62%	71%	-	-	-	-	-	-	*	-	*	-	-	71%	*	-
At Masters Grade Level	2025	23%	27%	39%	-	-	-	-	-	-	*	-	*	-	-	40%	*	*
	2024	22%	20%	33%	-	-	-	-	-	-	*	-	*	-	-	33%	*	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	83%	76%	-	-	-	-	-	-	*	-	*	-	-	78%	*	*
	2024	72%	82%	84%	-	-	-	-	-	-	*	-	*	-	-	85%	*	-
At Meets Grade Level or Above	2025	45%	56%	55%	-	-	-	-	-	-	*	-	*	-	-	56%	*	*
	2024	43%	54%	58%	-	-	-	-	-	-	*	-	*	-	-	58%	*	-

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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	2025	20%	26%	25%	-	-	-	-	-	-	*	-	*	-	-	26%	*	*
	2024	17%	21%	21%	-	-	-	-	-	-	*	-	*	-	-	22%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	91%	93%	-	-	-	-	-	-	*	-	*	-	-	93%	*	-
	2024	75%	80%	80%	-	-	-	-	-	-	*	-	*	-	-	80%	*	-
At Meets Grade Level or Above	2025	47%	65%	68%	-	-	-	-	-	-	*	-	*	-	-	70%	*	-
	2024	43%	46%	50%	-	-	-	-	-	-	*	-	*	-	-	49%	*	-
At Masters Grade Level	2025	17%	24%	33%	-	-	-	-	-	-	*	-	*	-	-	34%	*	-
	2024	16%	13%	20%	-	-	-	-	-	-	*	-	*	-	-	20%	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	77%	61%	-	-	-	-	-	-	*	-	*	-	-	63%	*	-
	2024	78%	79%	65%	-	-	-	-	-	-	*	-	*	-	-	64%	*	-
At Meets Grade Level or Above	2025	50%	48%	32%	-	-	-	-	-	-	*	-	*	-	-	32%	*	-
	2024	51%	43%	27%	-	-	-	-	-	-	*	-	*	-	-	25%	*	-
At Masters Grade Level	2025	27%	23%	16%	-	-	-	-	-	-	*	-	*	-	-	16%	*	-
	2024	27%	13%	7%	-	-	-	-	-	-	*	-	*	-	-	7%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	73%	74%	-	-	-	-	-	-	58%	-	58%	-	-	75%	*	*
	2024	64%	64%	67%	-	-	-	-	-	-	*	-	*	-	-	67%	*	-
All Grades ELA/Reading	2025	67%	73%	74%	-	-	-	-	-	-	*	-	*	-	-	75%	*	*
	2024	67%	66%	66%	-	-	-	-	-	-	*	-	*	-	-	66%	*	-

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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	2025	64%	73%	75%	-	-	-	-	-	-	*	-	*	-	-	75%	*	*
	2024	60%	62%	67%	-	-	-	-	-	-	*	-	*	-	-	67%	*	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	40%	43%	-	-	-	-	-	-	*	-	*	-	-	46%	*	-
	2024	32%	33%	45%	-	-	-	-	-	-	*	-	*	-	-	47%	*	-
All Grades ELA/Reading	2025	31%	35%	33%	-	-	-	-	-	-	-	-	-	-	-	33%	-	-
	2024	30%	29%	17%	-	-	-	-	-	-	-	-	-	-	-	17%	-	-
All Grades Mathematics	2025	35%	44%	50%	-	-	-	-	-	-	*	-	*	-	-	55%	*	-
	2024	35%	36%	57%	-	-	-	-	-	-	*	-	*	-	-	62%	*	-

* 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
2024-25 STAAR Participation (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	-	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	98%	98%	-	100%	99%	-	*	-	100%	100%	100%	100%	94%	100%	80%
Not Included in Accountability: Mobile	4%	2%	2%	-	0%	1%	-	*	-	0%	0%	0%	0%	6%	0%	20%
Not Included in Accountability: Other Exclusions	2%	1%	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%
Reading																
Assessment Participant	99%	100%	100%	-	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	91%	97%	97%	-	100%	98%	-	*	-	*	100%	*	100%	91%	100%	*
Not Included in Accountability: Mobile	4%	2%	3%	-	0%	2%	-	*	-	*	0%	*	0%	9%	0%	*
Not Included in Accountability: Other Exclusions	4%	1%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	100%	100%	-	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	98%	97%	-	100%	98%	-	*	-	*	100%	*	100%	91%	100%	*
Not Included in Accountability: Mobile	4%	2%	3%	-	0%	2%	-	*	-	*	0%	*	0%	9%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Science																
Assessment Participant	99%	100%	100%	-	*	100%	-	-	-	*	100%	-	100%	100%	100%	*
Included in Accountability	94%	98%	100%	-	*	100%	-	-	-	*	100%	-	100%	100%	100%	*
Not Included in Accountability: Mobile	4%	1%	0%	-	*	0%	-	-	-	*	0%	-	0%	0%	0%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	*	0%	-	-	-	*	0%	-	0%	0%	0%	*
Not Tested	1%	0%	0%	-	*	0%	-	-	-	*	0%	-	0%	0%	0%	*

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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%	0%	0%	-	*	0%	-	-	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	0%	-	*	0%	-	-	-	*	0%	-	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	100%	100%	-	*	100%	-	-	-	*	100%	-	100%	100%	100%	*
Included in Accountability	94%	98%	100%	-	*	100%	-	-	-	*	100%	-	100%	100%	100%	*
Not Included in Accountability: Mobile	4%	1%	0%	-	*	0%	-	-	-	*	0%	-	0%	0%	0%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	*	0%	-	-	-	*	0%	-	0%	0%	0%	*
Not Tested	1%	0%	0%	-	*	0%	-	-	-	*	0%	-	0%	0%	0%	*
Absent	1%	0%	0%	-	*	0%	-	-	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	0%	-	*	0%	-	-	-	*	0%	-	0%	0%	0%	*
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	95%	95%	100%	94%	94%	*	-	-	100%	80%	*	100%	83%	89%	100%
Not Included in Accountability: Mobile	4%	4%	5%	0%	6%	6%	*	-	-	0%	20%	*	0%	17%	11%	0%
Not Included in Accountability: Other Exclusions	2%	1%	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%
Reading																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	91%	95%	95%	*	90%	95%	*	-	-	*	85%	*	100%	84%	90%	*
Not Included in Accountability: Mobile	4%	4%	5%	*	10%	5%	*	-	-	*	15%	*	0%	16%	10%	*
Not Included in Accountability: Other Exclusions	4%	1%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	96%	95%	*	90%	95%	*	-	-	*	85%	*	100%	84%	90%	*
Not Included in Accountability: Mobile	5%	4%	5%	*	10%	5%	*	-	-	*	15%	*	0%	16%	10%	*

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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%	1%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Science																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	96%	94%	*	100%	92%	*	-	-	*	71%	*	100%	81%	86%	*
Not Included in Accountability: Mobile	4%	3%	6%	*	0%	8%	*	-	-	*	29%	*	0%	19%	14%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	95%	94%	*	100%	92%	*	-	-	*	71%	*	100%	81%	86%	*
Not Included in Accountability: Mobile	4%	5%	6%	*	0%	8%	*	-	-	*	29%	*	0%	19%	14%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Other	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
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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													
2023-24	93.6%	95.1%	95.6%	*	94.7%	95.8%	*	-	-	*	95.3%	94.6%	*
2022-23	93.3%	95.4%	95.6%	*	97.4%	95.4%	*	-	-	*	95.6%	94.5%	*
Chronic Absenteeism													
2023-24	19.0%	11.6%	10.2%	*	9.1%	9.3%	*	-	-	*	6.7%	18.9%	*
2022-23	20.3%	9.3%	6.7%	*	0.0%	6.6%	*	-	-	*	7.7%	11.6%	*
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2022-23	0.8%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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	93.5%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	97.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR 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 2024	78.5%	84.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	84.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	4.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	97.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	57	382,023
By Ethnicity:				
African American	-	-	1	48,064
Hispanic	-	-	7	200,942
White	-	-	47	101,714
American Indian	-	-	1	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	1	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	9	46,183
Foundation H.S. Program (Endorsement)	-	-	0	42,042
Foundation H.S. Program (DLA)	-	-	48	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	3	35,935
Economically Disadvantaged Graduates	-	-	23	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	56,967
At-Risk Graduates	-	-	13	173,035
CTE Completers	-	-	29	127,800

There is no data for this campus.

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR COUNTY

There is no data for this campus.

Texas Education Agency
2024-25 Other Postsecondary Indicators (TAPR)
UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR COUNTY

There is no data for this campus.

Texas Education Agency
2024-25 Student Information (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	112	100.0%	719	5,530,499	112	100.0%	720	5,544,255
Students by Grade								
Grade 7	55	49.1%	7.6%	7.4%	55	49.1%	7.6%	7.4%
Grade 8	57	50.9%	7.9%	7.4%	57	50.9%	7.9%	7.4%
Ethnic Distribution								
African American	0	0.0%	0.7%	12.8%	0	0.0%	0.7%	12.8%
Hispanic	12	10.7%	11.3%	53.5%	12	10.7%	11.3%	53.5%
White	98	87.5%	84.3%	24.4%	98	87.5%	84.3%	24.4%
American Indian	0	0.0%	0.7%	0.3%	0	0.0%	0.7%	0.3%
Asian	0	0.0%	0.0%	5.6%	0	0.0%	0.0%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	1.8%	3.1%	3.3%	2	1.8%	3.1%	3.3%
Sex								
Female	55	49.1%	49.0%	48.9%	55	49.1%	49.0%	48.8%
Male	57	50.9%	51.0%	51.1%	57	50.9%	51.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	42	37.5%	42.6%	60.5%	42	37.5%	42.5%	60.4%
Non-Educationally Disadvantaged	70	62.5%	57.4%	39.5%	70	62.5%	57.5%	39.6%
Section 504 Students	26	23.2%	12.5%	6.8%	26	23.2%	12.5%	6.8%
EB Students/EL	3	2.7%	2.6%	24.3%	3	2.7%	2.6%	24.3%
Students w/ Disciplinary Placements (2023-24)	2	1.6%	3.3%	2.1%				
Students w/ Dyslexia	17	15.2%	8.8%	6.4%	17	15.2%	8.8%	6.4%
Foster Care	2	1.8%	1.3%	0.2%	2	1.8%	1.3%	0.2%
Homeless	2	1.8%	1.7%	1.4%	2	1.8%	1.8%	1.4%
Immigrant	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	52.3%	66.6%	0	0.0%	52.2%	66.5%
Military Connected	0	0.0%	0.0%	4.1%	0	0.0%	0.0%	4.1%
At-Risk	47	42.0%	41.9%	53.5%	47	42.0%	41.9%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	3	2.7%	2.5%	24.3%	3	2.7%	2.5%	24.3%
Career and Technical Education	86	76.8%	43.0%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	96.5%	74.0%	-	-	-	-
Gifted and Talented Education	13	11.6%	7.2%	8.7%	13	11.6%	7.2%	8.7%
Special Education	14	12.5%	14.9%	15.3%	14	12.5%	15.0%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	14							

Texas Education Agency
2024-25 Student Information (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Intellectual Disabilities	9	64.3%	44.9%	48.3%				
Students with Physical Disabilities	*	*	29.9%	17.0%				
Students with Autism	*	*	11.2%	16.8%				
Students with Behavioral Disabilities	*	*	14.0%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	13	10.2%	11.0%	16.4%				
African American	1	0.8%	0.9%	3.3%				
Hispanic	2	1.6%	0.9%	8.9%				
White	10	7.9%	8.9%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.4%	0.6%				
Special Ed Students who are Mobile	3	20.0%	18.7%	17.3%				
Count and Percent of EB Students/EL who are Mobile	1	33.3%	5.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	11	19.6%	18.2%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	5	9.1%	12.0%	18.0%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 7	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 8	3.6%	3.6%	0.4%	0.0%	0.0%	0.5%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	11.8	7.5	16.4
Mathematics	12.2	8.2	17.8
Science	12.4	15.4	18.9
Social Studies	11.2	10.6	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	13.9	100.0%	100.0%	100.0%
Professional Staff	11.7	84.2%	66.7%	63.8%
Teachers	10.3	74.2%	58.6%	48.3%
Professional Support	0.5	3.9%	2.9%	10.8%
Campus Administration (School Leadership)	0.8	6.1%	3.4%	3.4%
Educational Aides	2.2	15.8%	11.3%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	0.0	n/a	2.0	13,704.0
Part-time Counselors	1.0	n/a	0.0	1,298.0
Total Minority Staff	1.1	7.6%	9.4%	55.3%
Teachers by Ethnicity				
African American	0.0	0.0%	2.2%	12.8%
Hispanic	0.6	5.7%	6.0%	31.0%
White	9.7	94.3%	90.2%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.3%
Teachers by Sex				
Males	3.7	36.0%	26.2%	24.6%
Females	6.6	64.0%	73.8%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.5%	2.4%
Bachelors	8.4	81.5%	80.7%	71.4%
Masters	1.9	18.5%	17.8%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.2	11.4%	14.5%	7.3%
1-5 Years Experience	4.5	43.2%	27.1%	28.3%
6-10 Years Experience	2.2	21.5%	9.0%	19.7%
11-20 Years Experience	0.9	8.9%	25.1%	27.6%
21-30 Years Experience	1.4	14.0%	21.0%	14.1%
Over 30 Years Experience	0.1	0.9%	3.3%	3.0%
Number of Students per Teacher	10.9	n/a	11.2	15.0

Texas Education Agency
2024-25 Staff Information (TAPR)
 UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	3.0	3.3	6.0
Average Years Experience of Principals with District	1.0	2.0	5.1
Average Years Experience of Assistant Principals	1.0	2.0	5.1
Average Years Experience of Assistant Principals with District	1.0	2.0	4.3
Average Years Experience of Teachers	10.2	11.1	11.2
Average Years Experience of Teachers with District	4.1	4.5	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$51,649	\$49,626	\$55,689
1-5 Years Experience	\$39,201	\$39,839	\$59,266
6-10 Years Experience	\$45,619	\$45,553	\$62,607
11-20 Years Experience	\$59,932	\$56,911	\$66,353
21-30 Years Experience	\$61,652	\$60,900	\$70,976
Over 30 Years Experience	\$31,348	\$58,977	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$46,924	\$51,112	\$63,751
Professional Support	\$70,799	\$66,375	\$75,909
Campus Administration (School Leadership)	\$97,209	\$85,237	\$88,786
Instructional Staff Percent	n/a	66.5%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.3%
Career and Technical Education	0.8	7.9%	8.7%	5.5%
Compensatory Education	0.1	0.7%	5.9%	2.6%
Gifted and Talented Education	0.1	1.2%	0.2%	1.6%
Regular Education	8.4	81.4%	73.0%	69.0%
Special Education	0.9	8.8%	8.8%	11.4%
Other	0.0	0.0%	3.3%	3.6%

- 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
2024-25 Staff Information (TAPR)
UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR COUNTY

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: UNION GROVE ISD

Campus Name: UNION GROVE EL

Campus Number: 230908101

2025 Campus Accountability Score: A

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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	2025	77%	100%	100%	-	*	100%	*	-	-	-	100%	-	100%	100%	100%	*
	2024	74%	74%	74%	-	100%	71%	-	-	-	-	38%	*	74%	75%	73%	*
At Meets Grade Level or Above	2025	52%	71%	71%	-	*	73%	*	-	-	-	17%	-	71%	71%	67%	*
	2024	48%	43%	43%	-	20%	45%	-	-	-	-	13%	*	43%	42%	36%	*
At Masters Grade Level	2025	23%	23%	23%	-	*	24%	*	-	-	-	0%	-	18%	43%	22%	*
	2024	21%	9%	9%	-	0%	10%	-	-	-	-	13%	*	7%	17%	9%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	97%	97%	-	*	97%	*	-	-	-	83%	-	96%	100%	94%	*
	2024	70%	85%	85%	-	83%	86%	-	-	-	-	63%	*	86%	83%	79%	*
At Meets Grade Level or Above	2025	46%	71%	71%	-	*	70%	*	-	-	-	33%	-	68%	86%	67%	*
	2024	42%	49%	49%	-	33%	51%	-	-	-	-	25%	*	49%	50%	44%	*
At Masters Grade Level	2025	19%	20%	20%	-	*	18%	*	-	-	-	0%	-	21%	14%	17%	*
	2024	15%	9%	9%	-	0%	10%	-	-	-	-	0%	*	9%	8%	9%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	80%	-	86%	78%	-	-	-	*	54%	*	85%	71%	70%	*
	2024	81%	87%	87%	*	*	85%	-	-	-	*	44%	*	90%	80%	81%	*
At Meets Grade Level or Above	2025	54%	42%	42%	-	14%	47%	-	-	-	*	15%	*	44%	38%	41%	*
	2024	51%	50%	50%	*	*	47%	-	-	-	*	11%	*	49%	53%	42%	*
At Masters Grade Level	2025	24%	22%	22%	-	0%	25%	-	-	-	*	0%	*	26%	14%	22%	*
	2024	23%	15%	15%	*	*	15%	-	-	-	*	0%	*	18%	7%	8%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	76%	76%	-	57%	78%	-	-	-	*	50%	*	82%	65%	67%	*
	2024	69%	63%	63%	*	*	62%	-	-	-	*	11%	*	67%	53%	62%	*
At Meets Grade Level or Above	2025	47%	47%	47%	-	29%	52%	-	-	-	*	17%	*	51%	40%	44%	*
	2024	46%	35%	35%	*	*	36%	-	-	-	*	0%	*	38%	27%	23%	*
At Masters Grade Level	2025	24%	15%	15%	-	0%	18%	-	-	-	*	0%	*	18%	10%	14%	*
	2024	21%	22%	22%	*	*	26%	-	-	-	*	0%	*	26%	13%	15%	*
Grade 5 Reading																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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	2025	77%	86%	86%	*	100%	84%	-	-	-	*	46%	*	89%	75%	83%	*
	2024	79%	80%	80%	-	78%	80%	*	-	-	*	38%	-	77%	88%	68%	*
At Meets Grade Level or Above	2025	58%	65%	65%	*	60%	63%	-	-	-	*	31%	*	64%	67%	45%	*
	2024	55%	53%	53%	-	22%	58%	*	-	-	*	25%	-	46%	69%	36%	*
At Masters Grade Level	2025	30%	33%	33%	*	40%	33%	-	-	-	*	15%	*	38%	17%	21%	*
	2024	29%	12%	12%	-	11%	13%	*	-	-	*	13%	-	9%	19%	9%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	82%	82%	*	100%	80%	-	-	-	*	38%	*	84%	75%	72%	*
	2024	77%	86%	86%	-	89%	85%	*	-	-	*	63%	-	83%	94%	86%	*
At Meets Grade Level or Above	2025	47%	49%	49%	*	60%	47%	-	-	-	*	0%	*	51%	42%	41%	*
	2024	50%	71%	71%	-	67%	70%	*	-	-	*	38%	-	66%	81%	64%	*
At Masters Grade Level	2025	22%	25%	25%	*	0%	29%	-	-	-	*	0%	*	27%	17%	17%	*
	2024	19%	22%	22%	-	22%	23%	*	-	-	*	0%	-	20%	25%	18%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	86%	86%	*	100%	84%	-	-	-	*	46%	*	89%	75%	79%	*
	2024	58%	71%	71%	-	67%	70%	*	-	-	*	25%	-	63%	88%	59%	*
At Meets Grade Level or Above	2025	31%	47%	47%	*	60%	45%	-	-	-	*	15%	*	51%	33%	24%	*
	2024	28%	31%	31%	-	11%	38%	*	-	-	*	0%	-	29%	38%	23%	*
At Masters Grade Level	2025	12%	28%	28%	*	20%	27%	-	-	-	*	0%	*	31%	17%	17%	*
	2024	11%	8%	8%	-	0%	10%	*	-	-	*	0%	-	6%	13%	5%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	88%	88%	-	86%	88%	*	-	-	*	60%	*	86%	93%	83%	*
	2024	77%	82%	82%	-	88%	80%	-	-	-	-	14%	*	79%	91%	74%	*
At Meets Grade Level or Above	2025	56%	72%	72%	-	57%	73%	*	-	-	*	20%	*	71%	73%	61%	*
	2024	57%	59%	59%	-	63%	59%	-	-	-	-	14%	*	53%	82%	53%	*
At Masters Grade Level	2025	29%	38%	38%	-	0%	44%	*	-	-	*	10%	*	34%	47%	30%	*
	2024	26%	14%	14%	-	13%	15%	-	-	-	-	14%	*	11%	27%	11%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	90%	90%	-	86%	90%	*	-	-	*	50%	*	89%	93%	83%	*
	2024	72%	76%	76%	-	75%	76%	-	-	-	-	14%	*	74%	82%	63%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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	2025	40%	70%	70%	-	57%	73%	*	-	-	*	20%	*	66%	80%	65%	*
	2024	39%	33%	33%	-	25%	34%	-	-	-	-	14%	*	32%	36%	5%	*
At Masters Grade Level	2025	16%	42%	42%	-	14%	46%	*	-	-	*	20%	*	34%	60%	48%	*
	2024	14%	6%	6%	-	0%	7%	-	-	-	-	0%	*	8%	0%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	85%	86%	*	87%	85%	*	-	-	100%	54%	94%	88%	80%	79%	95%
	2024	75%	82%	78%	*	82%	77%	*	-	-	86%	35%	67%	77%	81%	72%	88%
At Meets Grade Level or Above	2025	50%	60%	58%	*	47%	59%	*	-	-	42%	18%	50%	59%	55%	48%	37%
	2024	48%	55%	47%	*	35%	48%	*	-	-	71%	15%	17%	45%	53%	37%	24%
At Masters Grade Level	2025	21%	26%	27%	*	9%	29%	*	-	-	17%	5%	25%	28%	26%	22%	5%
	2024	20%	19%	13%	*	8%	14%	*	-	-	0%	4%	0%	13%	15%	9%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	87%	87%	*	90%	86%	*	-	-	100%	60%	100%	89%	82%	81%	100%
	2024	76%	84%	81%	*	88%	79%	*	-	-	*	34%	83%	80%	83%	74%	100%
At Meets Grade Level or Above	2025	54%	65%	61%	*	40%	63%	*	-	-	60%	21%	83%	62%	58%	50%	25%
	2024	54%	62%	51%	*	38%	51%	*	-	-	*	16%	33%	47%	61%	41%	38%
At Masters Grade Level	2025	23%	27%	29%	*	10%	32%	*	-	-	20%	7%	33%	30%	27%	23%	13%
	2024	22%	20%	13%	*	12%	13%	*	-	-	*	9%	0%	11%	17%	9%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	83%	85%	*	80%	85%	*	-	-	100%	51%	83%	87%	80%	76%	88%
	2024	72%	82%	78%	*	81%	77%	*	-	-	*	38%	50%	77%	78%	73%	75%
At Meets Grade Level or Above	2025	45%	56%	58%	*	50%	59%	*	-	-	20%	15%	50%	58%	57%	52%	50%
	2024	43%	54%	47%	*	41%	47%	*	-	-	*	19%	0%	46%	50%	36%	13%
At Masters Grade Level	2025	20%	26%	25%	*	5%	28%	*	-	-	0%	5%	33%	25%	26%	23%	0%
	2024	17%	21%	15%	*	7%	16%	*	-	-	*	0%	0%	15%	13%	11%	0%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	91%	86%	*	100%	84%	-	-	-	*	46%	*	89%	75%	79%	*
	2024	75%	80%	71%	-	67%	70%	*	-	-	*	25%	-	63%	88%	59%	*
At Meets Grade Level or Above	2025	47%	65%	47%	*	60%	45%	-	-	-	*	15%	*	51%	33%	24%	*
	2024	43%	46%	31%	-	11%	38%	*	-	-	*	0%	-	29%	38%	23%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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	2025	17%	24%	28%	*	20%	27%	-	-	-	*	0%	*	31%	17%	17%	*
	2024	16%	13%	8%	-	0%	10%	*	-	-	*	0%	-	6%	13%	5%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	60%	60%	-	*	61%	*	-	-	-	17%	-	57%	71%	50%	*
	2024	35%	37%	37%	-	20%	39%	-	-	-	-	13%	*	36%	42%	33%	*
Reading and Mathematics Including EOC	2025	39%	60%	60%	-	*	61%	*	-	-	-	17%	-	57%	71%	50%	*
	2024	35%	37%	37%	-	20%	39%	-	-	-	-	13%	*	36%	42%	33%	*
Reading Including EOC	2025	52%	71%	71%	-	*	73%	*	-	-	-	17%	-	71%	71%	67%	*
	2024	48%	43%	43%	-	20%	45%	-	-	-	-	13%	*	43%	42%	36%	*
Math Including EOC	2025	46%	71%	71%	-	*	70%	*	-	-	-	33%	-	68%	86%	67%	*
	2024	42%	49%	49%	-	33%	51%	-	-	-	-	25%	*	49%	50%	44%	*
4th Graders																	
Reading and Mathematics	2025	40%	31%	31%	-	0%	36%	-	-	-	*	0%	*	33%	25%	28%	*
	2024	38%	30%	30%	*	*	30%	-	-	-	*	0%	*	31%	27%	15%	*
Reading and Mathematics Including EOC	2025	40%	31%	31%	-	0%	36%	-	-	-	*	0%	*	33%	25%	28%	*
	2024	38%	30%	30%	*	*	30%	-	-	-	*	0%	*	31%	27%	15%	*
Reading Including EOC	2025	54%	42%	42%	-	14%	47%	-	-	-	*	15%	*	44%	38%	41%	*
	2024	51%	50%	50%	*	*	47%	-	-	-	*	11%	*	49%	53%	42%	*
Math Including EOC	2025	47%	47%	47%	-	29%	52%	-	-	-	*	17%	*	51%	40%	44%	*
	2024	46%	35%	35%	*	*	36%	-	-	-	*	0%	*	38%	27%	23%	*
5th Graders																	
Reading and Mathematics	2025	42%	47%	47%	*	60%	45%	-	-	-	*	0%	*	49%	42%	38%	*
	2024	42%	47%	47%	-	22%	50%	*	-	-	*	13%	-	40%	63%	27%	*
Reading and Mathematics Including EOC	2025	42%	47%	47%	*	60%	45%	-	-	-	*	0%	*	49%	42%	38%	*
	2024	42%	47%	47%	-	22%	50%	*	-	-	*	13%	-	40%	63%	27%	*
Reading Including EOC	2025	58%	65%	65%	*	60%	63%	-	-	-	*	31%	*	64%	67%	45%	*
	2024	55%	53%	53%	-	22%	58%	*	-	-	*	25%	-	46%	69%	36%	*
Math Including EOC	2025	48%	49%	49%	*	60%	47%	-	-	-	*	0%	*	51%	42%	41%	*
	2024	51%	71%	71%	-	67%	70%	*	-	-	*	38%	-	66%	81%	64%	*
6th Graders																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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	2025	37%	64%	64%	-	43%	68%	*	-	-	*	10%	*	60%	73%	52%	*
	2024	36%	22%	22%	-	25%	22%	-	-	-	-	14%	*	18%	36%	0%	*
Reading and Mathematics Including EOC	2025	37%	64%	64%	-	43%	68%	*	-	-	*	10%	*	60%	73%	52%	*
	2024	36%	22%	22%	-	25%	22%	-	-	-	-	14%	*	18%	36%	0%	*
Reading Including EOC	2025	56%	72%	72%	-	57%	73%	*	-	-	*	20%	*	71%	73%	61%	*
	2024	57%	59%	59%	-	63%	59%	-	-	-	-	14%	*	53%	82%	53%	*
Math Including EOC	2025	41%	70%	70%	-	57%	73%	*	-	-	*	20%	*	66%	80%	65%	*
	2024	40%	33%	33%	-	25%	34%	-	-	-	-	14%	*	32%	36%	5%	*
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	49%	49%	*	30%	51%	*	-	-	20%	5%	50%	49%	48%	40%	25%
	2024	36%	40%	34%	*	23%	35%	*	-	-	*	9%	0%	31%	43%	21%	13%
Reading and Mathematics Including EOC	2025	40%	49%	49%	*	30%	51%	*	-	-	20%	5%	50%	49%	48%	40%	25%
	2024	38%	40%	34%	*	23%	35%	*	-	-	*	9%	0%	31%	43%	21%	13%
Reading Including EOC	2025	55%	61%	61%	*	40%	63%	*	-	-	60%	21%	83%	62%	58%	50%	25%
	2024	54%	58%	51%	*	38%	51%	*	-	-	*	16%	33%	47%	61%	41%	38%
Math Including EOC	2025	46%	57%	58%	*	50%	59%	*	-	-	20%	15%	50%	58%	57%	52%	50%
	2024	45%	51%	47%	*	41%	47%	*	-	-	*	19%	0%	46%	50%	36%	13%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	60%	60%	-	33%	64%	-	-	-	*	46%	*	63%	53%	57%	*	*
	2024	67%	61%	61%	*	*	60%	-	-	-	*	28%	*	60%	63%	58%	*	---
Grade 4 Mathematics	2025	65%	69%	69%	-	50%	71%	-	-	-	*	67%	*	72%	64%	64%	*	*
	2024	60%	48%	48%	*	*	49%	-	-	-	*	22%	*	50%	43%	40%	*	---
Grade 5 ELA/Reading	2025	69%	85%	85%	*	100%	82%	-	-	-	*	50%	*	86%	80%	80%	*	100%
	2024	70%	57%	57%	-	56%	55%	*	-	-	*	38%	-	54%	63%	48%	*	---
Grade 5 Mathematics	2025	67%	83%	83%	*	100%	80%	-	-	-	*	75%	*	86%	70%	79%	*	100%
	2024	65%	80%	80%	-	83%	79%	*	-	-	*	63%	-	77%	88%	84%	*	---
Grade 6 ELA/Reading	2025	64%	86%	86%	-	86%	85%	*	-	-	*	55%	*	84%	90%	80%	*	100%
	2024	61%	64%	64%	-	69%	63%	-	-	-	-	50%	*	58%	89%	72%	*	---
Grade 6 Mathematics	2025	56%	80%	80%	-	79%	82%	*	-	-	*	65%	*	76%	90%	78%	*	60%
	2024	48%	39%	39%	-	25%	42%	-	-	-	-	21%	*	42%	28%	28%	*	---
All Grades Both Subjects	2025	65%	73%	77%	*	73%	77%	*	-	-	75%	59%	96%	78%	73%	72%	75%	90%
	2024	64%	64%	58%	*	60%	58%	*	-	-	67%	36%	50%	57%	63%	55%	50%	---
All Grades ELA/Reading	2025	67%	73%	76%	*	72%	76%	*	-	-	*	50%	100%	78%	72%	71%	64%	93%
	2024	67%	66%	61%	*	64%	59%	*	-	-	*	38%	60%	58%	69%	58%	83%	---
All Grades Mathematics	2025	64%	73%	77%	*	74%	77%	*	-	-	*	69%	92%	78%	74%	73%	86%	87%
	2024	60%	62%	56%	*	55%	56%	*	-	-	*	35%	40%	56%	58%	52%	17%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	43%	43%	-	-	43%	-	-	-	-	40%	-	44%	40%	22%	-	-
	2024	38%	44%	44%	-	-	44%	-	-	-	-	*	*	57%	*	20%	-	---
Grade 4 Mathematics	2025	27%	11%	11%	-	*	13%	-	-	-	-	14%	-	20%	*	0%	-	-
	2024	26%	10%	10%	-	*	11%	-	-	-	-	*	*	17%	*	0%	*	---
Grade 5 ELA/Reading	2025	25%	43%	43%	-	-	43%	-	-	-	-	20%	-	40%	*	60%	-	-
	2024	35%	22%	22%	-	*	14%	-	-	-	-	*	-	14%	*	20%	-	---
Grade 5 Mathematics	2025	35%	55%	55%	-	*	50%	-	-	-	*	42%	*	56%	*	42%	*	-
	2024	41%	42%	42%	-	*	40%	-	-	-	-	*	-	33%	*	50%	-	---
Grade 6 ELA/Reading	2025	27%	40%	40%	-	*	38%	-	-	-	-	33%	-	38%	*	43%	-	-
	2024	24%	33%	33%	-	*	29%	-	-	-	-	0%	*	29%	*	29%	*	---
Grade 6 Mathematics	2025	33%	43%	43%	-	*	50%	-	-	-	-	*	-	50%	*	*	-	-
	2024	27%	14%	14%	-	*	17%	-	-	-	-	0%	-	17%	*	17%	-	---
All Grades Both Subjects	2025	33%	40%	42%	-	40%	41%	-	-	-	*	30%	*	45%	33%	30%	*	-
	2024	32%	33%	29%	-	38%	27%	-	-	-	-	4%	*	29%	29%	23%	*	---
All Grades ELA/Reading	2025	31%	35%	42%	-	*	41%	-	-	-	-	33%	-	41%	44%	38%	-	-
	2024	30%	29%	33%	-	*	30%	-	-	-	-	0%	*	33%	33%	24%	*	---
All Grades Mathematics	2025	35%	44%	42%	-	*	41%	-	-	-	*	26%	*	48%	22%	23%	*	-
	2024	35%	36%	24%	-	*	24%	-	-	-	-	8%	*	24%	25%	22%	*	---

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- First reported in 2025.

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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	2025	75%	85%	86%	-	-	-	-	-	-	95%	95%	-	-	-	86%	94%	*
	2024	75%	82%	78%	-	-	-	-	-	-	88%	90%	86%	-	-	78%	88%	-
At Meets Grade Level or Above	2025	50%	60%	58%	-	-	-	-	-	-	37%	37%	-	-	-	59%	35%	*
	2024	48%	55%	47%	-	-	-	-	-	-	24%	30%	14%	-	-	48%	24%	-
At Masters Grade Level	2025	21%	26%	27%	-	-	-	-	-	-	5%	5%	-	-	-	28%	6%	*
	2024	20%	19%	13%	-	-	-	-	-	-	0%	0%	0%	-	-	14%	0%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	87%	87%	-	-	-	-	-	-	100%	100%	-	-	-	87%	100%	*
	2024	76%	84%	81%	-	-	-	-	-	-	100%	100%	*	-	-	80%	100%	-
At Meets Grade Level or Above	2025	54%	65%	61%	-	-	-	-	-	-	25%	25%	-	-	-	62%	29%	*
	2024	54%	62%	51%	-	-	-	-	-	-	38%	40%	*	-	-	52%	38%	-
At Masters Grade Level	2025	23%	27%	29%	-	-	-	-	-	-	13%	13%	-	-	-	30%	14%	*
	2024	22%	20%	13%	-	-	-	-	-	-	0%	0%	*	-	-	13%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	83%	85%	-	-	-	-	-	-	88%	88%	-	-	-	85%	86%	*
	2024	72%	82%	78%	-	-	-	-	-	-	75%	80%	*	-	-	78%	75%	-
At Meets Grade Level or Above	2025	45%	56%	58%	-	-	-	-	-	-	50%	50%	-	-	-	58%	43%	*
	2024	43%	54%	47%	-	-	-	-	-	-	13%	20%	*	-	-	48%	13%	-

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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	2025	20%	26%	25%	-	-	-	-	-	-	0%	0%	-	-	-	26%	0%	*
	2024	17%	21%	15%	-	-	-	-	-	-	0%	0%	*	-	-	15%	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	91%	86%	-	-	-	-	-	-	*	*	-	-	-	85%	*	-
	2024	75%	80%	71%	-	-	-	-	-	-	*	-	*	-	-	70%	*	-
At Meets Grade Level or Above	2025	47%	65%	47%	-	-	-	-	-	-	*	*	-	-	-	48%	*	-
	2024	43%	46%	31%	-	-	-	-	-	-	*	-	*	-	-	32%	*	-
At Masters Grade Level	2025	17%	24%	28%	-	-	-	-	-	-	*	*	-	-	-	30%	*	-
	2024	16%	13%	8%	-	-	-	-	-	-	*	-	*	-	-	8%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	73%	77%	-	-	-	-	-	-	75%	75%	-	-	-	77%	79%	*
	2024	64%	64%	58%	-	-	-	-	-	-	50%	50%	50%	-	-	59%	50%	-
All Grades ELA/Reading	2025	67%	73%	76%	-	-	-	-	-	-	64%	64%	-	-	-	77%	75%	*
	2024	67%	66%	61%	-	-	-	-	-	-	83%	*	*	-	-	60%	83%	-
All Grades Mathematics	2025	64%	73%	77%	-	-	-	-	-	-	86%	86%	-	-	-	77%	83%	*
	2024	60%	62%	56%	-	-	-	-	-	-	17%	*	*	-	-	58%	17%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	40%	42%	-	-	-	-	-	-	*	*	-	-	-	41%	*	-
	2024	32%	33%	29%	-	-	-	-	-	-	*	*	*	-	-	28%	*	-
All Grades ELA/Reading	2025	31%	35%	42%	-	-	-	-	-	-	-	-	-	-	-	42%	-	-
	2024	30%	29%	33%	-	-	-	-	-	-	*	-	*	-	-	31%	*	-
All Grades Mathematics	2025	35%	44%	42%	-	-	-	-	-	-	*	*	-	-	-	40%	*	-
	2024	35%	36%	24%	-	-	-	-	-	-	*	*	-	-	-	25%	*	-

- * 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
2024-25 STAAR Participation (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	98%	97%	*	100%	98%	*	-	-	86%	97%	100%	98%	96%	97%	100%
Not Included in Accountability: Mobile	4%	2%	2%	*	0%	2%	*	-	-	14%	0%	0%	1%	4%	3%	0%
Not Included in Accountability: Other Exclusions	2%	1%	1%	*	0%	1%	*	-	-	0%	3%	0%	1%	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%
Reading																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	97%	98%	*	100%	98%	*	-	-	83%	98%	100%	98%	96%	97%	100%
Not Included in Accountability: Mobile	4%	2%	2%	*	0%	2%	*	-	-	17%	0%	0%	1%	4%	3%	0%
Not Included in Accountability: Other Exclusions	4%	1%	0%	*	0%	1%	*	-	-	0%	2%	0%	1%	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%
Mathematics																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	98%	98%	*	100%	98%	*	-	-	83%	98%	100%	98%	96%	97%	100%
Not Included in Accountability: Mobile	4%	2%	2%	*	0%	2%	*	-	-	17%	0%	0%	1%	4%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	1%	*	-	-	0%	2%	0%	1%	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%
Science																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	98%	97%	*	100%	96%	-	-	-	*	93%	*	98%	92%	97%	*
Not Included in Accountability: Mobile	4%	1%	2%	*	0%	2%	-	-	-	*	0%	*	0%	8%	3%	*
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	0%	2%	-	-	-	*	7%	*	2%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*	
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*	
2024 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	100%	100%	*	98%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	
Included in Accountability	92%	95%	96%	*	98%	95%	*	-	-	100%	85%	100%	99%	89%	94%	100%	
Not Included in Accountability: Mobile	4%	4%	3%	*	0%	4%	*	-	-	0%	13%	0%	1%	11%	6%	0%	
Not Included in Accountability: Other Exclusions	2%	1%	0%	*	0%	0%	*	-	-	0%	2%	0%	1%	0%	0%	0%	
Not Tested	1%	0%	0%	*	2%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	
Absent	1%	0%	0%	*	2%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	
Other	0%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	
Reading																	
Assessment Participant	99%	100%	100%	*	96%	100%	*	-	-	*	100%	100%	99%	100%	99%	100%	
Included in Accountability	91%	95%	95%	*	96%	95%	*	-	-	*	84%	100%	98%	89%	93%	100%	
Not Included in Accountability: Mobile	4%	4%	4%	*	0%	4%	*	-	-	*	13%	0%	1%	11%	6%	0%	
Not Included in Accountability: Other Exclusions	4%	1%	0%	*	0%	1%	*	-	-	*	3%	0%	1%	0%	0%	0%	
Not Tested	1%	0%	0%	*	4%	0%	*	-	-	*	0%	0%	1%	0%	1%	0%	
Absent	1%	0%	0%	*	4%	0%	*	-	-	*	0%	0%	1%	0%	1%	0%	
Other	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%	
Included in Accountability	93%	96%	96%	*	100%	95%	*	-	-	*	84%	100%	99%	89%	94%	100%	
Not Included in Accountability: Mobile	5%	4%	4%	*	0%	4%	*	-	-	*	13%	0%	1%	11%	6%	0%	
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	1%	*	-	-	*	3%	0%	1%	0%	0%	0%	
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	
Absent	1%	0%	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	
Other	0%	0%	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	
Science																	
Assessment Participant	99%	100%	100%	-	100%	100%	*	-	-	*	100%	-	100%	100%	100%	*	
Included in Accountability	93%	96%	98%	-	100%	98%	*	-	-	*	89%	-	100%	94%	100%	*	
Not Included in Accountability: Mobile	4%	3%	2%	-	0%	2%	*	-	-	*	11%	-	0%	6%	0%	*	

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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%	1%	0%	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Not Tested	1%	0%	0%	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Other	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
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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													
2023-24	93.6%	95.1%	94.9%	*	95.2%	94.9%	*	-	-	94.5%	93.7%	94.3%	95.3%
2022-23	93.3%	95.4%	95.4%	*	95.0%	95.4%	*	-	-	96.1%	94.3%	94.8%	95.4%
Chronic Absenteeism													
2023-24	19.0%	11.6%	10.4%	*	8.3%	10.4%	*	-	-	25.0%	13.0%	11.8%	10.0%
2022-23	20.3%	9.3%	10.2%	*	12.5%	9.9%	*	-	-	0.0%	18.6%	13.5%	0.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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	93.5%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	97.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR 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 2024	78.5%	84.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	84.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	4.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	97.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	57	382,023
By Ethnicity:				
African American	-	-	1	48,064
Hispanic	-	-	7	200,942
White	-	-	47	101,714
American Indian	-	-	1	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	1	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	9	46,183
Foundation H.S. Program (Endorsement)	-	-	0	42,042
Foundation H.S. Program (DLA)	-	-	48	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	3	35,935
Economically Disadvantaged Graduates	-	-	23	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	56,967
At-Risk Graduates	-	-	13	173,035
CTE Completers	-	-	29	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2024-25 Student Information (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	376	100.0%	719	5,530,499	376	100.0%	720	5,544,255
Students by Grade								
Pre-Kindergarten	16	4.3%	2.2%	4.5%	16	4.3%	2.2%	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	16	4.3%	2.2%	3.7%	16	4.3%	2.2%	3.7%
Kindergarten	46	12.2%	6.4%	6.5%	46	12.2%	6.4%	6.5%
Grade 1	52	13.8%	7.2%	6.8%	52	13.8%	7.2%	6.8%
Grade 2	47	12.5%	6.5%	7.0%	47	12.5%	6.5%	7.0%
Grade 3	38	10.1%	5.3%	7.3%	38	10.1%	5.3%	7.3%
Grade 4	64	17.0%	8.9%	7.3%	64	17.0%	8.9%	7.3%
Grade 5	61	16.2%	8.5%	7.3%	61	16.2%	8.5%	7.3%
Grade 6	52	13.8%	7.2%	7.3%	52	13.8%	7.2%	7.3%
Ethnic Distribution								
African American	2	0.5%	0.7%	12.8%	2	0.5%	0.7%	12.8%
Hispanic	40	10.6%	11.3%	53.5%	40	10.6%	11.3%	53.5%
White	318	84.6%	84.3%	24.4%	318	84.6%	84.3%	24.4%
American Indian	4	1.1%	0.7%	0.3%	4	1.1%	0.7%	0.3%
Asian	0	0.0%	0.0%	5.6%	0	0.0%	0.0%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	12	3.2%	3.1%	3.3%	12	3.2%	3.1%	3.3%
Sex								
Female	179	47.6%	49.0%	48.9%	179	47.6%	49.0%	48.8%
Male	197	52.4%	51.0%	51.1%	197	52.4%	51.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	178	47.3%	42.6%	60.5%	178	47.3%	42.5%	60.4%
Non-Educationally Disadvantaged	198	52.7%	57.4%	39.5%	198	52.7%	57.5%	39.6%
Section 504 Students	21	5.6%	12.5%	6.8%	21	5.6%	12.5%	6.8%
EB Students/EL	11	2.9%	2.6%	24.3%	11	2.9%	2.6%	24.3%
Students w/ Disciplinary Placements (2023-24)	3	0.7%	3.3%	2.1%				
Students w/ Dyslexia	22	5.9%	8.8%	6.4%	22	5.9%	8.8%	6.4%
Foster Care	4	1.1%	1.3%	0.2%	4	1.1%	1.3%	0.2%
Homeless	0	0.0%	1.7%	1.4%	0	0.0%	1.8%	1.4%
Immigrant	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	376	100.0%	52.3%	66.6%	376	100.0%	52.2%	66.5%
Military Connected	0	0.0%	0.0%	4.1%	0	0.0%	0.0%	4.1%
At-Risk	164	43.6%	41.9%	53.5%	164	43.6%	41.9%	53.5%

Texas Education Agency
2024-25 Student Information (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program								
Bilingual/ESL Education	10	2.7%	2.5%	24.3%	10	2.7%	2.5%	24.3%
Career and Technical Education	0	0.0%	43.0%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	96.5%	74.0%	-	-	-	-
Gifted and Talented Education	25	6.6%	7.2%	8.7%	25	6.6%	7.2%	8.7%
Special Education	67	17.8%	14.9%	15.3%	67	17.8%	15.0%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	67							
Students with Intellectual Disabilities	24	35.8%	44.9%	48.3%				
Students with Physical Disabilities	29	43.3%	29.9%	17.0%				
Students with Autism	6	9.0%	11.2%	16.8%				
Students with Behavioral Disabilities	8	11.9%	14.0%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	37	11.2%	11.0%	16.4%				
African American	2	0.6%	0.9%	3.3%				
Hispanic	2	0.6%	0.9%	8.9%				
White	30	9.1%	8.9%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.9%	0.4%	0.6%				
Special Ed Students who are Mobile	13	18.6%	18.7%	17.3%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	5.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	31	17.7%	18.2%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	36	10.9%	12.0%	18.0%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	10.9%	10.9%	1.3%	14.3%	14.3%	3.6%
Grade 1	5.4%	5.4%	1.9%	33.3%	33.3%	3.0%
Grade 2	0.0%	0.0%	1.1%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%

Texas Education Agency
2024-25 Student Information (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Grade 4	2.2%	2.2%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	15.3	15.3	18.9
Grade 1	17.0	17.0	19.2
Grade 2	15.6	15.6	19.4
Grade 3	12.4	12.4	20.1
Grade 4	20.6	20.6	20.0
Grade 5	18.9	18.9	21.3
Grade 6	16.7	16.7	19.8

Texas Education Agency
2024-25 Staff Information (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	38.3	100.0%	100.0%	100.0%
Professional Staff	32.3	84.2%	66.7%	63.8%
Teachers	29.2	76.2%	58.6%	48.3%
Professional Support	1.0	2.7%	2.9%	10.8%
Campus Administration (School Leadership)	2.0	5.2%	3.4%	3.4%
Educational Aides	6.1	15.8%	11.3%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	2.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	3.8	10.0%	9.4%	55.3%
Teachers by Ethnicity				
African American	1.0	3.3%	2.2%	12.8%
Hispanic	1.9	6.6%	6.0%	31.0%
White	26.3	90.2%	90.2%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.3%
Teachers by Sex				
Males	0.6	2.1%	26.2%	24.6%
Females	28.6	97.9%	73.8%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.5%	2.4%
Bachelors	27.3	93.4%	80.7%	71.4%
Masters	1.9	6.6%	17.8%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	4.1	14.1%	14.5%	7.3%
1-5 Years Experience	7.7	26.2%	27.1%	28.3%
6-10 Years Experience	1.1	3.9%	9.0%	19.7%
11-20 Years Experience	9.6	33.0%	25.1%	27.6%
21-30 Years Experience	6.7	22.8%	21.0%	14.1%
Over 30 Years Experience	0.0	0.0%	3.3%	3.0%
Number of Students per Teacher	12.9	n/a	11.2	15.0

Texas Education Agency
2024-25 Staff Information (TAPR)
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	4.0	3.3	6.0
Average Years Experience of Principals with District	4.0	2.0	5.1
Average Years Experience of Assistant Principals	4.0	2.0	5.1
Average Years Experience of Assistant Principals with District	4.0	2.0	4.3
Average Years Experience of Teachers	11.3	11.1	11.2
Average Years Experience of Teachers with District	4.1	4.5	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$53,881	\$49,626	\$55,689
1-5 Years Experience	\$38,396	\$39,839	\$59,266
6-10 Years Experience	\$45,252	\$45,553	\$62,607
11-20 Years Experience	\$53,449	\$56,911	\$66,353
21-30 Years Experience	\$60,684	\$60,900	\$70,976
Over 30 Years Experience	-	\$58,977	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$50,898	\$51,112	\$63,751
Professional Support	\$50,412	\$66,375	\$75,909
Campus Administration (School Leadership)	\$75,148	\$85,237	\$88,786
Instructional Staff Percent	n/a	66.5%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.3%
Career and Technical Education	0.0	0.0%	8.7%	5.5%
Compensatory Education	3.7	12.8%	5.9%	2.6%
Gifted and Talented Education	0.0	0.0%	0.2%	1.6%
Regular Education	22.4	76.6%	73.0%	69.0%
Special Education	3.1	10.6%	8.8%	11.4%
Other	0.0	0.0%	3.3%	3.6%

- 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
2024-25 Staff Information (TAPR)
UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024 - 2025 Budgeted Financial Data
Totals for UNION GROVE ISD (230908)
Total Enrolled Membership: 719

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	\$1,542,050	16.11%	\$2,145	\$1,542,050	15.23%	\$2,145
State Operating Funds	\$7,766,308	81.13%	\$10,802	\$7,770,308	76.73%	\$10,807
Federal Funds	\$40,000	0.42%	\$56	\$400,000	3.95%	\$556
Other Local	\$224,000	2.34%	\$312	\$415,000	4.10%	\$577
Total Operating Revenue	\$9,572,358	100.00%	\$13,313	\$10,127,358	100.00%	\$14,085
Other Revenue						
Local Property Tax from I&S	\$0	0.00%	\$0	\$595,242	76.05%	\$828
State Assistance for Debt Service	\$0	0.00%	\$0	\$185,440	23.69%	\$258
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$2,000	0.26%	\$3
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Revenue	\$0	0.00%	\$0	\$782,682	100.00%	\$1,089
Subtotal: Operating and Other Revenue	\$9,572,358	100.00%	\$13,313	\$10,910,040	100.00%	\$15,174
Recapture Revenue						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Subtotal: Operating, Other and Recaptured Revenue	\$9,572,358	100.00%	\$13,313	\$10,910,040	100.00%	\$15,174
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$415,615	100.00%	\$578	\$434,020	100.00%	\$604
Total Debt Service Financing and TRS Estimate Revenue	\$415,615	100.00%	\$578	\$434,020	100.00%	\$604
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$9,987,973	100.00%	\$13,891	\$11,344,060	100.00%	\$15,778
Expenditures						
Operating Expenditures by Object (61xx-						
Payroll Expenditures (Object 61xx)	\$6,380,614	68.80%	\$8,874	\$6,631,312	67.59%	\$9,223
Professional & Contracted Services (Object 62xx)	\$1,578,464	17.02%	\$2,195	\$1,589,464	16.20%	\$2,211

2024 - 2025 Budgeted Financial Data
Totals for UNION GROVE ISD (230908)
Total Enrolled Membership: 719

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$794,535	8.57%	\$1,105	\$1,065,285	10.86%	\$1,482
Other Operating Expenditures (Object 64xx)	\$520,765	5.62%	\$724	\$524,765	5.35%	\$730
Total Operating Expenditures by Object	\$9,274,378	100.00%	\$12,899	\$9,810,826	100.00%	\$13,645
Non-Operating Expenditures by Object						
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Services (Object 65xx)	\$175,000	34.55%	\$243	\$974,900	72.95%	\$1,356
Capital Outlay (Object 66xx)	\$331,499	65.45%	\$461	\$361,499	27.05%	\$503
Total Non-Operating Expenditures by Object	\$506,499	100.00%	\$704	\$1,336,399	100.00%	\$1,859
Grand Total: Operating and Non-Operating Expenditures by Object	\$9,780,877	100.00%	\$13,603	\$11,147,225	100.00%	\$15,504
Operating Expenditures by Function (61xx-64xx only)						
Instruction (Function 11,95)	\$4,756,558	51.29%	\$6,616	\$4,756,558	48.48%	\$6,616
Instructional Resources & Media Services (Function 12)	\$65,857	0.71%	\$92	\$65,857	0.67%	\$92
Curriculum & Staff Development (Function 13)	\$18,001	0.19%	\$25	\$18,001	0.18%	\$25
Instructional Leadership (Function 21)	\$0	0.00%	\$0	\$0	0.00%	\$0
School Leadership (Function 23)	\$555,785	5.99%	\$773	\$555,785	5.67%	\$773
Guidance Counseling Services (Function 31)	\$163,211	1.76%	\$227	\$163,211	1.66%	\$227
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (Function 33)	\$105,105	1.13%	\$146	\$105,105	1.07%	\$146
Transportation (Function 34)	\$258,774	2.79%	\$360	\$258,774	2.64%	\$360
Food Services (Function 35)	\$0	0.00%	\$0	\$536,448	5.47%	\$746
Extracurricular (Function 36)	\$777,776	8.39%	\$1,082	\$777,776	7.93%	\$1,082
General Administration (Function 41,92)	\$636,935	6.87%	\$886	\$636,935	6.49%	\$886
Facilities Maintenance & Operations (Function 51)	\$1,477,663	15.93%	\$2,055	\$1,477,663	15.06%	\$2,055
Security & Monitoring Services (Function 52)	\$178,658	1.93%	\$248	\$178,658	1.82%	\$248
Data Processing Services (Function 53)	\$280,055	3.02%	\$390	\$280,055	2.85%	\$390
Community Services (Function 61)	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures by Function	\$9,274,378	100.00%	\$12,899	\$9,810,826	100.00%	\$13,645

2024 - 2025 Budgeted Financial Data
Totals for UNION GROVE ISD (230908)
Total Enrolled Membership: 719

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$175,000	34.55%	\$243	\$974,900	72.95%	\$1,356
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$331,499	65.45%	\$461	\$361,499	27.05%	\$503
Total Non-Operating Expenditures by Function	\$506,499	100.00%	\$704	\$1,336,399	100.00%	\$1,859
Grand Total: Operating and Non-Operating Expenditures by Function	\$9,780,877	100.00%	\$13,603	\$11,147,225	100.00%	\$15,504
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	\$4,125,156	44.48%	\$5,737	\$4,125,156	42.05%	\$5,737
Gifted and Talented (PIC 21)	\$14,177	0.15%	\$20	\$14,177	0.14%	\$20
Career and Technical (PIC 22)	\$498,418	5.37%	\$693	\$498,418	5.08%	\$693
Students with Disabilities (PICs 23,33,43)	\$517,719	5.58%	\$720	\$517,719	5.28%	\$720
State Compensatory Education (PICs 24,26,28,29,30,34)	\$364,537	3.93%	\$507	\$364,537	3.72%	\$507
Bilingual (PICs 25,35)	\$9,155	0.10%	\$13	\$9,155	0.09%	\$13
Early Education Allotment (PIC 36)	\$81,903	0.88%	\$114	\$81,903	0.83%	\$114
Dyslexia or Related Disorder Services (PIC 37)	\$84,906	0.92%	\$118	\$84,906	0.87%	\$118
College, Career, and Military Readiness (CCMR) (PIC 38)	\$55,619	0.60%	\$77	\$55,619	0.57%	\$77
Athletics/Related Activities (PIC 91)	\$548,154	5.91%	\$762	\$548,154	5.59%	\$762
Un-Allocated (PIC 99)	\$2,974,634	32.07%	\$4,137	\$3,511,082	35.79%	\$4,883
Total Operating Expenditures by Program Intent Code (PIC)	\$9,274,378	100.00%	\$12,899	\$9,810,826	100.00%	\$13,645
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$175,000	34.55%	\$243	\$974,900	72.95%	\$1,356
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$331,499	65.45%	\$461	\$361,499	27.05%	\$503
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$506,499	100.00%	\$704	\$1,336,399	100.00%	\$1,859
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$9,780,877	100.00%	\$13,603	\$11,147,225	100.00%	\$15,504

2024 - 2025 Budgeted Financial Data
Totals for UNION GROVE ISD (230908)
Total Enrolled Membership: 719

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Disbursements						
Total Disbursements						
Operating Expenditures	\$9,274,378	91.48%	\$12,899	\$9,810,826	85.28%	\$13,645
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$357,000	3.52%	\$497	\$357,000	3.10%	\$497
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Service (Object 6500)	\$175,000	1.73%	\$243	\$974,900	8.47%	\$1,356
Capital Projects (Object 6600)	\$331,499	3.27%	\$461	\$361,499	3.14%	\$503
Total Disbursements	\$10,137,877	100.00%	\$14,100	\$11,504,225	100.00%	\$16,000

Report on Disciplinary Incidents and Methods of Intervention 2024-2025

During the 2024-2025 school year, the Union Grove ISD had a total of 236 student disciplinary incidents. This was an increase of 110 incidents resulting in disciplinary actions from the 2023-2024 school year. There were no incidents on any of the campuses involving gang violence.

The Elementary School had a total of 100 incidents. There were 98 actions taken for in-school suspensions (OCS); 0 actions for out-of-school (3 day) suspensions; 0 actions for partial day OCS; and 1 action for partial day out-of-school suspension and 1 action for off-campus Disciplinary Alternative Education Program (DAEP). 96 incidents violated the student code of conduct; 0 incidents involved possession of a controlled substance; 4 incidents involved fighting/mutual combat were reported at the Elementary. 0 incidents of public lewdness or indecent exposure No other types of disciplinary incidents occurred in the elementary school.

The Junior High School had a total of 76 incidents. There were 0 actions taken for out-of-school (3 day) suspensions; 65 actions for in-school suspension (OCS); and 1 action for partial day OCS; and 5 actions for off-campus Disciplinary Alternative Education Program (DAEP). Of the 76 incidents, there was 0 incidents with cigarette/tobacco and no incident for possession of a controlled substance. 0 incidents of possession of alcohol. 0 incidents involved fighting/mutual combat; 76 incidents involved violations of the student code of conduct; 0 incident of public lewdness or indecent exposure; and 0 incident involving criminal mischief and 0 serious misconduct incident involving terror threat. No other types of disciplinary incidents occurred in the junior high school.

The High School had a total of 60 incidents. There were 4 actions taken for out-of-school (3 day) suspensions; 53 actions for in-school suspensions (OCS); and 0 actions for partial day OCS; and 3 actions for off-campus Disciplinary Alternative Education Program (DAEP). 0 actions taken for truancy with fines assessed.; 0 incidents of public lewdness or indecent exposure. 2 incidents of Terrorist Threat. During the 2024-2025 school year, there were 0 incidents involving possession of a controlled substance; 60 incidents violating the student code of conduct; and 0 incidents for conduct punishable as a felony. There was 1 violation for fighting/mutual combat.

Union Grove ISD continues to work toward the following goals for grades PK-12 in our violence prevention programs: decrease substance uses among students; decrease disruptive behavior; reduce violence in schools; adoption of the dating violence policy; following the Chapter 37 guidelines; increase community and parental involvement; increase student involvement in school; raise the level of student achievement; decrease dropout rate; improve attendance; and increase graduation rate. Campus Plans address objectives and strategies to achieve these goals. The Campus Plans are posted on the district's website at www.ugisd.org



2023-2024 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 2023-2024 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2023 FIRST Rating | 2023 Accountability Rating | 2023-2024 Accreditation Status | Reason For Status | Notes

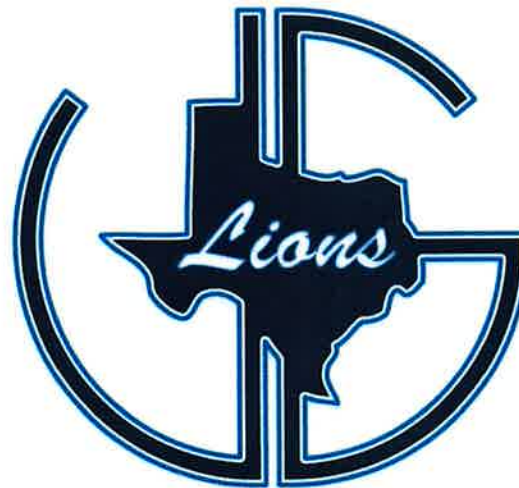
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Search: Union Grove

CDN	DISTRICT NAME	ESC	2023 FIRST Rating	2023 Accountability Rating	2023-2024 Accreditation Status	Reason For Status	Notes
230908	UNION GROVE ISD	7	A - Superior Achievement	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,208 total entries)

Union Grove I.S.D.
District Improvement Plan
2025-2026
Home of Lion Pride



Mission Statement

To provide a safe, caring, student-centered learning environment where excellence is measured by individual growth & success.

Vision

Encourage, Empower, Educate

In Union Grove ISD We Believe...

- **Students** shall be in a safe & loving environment where they are challenged to become lifelong learners & leaders of their community.
- **Families** shall be invited & welcomed so that they are informed & respected partners in their children's education.
- **Faculty & staff members** shall be highly qualified, enthusiastic educators, who love & engage students while developing relationships through involvement and collaboration.
- **Campus leadership** shall be well qualified, caring, ethical, active listeners who are accessible & visible in the school community.
- **The superintendent & central office staff** shall provide visible, dedicated leadership in a compassionate, unbiased manner to serve the school & surrounding community, while being open-minded to growth, safety, & financial responsibilities.
- **Members of the board of trustees** shall be caring, trustworthy, visible, student centered leaders who adhere to state, federal, & local policies & are ethical in their governance of the district.

UNION GROVE ISD Site Base

Name	Position
Adams, Kyle	Special Programs
Armstrong, Rebecca	District Dyslexia
Applegate, Jennifer	Counselor/ Homeless Liason
Byers, Allison	Community
Cannon, Cheryl	Elementary Teacher
Childress, Amanda	JH/HS Asst. Principal/ CTE Rep.
Cooper, Rita	Elementary Teacher
Dabreau, Bre	Parent
Edwards, Tia	Paraprofessional
Florence, Krystal	Parent
Gray, Brian	Interim Superintendent
Hogue, Courtney	Community Member
Johnston, Shawn	Business Representative
Kessler, Tammy	Parent
Klein, Kelly	Business Manager/ Handler of Funds
Littlejohn, JB	High School Teacher
Loewe, Kourtney	Physical Education Teacher
Mead, Brook	Paraprofessional
Moore, Amanda	Early Childhood Representative
Morvan, Jennifer	Non-Teaching/ GT Coordinator
Pruitt, Sarah	Non-Teaching
Smith, Katie	Non-Teaching/ Elementary Counselor
Smith, Kimber	JH/HS Teacher
Swinford, Tori	Parent
Thomas, Kathleen	Special Education Teacher
Trent, Landon	JH/HS Principal
Wallace, Stephaney	Elem. Principal/ 504 Representative
Wright, Zack	Business Representative

UNION GROVE ISD

Goal 1. Priority 1: Student Success

Objective 1. Student safety & well being Code of conduct incidents & serious discipline reduced, attendance rate above 94%, student satisfaction survey (90% or better satisfaction)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor 9 week discipline incidents, review discipline matrix & seek ways to decrease discipline incidents. (Target Group: All) (CSFs: 6)	Assistant Principal(s), Principal	9 week review	(O)Discipline Records	Criteria: Decrease serious student discipline issues & student survey indicates positive climate & culture among student body. Summative - End of each semester (December & May)
2. Monitor attendance daily. Use calling system, phone calls, and emails to address absentism. *9 week attendance & examine methods to maintain 96% attendance rate or better. (Target Group: All)	Assistant Principal(s), Principal	9 weeks	(O)Attendance records	Criteria: Review & examine attendance data each 9 weeks.
3. Use CKH, Character Counts & Esteem to address the social/emotional needs of students. (Target Group: All)	Assistant Principal(s), Counselor, Principal, Superintendent(s)	ongoing	(L)Local Funds	Criteria: Social/emotional curriculum & program feedback.
4. Educate, prevent and address child abuse through annual professional development and adhering to all legal and local policies. (Target Group: All)	Assistant Principal(s), Paraprofessionals, Principal, Superintendent(s), Teacher(s)	ongoing	(L)Technology Funds (Trans. Fees) - \$200	Criteria: annual training, annual reporting
5. Survey to indicate student satisfaction with culture & climate.(Overall 4's & 5's) (Target Group: All)	Principal, Superintendent(s)	EOY		Criteria: positive survey feedback
6. Educate faculty & staff annually on trauma informed care to better meet the needs of students. (Target Group: All)	Assistant Principal(s), Principal, Superintendent(s)	annually	(L)Local Funds - \$200	Criteria: Annual training reports
7. Educate staff & students about bullying & adhere to the district bullying policy. (Target Group: All)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	ongoing	(O)Discipline Records	Criteria: Bullying reports & incidents of bullying

UNION GROVE ISD

Goal 1. Priority 1: Student Success

Objective 2. Student engagement including extracurricular & co-curricular activities. Strive for JH/HS participation 90% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Annually maintain or increase participation in UIL extracurricular & co-curricular activities. Track student numbers & participation. (Target Group: All)	Assistant Principal(s), Faculty/Staff, Principal, Superintendent(s)	Ongoing		Criteria: Seasonal & annual reports pertaining to extracurricular, cocurricular, and CTE.
2. Commit to student success through preparation in all extracurricular & co-curricular activities. Track success. (Target Group: All)				Criteria: Participation, program success

UNION GROVE ISD

Goal 1. Priority 1: Student Success

Objective 3. Academic Achievement - Academic Growth *MAP Student Growth Summary Report (% or better) *Graduation rate - 100% *Passing Rate - 100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every Student Grows Every Year (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	ongoing		Criteria: MAP assessment, CCMR data
2. Maintain or exceed a 100% graduation rate. (Target Group: 12th) (Strategic Priorities: 3)	Counselor, Principal	Annually		Criteria: Annual graduation rates
3. Increase the number of students that graduate under the foundation plan with an endorsement from 90% to 95%. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 2,3)	Counselor, Principal	Annually		Criteria: Annual review of senior graduation plans
4. All 3rd grade students on grade level in math & reading. (Target Group: 3rd) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	annually	(L)MAP Data	Criteria: MAP data
5. Identify, provide service, and track special populations through appropriate programs. (dyslexia, ESL, GT) (Target Group: BI,SPED,GT,Dys) (Strategic Priorities: 2)	Assistant Principal(s), Dyslexia specialist, GT Teacher, Principal, Special Ed Teachers, Superintendent(s)	ongoing	(L)Local Funds - \$75,000, (O)GT screening/testing resources - \$21,981	Criteria: student identification & assessment data
6. Identify, provide research base curriculum & instruction & monitor progress of special education students. (Target Group: SPED) (Strategic Priorities: 2)	Assistant Principal(s), Intervention Teacher, Principal, Special Ed Teachers, Superintendent(s), Teacher(s)	ongoing	(S)State Funds - \$585,566	Criteria: Special education data and documentation

UNION GROVE ISD

Goal 1. Priority 1: Student Success

Objective 4. College, Career & Military Readiness*Increase CTSO programs from 1*CCMR above 70%*Foundation with endorsement 90% or better

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase career & technical student organization opportunities. (Target Group: CTE,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor, Principal, Teacher(s)	Annually		Criteria: Annual CTSO report & participation
2. Annually maintain or increase CTE enrollment. (Target Group: CTE,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor, Principal	Annually		Criteria: Annual CTE enrollment reports
3. External audit of CTE offerings. (Target Group: CTE) (Strategic Priorities: 3)	Principal	Bi-annually	(L)Region 7	Criteria: Report from Region 7 on CTE programs.
4. Increase the percentage of seniors who meet college & career standards. (Target Group: CTE,7th ,8th,10th,11th,12th) (Strategic Priorities: 3)	Counselor, Principal	Annually	(S)State Funds - \$41,800	Criteria: Annual CCMR report

UNION GROVE ISD

Goal 2. Priority #2: Faculty & Staff Recruitment, Retention & Capacity Building

Objective 1. Retaining great staff*95% or better staff satisfaction survey*reduction in turnover rate, below 10%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Intentional leadership support & incentives (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Superintendent(s)	Ongoing	(L)Local Funds - \$5,000	Criteria: 95% or better overall staff satisfaction at UGISD based on survey.
2. Gradually develop competitive pay scales & benefits among similar districts. (Strategic Priorities: 1)	Superintendent(s)	Annually	(S)State Funds	Criteria: Annual comparison of pay scales and benefits.
3. TAC team to incorporate staff engagement & decision making. (Strategic Priorities: 1)	Principal, Superintendent(s)	Ongoing	(L)Local Funds - \$3,000	Criteria: Meeting minutes, feedback, planning

UNION GROVE ISD

Goal 2. Priority #2: Faculty & Staff Recruitment, Retention & Capacity Building

Objective 2. Recruit highly qualified staff*Fully staffed for school year with certified personnel

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Intentional district marketing at job fairs & local colleges (Strategic Priorities: 1)	Principal, Superintendent(s), TAC Team	Ongoing	(L)Local Funds - \$6,600	Criteria: Increase pool of high qualified applicants for jobs.
2. Online applications through Region 7 (Strategic Priorities: 1)	Principal, Superintendent(s)	Ongoing	(L)Region 7 - \$1,950	Criteria: Online applications through Region 7
3. Review benefit & incentive packages annually & advertise through various outlets. (Strategic Priorities: 1)	Board of Trustees, Principal, Superintendent(s), TAC Team	ongoing	(S)State Compensatory (at risk), (S)State Funds	Criteria: Annual review of benefits & incentives packages.

UNION GROVE ISD

Goal 2. Priority #2: Faculty & Staff Recruitment, Retention & Capacity Building

Objective 3. Capacity Building for all staff.*Reduce turnover below 10%*Mentor survey satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for all new staff (onboarding) (Target Group: All) (Strategic Priorities: 1)	Mentors, Principal, Superintendent(s)	BOY	(L)Local Funds - \$1,000	Criteria: Annual surveys for new staff
2. Implement mentor program with fidelity (Strategic Priorities: 1)	Mentors, Principal	Ongoing	(L)Local Funds - \$10,000	Criteria: MOY & EOY Mentor Surveys
3. Develop Lion Conference with staff to present sessions for learning (Target Group: All) (Strategic Priorities: 1,2)	Principal, Superintendent(s), TAC Team	Summer 2024	(L)Local Funds - \$3,000	Criteria: Conference surveys
4. Inform staff to seek & attend Region 7 professional development (Target Group: All) (Strategic Priorities: 1,2)	Principal, Superintendent(s), Teacher(s)	ongoing	(L)Region 7 - \$40,000	Criteria: Individual professional development plans
5. Professional development days & inservice (Target Group: All) (Strategic Priorities: 1)	Principal, Superintendent(s)	Ongoing		Criteria: PD surveys

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Goal 3. Priority #3: Community Engagement & Partnerships

Objective 1. Parent Engagement*Increase engagement opportunities*Maintain constant communication via text, email*Parent survey satisfaction 90% or better

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District & campus text blast & emails (Target Group: All)	Principal, Superintendent(s)	Ongoing	(L)Local Funds - \$10,000	Criteria: Parental involvement survey (communication)
2. Host parent involvement activities (Target Group: All)	Principal, PTO, Superintendent(s)	Ongoing	(L)Local Funds - \$5,000	Criteria: Parental involvement surveys
3. District & campus level committees (Target Group: All)	Principal, Superintendent(s)	Ongoing		Criteria: Committee agenda & minutes, parental involvement surveys

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Goal 3. Priority #3: Community Engagement & Partnerships

Objective 2. Community Engagement*Continue to add engagement opportunities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure community & businesses have opportunities to participate in district level activities	Principal, Superintendent(s)	Ongoing		Criteria: Number of community & business involvement activities
2. Invite local community members to speak to students and/or staff	Principal, Superintendent(s)	Ongoing	(S)State Funds - \$5,000	Criteria: Community member involvement
3. Host family & community activities - homecoming, Veterans day, etc. (Target Group: All)	Board of Trustees, Principal, Superintendent(s), TAC Team	ongoing	(L)Local Funds - \$10,000	Criteria: Annual activities & attendance

UNION GROVE ISD

Goal 4. Priority #4: Fiscal & Operational Systems

Objective 1. Strategic allocation of resources

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Internal Budget Review & Workshops (to include student enrollment projections)	Business Manager, PEIMS Coordinator, Superintendent(s)	Annually		Criteria: Budget development
2. Board of Trustee budget workshop (Target Group: All)	Board of Trustees, Superintendent(s)	Annually - Summer		Criteria: Annual budget workshop & ongoing review of budget
3. Ensure student data is correct & current templates are utilized to accurately project revenue and expenses for budget purposes. (Target Group: All)	Business Manager, PEIMS Coordinator, Principal, Superintendent(s)	Ongoing	(O)Attendance records	Criteria: Ongoing reviews of student data in PEIMS

UNION GROVE ISD

Goal 4. Priority #4: Fiscal & Operational Systems

Objective 2. Internal controls*FIRST rating -A

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. FIRST Rating report	Business Manager, Superintendent(s)	Annually		Criteria: Annual FIRST Rating
2. Preliminary FIRST Reports to BOE	Business Manager	ongoing		Criteria: Ongoing budget health
3. Maintain & communicate fiscal manual	Business Manager, Superintendent(s)	Annually		Criteria: Audit reports

UNION GROVE ISD

Goal 4. Priority #4: Fiscal & Operational Systems

Objective 3. Well maintained facilities/transportation/technology*Tech plans compared to completed projects, staff survey*TASB maintenance projects completed, staff survey

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a preventative maintenance plan (Target Group: All)	Maintenance Director, Superintendent(s)	ongoing	(S)State Funds - \$10,000	Criteria: Quarterly report data
2. Maintain fleets & replenish as needed	Transportation Director	ongoing	(S)State Funds - \$190,000	Criteria: Transportation reports (vehicles & year models)
3. Develop & adhere to district technology plan	Superintendent(s), Technology Director	ongoing	(L)Local Funds - \$277,000	Criteria: Evaluation of progress using technology plan

UNION GROVE ISD

Goal 4. Priority #4: Fiscal & Operational Systems

Objective 4. Renovating & Updating Facilities*TASB maintenance projects completed

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a facility audit plan	Maintenance Director, Superintendent(s)	ongoing	(L)TASB - \$8,200	Criteria: TASB audit report
2. Facility planning committee	Superintendent(s)	ongoing		

U.G.I.S.D. Comprehensive Needs Assessment Documentation

The following information sources provided the data for our comprehensive needs assessment. An on-going review and disaggregation of data by the district site-based committee led to the development of the goals, objectives, and strategies included in the Union Grove ISD 2025-2026 District Improvement Plan. All performance goals identified in the ESSA (Every Student Succeeds Act) have been adopted by the district and are reflective in this District Improvement Plan.

Demographics

Demographics Data Sources

Community Demographics
Drop Out Rates
Federal Program Guidelines
Graduation Records
Multi-Year Trends
PEIMS Reports
Special Student Populations
Staff/Parents/Community/Business members of SBDM

Demographics Strengths

Small class sizes

Demographics Weaknesses

Enrollment of students has become more transient

Demographics Needs

Continual monitoring of students identified as at-risk.
Continual monitoring of students identified as economically disadvantaged
Continual monitoring of student identified as special education

Demographics Summary

Total enrollment: 720 (snapshot 2024)

Approximate breakdown of student population:

White 84.44%
Asian 0%
American Indian/Alaskan .83%
Black/African American 0.83%
Hispanic/Latino 10.97%
Two or more 2.8%

Emergent Bilingual 2.64%
Eco Dis 42.5%
Military Connected 0%
Dyslexia 8.75%

Student Achievement

Student Achievement Data Sources

Benchmark Data
Disaggregated MAP Data
Drop Out Rates & Attendance
Federal Program Guidelines
Graduation Records
Special Ed. Data & 504 Data
IXL
Multi-Year Trends
Promotion/Retention Data
SAT/ACT Data
TELPAS
TPRI

Student Achievement Strengths

Growth in Math in some grades
Above state averages in math & reading
CCMR Growth

Student Achievement Weaknesses

Writing

Student Achievement Needs

At the HS, MS and Elementary level we need to increase student achievement in all areas with an emphasis on math and ELAR.

Student Achievement Summary

UGISD needs to increase academic achievement across the curriculum with an emphasis on math and ELAR - writing.
More emphasis on individual GROWTH in reading & math.

School Culture and Climate Data Sources

Morale Booster Participation
Staff Surveys/Individual Meetings
David's Law Data
Teacher Retention Data
Attendance

School Culture and Climate Strengths

Planned and intentional morale boosters.(students and staff)
Regular and scheduled team, campus and individual meetings
Teacher Advisory Team meetings
Sunshine Committees (students and staff)
Continual monitoring and updating of security enhancements
New Stop-It for anonymous reporting as well as mental support (student, staff, community)

School Culture and Climate Weaknesses

Increase opportunities for student leadership & input
Ability and funds to offer more community/parent involvement.
Continue to improve overall morale & motivation of students

School Culture and Climate Needs

Facility upgrades (safety, security)

Safety training for staff & students

Increase communication with parents/guardians and/or community

Improve education for staff, students, parents on mental health issues that impact students

School Culture and Climate Summary

UGISD has been intentional with safety & security measures for all students & staff. We strive to continue to implement measures to provide a safe and caring environment for everyone.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Community Demographics

Potential growth

Highly Qualified Staff

Staff Development

Staff Surveys/Individual Meetings

Staff/Parents/Community/Business members of SBDM

Teacher Retention Data

Staff Quality, Recruitment and Retention Strengths

Retention Plan

Mentor Program

Professional Development opportunities

District of Improvement Plan to support certification needs

Small Class sizes

District Culture

Staff Quality, Recruitment and Retention Weaknesses

Rural area-limited applicant pool
Limited revenue to support salary increases

Staff Quality, Recruitment and Retention Needs

Seek additional funding sources to support staff salary needs
Monitor opportunities and demands of the school calendar and work day for staff
Provide additional planning time for teachers.
Increased benefits for all staff when funding allows

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Benchmark Data
Disaggregated MAP Data
Federal Program Guidelines
Multi-Year Trends
PEIMS Reports
Promotion/Retention Data
SAT/ACT Data
Special Student Populations
Staff Development
Staff Surveys/Individual Meetings
Staff/Parents/Community/Business members of SBDM
TELPAS
TPRI

Curriculum, Instruction and Assessment Strengths

Continue implementation of benchmarks and local assessments.
Continue implementation student centered academic meetings - Elem, JH, HS
Increase access to CTE courses in MS
Interventionist at the elementary to help close gaps (2 reading, 1 math)
Two highly qualified dyslexia teachers

Curriculum, Instruction and Assessment Weaknesses

Lack of access and funding for supplemental programs & trainings
Funding for additional math interventionist at elementary

Curriculum, Instruction and Assessment Needs

Additional funding for supplemental programs
Additional professional development for teachers to provide effective instruction for all students.

Curriculum, Instruction and Assessment Summary

UGISD will continue to utilize data to drive instruction and focus on individual student growth in math & reading.

Family and Community Involvement Data Sources

Family & Community Input
Federal Program Guidelines
Staff Surveys/Student surveys/Family Surveys
Staff/Parents/Community/Business members of SBDM

Family and Community Involvement Strengths

Parents, business partners, and community members on the SBDM committee.
Weekly communication concerning devents and activities via text, email and social media
Various opportunities on each campus for community and parent engagement

Family and Community Involvement Weaknesses

Limited days for parent and family nights due to the already busy activity schedule.

Family and Community Involvement Needs

Increase opportunities for parent and community involvement that is accessible for all (times, days)

Family and Community Involvement Summary

We have many events and activities in the district for parents and community involvement. We will continue to monitor and adjust our opportunities to meet the needs of all stakeholders.

School Context and Organization

School Context and Organization Data Sources

Community Demographics & input
District Snapshot Data
Federal Program Guidelines
Highly Qualified Staff
PEIMS Reports
Special Student Populations
Staff Development
Staff Surveys/Student surveys/Family surveys & Individual Meetings
Staff/Parents/Community/Business members of SBDM

School Context and Organization Strengths

Teachers are involved in decision making through participation on campus and district teams
Vision & Mission of the district
Leadership meetings (weekly) to discuss actions towards mission, vision and goals
Students have access to academic support before, after and during academic periods during the school day
Extra Curricular activities: UIL Academic, Athletics, Fine Arts (band, drama), AG, Student Council, NHS, CTE programs
Intervention and Acceleration: G/T, interventionist, special education, 504 support, dyslexia, dual credit, honors courses

School Context and Organization Weaknesses

Continued consistency & expectations at the secondary level due to leadership turnover

School Context and Organization Needs

Need for continued professional development to address the needs of staff & students
Consistency in leadership at secondary campus

School Context and Organization Summary

UGISD will strive to implement the training, policies, and procedures to provide a strategic school organization that is student centered.

Technology

Technology Data Sources

Community Input
District Policies
Federal Program Guidelines
Staff Development
Staff Surveys/Individual Meetings
Staff/Parents/Community/Business members of SBDM
Student Interviews/surveys

Technology Strengths

Access to Technology
Go-Guardian for safety monitoring
Access to Region 7 for support
1 to 1 access for all students
Supernet partnership

Technology Weaknesses

Abuse to Chromebooks

Cost of maintaining & replacing Chromebooks

Balance between technology based instruction and face to face instruction

Technology Needs

Additional PD for technology integration in the classroom

Professional development on AI

Funding

Technology Summary

UGISD strives to provide students & staff with latest and best technology necessary.

Appendix - Title I, Part A

LEA Plan Requirement	Description of Requirement
Timely and Meaningful Consultation	Union Grove ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles are on page 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. The district will consult with and seek input from committee members to monitor the District Improvement Plan through formative and summative assessments. The committee will assist in the completion of the District Comprehensive Needs Assessment (CAN). The committee will utilize CNA results to create the District Improvement Plan.
Coordination	Union Grove ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication: • Title II, Part A • Title IV, Part A • Individuals with Disabilities Act (IDEA) (UGISD is part of a shared services agreement and will follow those guidelines set out by the fiscal agent - Gilmer ISD) Our district committee includes representatives with knowledge and they are a part of the planning, implementation, and monitoring of our District Improvement Plan. The district collaborates with and receives training from staff at the Martin House in Longview to help assess and meet the needs of the district. The committee assesses the needs of our district in relation to each program and incorporates those needs into the district improvement plan.
Periodic Review and Revisions	Union Grove ISD, along with district stakeholders, will review and, as necessary, revise the DIP.
Challenging State Academic Standards	Union Grove ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction provided by two certified teachers and, if needed, after-school tutorials with TEKS-aligned materials.
Required Descriptions:	
Student Progress Monitoring Supports	Union Grove ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, and needs determined through data analysis. The district uses Local workforce data information and projections

	to ensure that students have opportunities to pursue pathways leading to in-demand, high-wage careers. The district strives to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. The district evaluates these courses each year to determine the effectiveness and ensure they meet the needs of students. Union Grove ISD has a committee that meets a minimum 3 times a year to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and CBAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal. The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging state academic standards such as small group tutorials, in-class tutorial groups, and, if needed, Saturday school. The district also provides Summer learning opportunities for students at risk of not meeting standards to prepare them for the upcoming school year. Union Grove ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing counselors at each campus, instituting social-emotional learning through curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes TACs on each campus to share expertise and work collaboratively.
Teacher Quality	Annually, Union Grove ISD holds planning meetings to look at staffing across campuses and grade levels. Campus administrators takes teacher experience, certification, and effectiveness into account, as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district uses this information when considering staffing changes and makes changes if/when they find inequity between campuses.
TEA identified School Improvement and Support Activities	Union Grove ISD does not have any campus identified by TEA as needing improvement
Measure of Poverty	Union Grove ISD uses a composite of National School Lunch Program (NSLP) and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.
Nature of Programs	The district does an annual comprehensive needs assessment utilizing data from eight focus areas. The data is analyzed to determine areas of strength, weakness, problem statements, and root causes.

	Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, and updated. Title I strategies and services provide additional time for instruction through pull-out programs, summer intervention programs if needed, and supplemental online curriculum when needed.
Services to Homeless Children and Youth	Union Grove ISD currently serves approximately <u> 10 </u> (number) of homeless children and youth. 1. Enrollment: The district provides services to support homeless children and youth with enrollment through training to school staff about student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The District collaborates with other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork. 2. Attendance: The district assists with placement, enrollment, and application to the National School Lunch Program, monitors attendance and takes appropriate action when needed. The district reserves funds to provide for necessities of homeless children and youth. 3. Success: The District provides services to support homeless children and youth with school success by having counselors and academic advisors work together to identify students in need of academic tutoring. The refer students who are not meeting the standards and/or have grades below 70 in core academic services for tutoring services. In addition, school staff and counselors identify and provide homeless students with clothing, shoes, backpacks, and/or school supplies through donations or the Title I Homeless Reservation. The district also collaborates with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.
Parent and Family Engagement Strategy	Union Grove ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2025-2026 school year. It outlines our PFE program and the specific strategies employed to engage parents. https://www.ugisd.org/community/ugisd-high-quality-prekindergarten-family-engagement-plan
Early Childhood Education Programs and Transition Plans	Our preschool classes are located on our Elementary campus. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The elementary campus also hosts a parent meeting focusing on Kindergarten Transition. The pre-k classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The pre-k program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten. Pre-k students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-k programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.

Identification of Eligible Children	Union Grove ISD operates no targeted assistance programs.
Middle to High School/ High School to Postsecondary Transitions	Union Grove ISD implements strategies to facilitate effective transitions for students. The middle school provides a summer orientation for incoming 6th graders. From middle school to high school, the district provides an informational night for parents of 7th & 8th-grade students to learn about the career pathways and dual credit opportunities offered to high school students. Middle school students also attend a career pathway day to explore available options in high school. Upper middle school students also work with a career counselor to explore career options and complete interest surveys to assist students in determining their career interests. Eighth graders also tour the high school and meet with core teachers to ease the transition. Union Grove ISD works hard to coordinate with its higher education partner, Kilgore Community College and local employers to prepare its high school students to transition into college and career upon graduation. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.
Discipline Disproportionality	Union Grove ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Union Grove ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports. Click the link to view the District Discipline Management Plan. https://resources.finalsite.net/images/v1760020283/ugisdorg/otbifmji064sq7me8yqr/UGISD_Discipline_Management_Plan_2025-2026_All_Campuses.pdf
Coordination and Integration	Union Grove ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. The district provides students with grade-appropriate experiences throughout each school year such as career day for the elementary and CTE day for junior high students. The district annually evaluates local workforce data to identify trends relating to in-demand, high-wage careers.
Other Proposed Uses of Funds	Union Grove ISD does not use Title I funds for any other purpose than listed above.
LEA Plan Required Assurances- _Union Grove_ ISD affirms that the following required Title I, Part A assurances are met through the implementation of the Title I, Part A LEA Program Plan.	
1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)]. Starts with registration documentation, then identifying and enrolling them in offered services, and continual monitoring for all students	

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)]. Not applicable - No Private Schools within District boundaries
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)]. Union Grove will participate, if selected. The District Testing Coordinator will receive all testing information and will disseminate it to the Campus Testing Coordinators to ensure all requirements are met and the assessment is carried out as required
4. Coordinate and integrate services with other services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)]. Starts with registration documentation, then identifying and enrolling them in offered services, and continual monitoring for all students
5. Collaborate with State or local child welfare agency to— • Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and • Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. The district will do whatever it takes to stay in compliance with state and federal guidelines if or when this occurs
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)]. Staff certification and licensure is reviewed annually by administration and campus leaders
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensuring that services comply with performance standards of the Head Start Act [Section 1112(c)(7)]. Union Grove ISD does not use Title I funds for early childhood education
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)]. Information sent home with students, Discussed during meet the teacher, or at any other gathering of stakeholders
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)]. The district posts information about federal, state, and local assessments on their websites. Parents also have access to individual student grades through an online portal and receive clarification for any and all grades if requested. Parent-Teacher conferences are also utilized to discuss assessments and grades
10. Implement an effective means of outreach to parents of English learners [Section 1112(e) (3)(C)]. The district will translate any document sent home to the parents in their native language. The district also employs a Spanish translator for in person contact

Appendix - Title II, Part A

Title II Requirement	Description of Requirement
REAP/Transferability	Union Grove ISD Transferred 25% of Title II, Part A to Title IV. The district decided that it would be of greater benefit to transfer money to meet more of the needs of the students.
Alignment of Activities to the Challenging State Academic Standards	Union Grove ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the comprehensive needs assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. Union Grove ISD currently uses Title II funds for professional development services through our educational service center. These services help our teachers meet the ever changing academic standards, help them become better teachers which will help our students succeed in their academic studies.
Meaningful Consultation	Union Grove ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles are on page 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. The district will consult with and seek input from committee members to monitor the District Improvement Plan and utilization of Title II funds through formative and summative assessments. The committee will assist in the completion of the District Comprehensive Needs Assessment (CAN) and use the results to create the District Improvement Plan.
Coordination	Union Grove ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. • Title II, Part A • Title IV, Part A • Individuals with Disabilities Act (IDEA) (UGISD is part of a shared services agreement and will follow those guidelines set out by the fiscal agent - Gilmer ISD) Our district committee includes representatives with knowledge and they are a part of the planning, implementation, and monitoring of our District Improvement Plan. The committee assesses the needs of our district in relation to each program and incorporates those needs into the district improvement plan.
Prioritization of Funds	Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, and school improvement status. We currently prioritize the district as a whole through services that provide professional development for any teacher in any grade level or curriculum.

	<table><tr><th>Campus Name</th><th>Campus Number</th><th>Low-Income %</th><th>School Improvement Status</th><th>Amount of Title II Funds Allocated</th><th>Notes</th></tr><tr><td>Union Grove Elementary</td><td>101</td><td>51.40%</td><td>No</td><td>\$13,924</td><td></td></tr><tr><td>Union Grove Junior High</td><td>041</td><td>49.20%</td><td>No</td><td>4,276</td><td></td></tr><tr><td>Union Grove High School</td><td>001</td><td>38.00%</td><td>No</td><td>3,033</td><td></td></tr></table>	Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II Funds Allocated	Notes	Union Grove Elementary	101	51.40%	No	\$13,924		Union Grove Junior High	041	49.20%	No	4,276		Union Grove High School	001	38.00%	No	3,033	
Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II Funds Allocated	Notes																				
Union Grove Elementary	101	51.40%	No	\$13,924																					
Union Grove Junior High	041	49.20%	No	4,276																					
Union Grove High School	001	38.00%	No	3,033																					
System of Professional Growth and Improvement	Union Grove ISD supports our teacher in their professional growth and improvement from the beginning of their career to the end and all points in between. The district provides opportunities for our staff to attend various workshops and clinics they need to improve their effectiveness as a teacher. New teachers to the district are assigned a mentor who guides them in procedures and helps with any need that occurs. By taking advantage of offered opportunities for professional growth and improvement, our teachers become better equipped to meet the needs of all our students and help each of them grow and become successful on their paths.																								
Private Nonprofit School Participation	There are no PNPs within the boundaries of the district. However, the district conducts outreach to all PNPs within driving distance by posting the date, time, and location of an annual PNP interest meeting. This post is made on the district's website and Facebook page.																								
Evidence-Based Activities	Union Grove ISD did not choose to utilize Title II, Part A funding in the Evidence-Based Activities Area of Focus																								

Appendix - Title IV, Part A

Title IV Requirement	Description of Requirement		
REAP/Transfer ability	Union Grove ISD did not REAP nor transfer any Title IV funds.		
Description of Funded Programs and Activities	Union Grove ISD funds the following programs and activities through Region 7 Education Service Center to support well-rounded education. Gifted and Talented students have the opportunity to attend the following: Imagination Fair for grades 1-3 and grades 4-6, Innovative Inventions designed for Grades 4-8, Robotics for grades 1-3, Create for grades K-2, Robotics for grades 4-8 and grades 9-12 which includes Arena competition, and Model United Nations for grades 6-12. Union Grove ISD funds the following programs and activities through Region 7 Education Service Center to support safe and healthy students. The following is available for staff and students: Counselors can attend workshops and academies design to teach new strategies to use in supporting student social, emotional, and academic success. Nurses can attend workshops designed to teach best practices and strategies for supporting student well-being and care protocols for keeping students healthy, safe, and ready to learn. Students can attend virtual field trips through Connect2Texas with numerous content providers, which allows them to stay safe in their own learning environment. Students also have access to various online courses and events such as Esports tournaments designed for grades 6-12.		
Program Objectives and Measurable Outcomes and Evaluation of Program Effectiveness & Program Evaluation	Program Objective		Intended Outcome
	OMO #1: Give GT Students the opportunity to attend at least 2 Region 7 events per year		Allow students to learn and gain knowledge beyond their classroom education
	OMO #2: Allow counseling staff to attend at least 3 workshops per year		To improve the social and emotional environment for students
	Safe and Healthy Students Union Grove ISD will evaluate the progress of these program objectives and intended outcomes with the required stakeholder committee. These evaluations will be based on data specified within the OMO's to determine the percentage of progress made on each objective and measurable outcome. Based on the findings of the stakeholder committee, the district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the stakeholder committee and district determines they are necessary at the time of each evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.		

Meaningful Consultation	Union Grove ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles are on page 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. The district will consult with and seek input from committee members to monitor the District Improvement Plan and utilization of Title II funds through formative and summative assessments. The committee will assist in the completion of the District Comprehensive Needs Assessment (CAN) and use the results to create the District Improvement Plan.																													
Prioritization of Funds	Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, school improvement status, and persistently dangerous status. We currently prioritize the district as a whole through services that keep our students well rounded, safe and healthy.																													
<table><tr><th>Campus Name</th><th>Campus Number</th><th>Low-Income %</th><th>School Improvement Status</th><th>Amount of Title II Funds Allocated</th><th>Notes</th></tr><tr><td>Union Grove Elementary</td><td>101</td><td>51.40%</td><td>No</td><td>\$5,140</td><td></td></tr><tr><td>Union Grove Junior High</td><td>041</td><td>49.20%</td><td>No</td><td>2,480</td><td></td></tr><tr><td>Union Grove High School</td><td>001</td><td>38.00%</td><td>No</td><td>2,380</td><td></td></tr></table>							Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II Funds Allocated	Notes	Union Grove Elementary	101	51.40%	No	\$5,140		Union Grove Junior High	041	49.20%	No	2,480		Union Grove High School	001	38.00%	No	2,380	
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Union Grove Elementary

Campus Improvement Plan

2025-2026

Home of Lion Pride



Encourage — Empower — Educate

Mission Statement

To provide a safe, caring, student-centered learning environment where excellence is measured by individual growth & success.

Vision

Encourage, Empower, Educate

In Union Grove ISD We Believe...

- Students shall be in a safe & loving environment where they are challenged to become lifelong learners & leaders of their community.
- Families shall be invited & welcomed so that they are informed & respected partners in their children's education.
- Faculty & staff members shall be highly qualified, enthusiastic educators, who love & engage students while developing relationships through involvement and collaboration.
- Campus leadership shall be well-qualified, caring, ethical, and active listeners who are accessible & visible in the school community.
- The superintendent & central office staff shall provide visible, dedicated leadership in a compassionate, unbiased manner to serve the school & surrounding community while being open-minded to growth, safety, & financial responsibilities.
- Members of the board of trustees shall be caring, trustworthy, visible, student-centered leaders who adhere to state, federal, & local policies & are ethical in their governance of the district.

U.G.I.S.D. Comprehensive Needs Assessment Documentation

The following information sources provided the data for our comprehensive needs assessment. An ongoing review and disaggregation of data by the district site-based committee led to the development of the goals, objectives, and strategies included in the Union Grove ISD 2023-2024 District Improvement Plan. All performance goals identified in the ESSA (Every Student Succeeds Act) have been adopted by the district and are reflected in this Campus Improvement Plan.

Student Data:

mCLASS K–2 Literacy Assessment & Dyslexia Screening
State of Texas Assessments of Academic Readiness (STAAR)
Texas English Language Proficiency
504 Data
CLI Engage Pre-K Assessment
Dyslexia Screening
Curriculum-Based Assessments
Special Education Data
Attendance
Failure rates
PEIMS 425 Discipline Report
ESL/TELPAS Data

Funding Sources for Instructional Programs:

Title I, Part A (Every Student Succeeds Act)
Title IV, Part A (Every Student Succeeds Act)
State Comp Ed (At Risk)
ESSER III
Special Education

Teacher Data:

Texas Teacher Evaluation & Support System (T-TESS)
Formal & Informal Walkthroughs
Teacher Survey Assessment System

District & Campus Data:

Demographic Student Reports
Performance-Based Monitoring Analysis System
Professional Development Needs Survey
Parent/Guardian Survey
Faculty/Staff turnover
Student Survey
MAP Growth Data

Title II, Part A (Improve Teacher/Principal)
Carl E. Perkins (CTE)
ESSER II
Local Funds

Areas Reviewed	Summary of Strengths	Summary of Needs	Priorities
Student Achievement	Academic growth in reading & math improved (ELA 67%, Math 74%)	- increase meets in all subjects -increase masters in all subjects	-Student individual growth
Demographics	Eco. Dis. & Hispanic populations are within 10% of the overall district percentage	-continue to improve the % of spec. Ed. population on grade level	- continue to focus on all sub-pops
School Culture & Climate	PTO, Fine Arts, UIL, athletics, elem awards, character education, counseling services, 2 SRO's	-overall school attendance -student participation in extracurricular activities	-96% or better attendance -student & parent involvement
Family & Community Involvement	UGISD FB, Remind, Blackboard, Skyward, Elem Tues. folders, PTO, Boosters, Elem. programs, surveys	-Parent nights -community/business involvement	-organize district-wide career day for parent & community involvement
Teaching, learning & assessment	MAP testing Math & Rdg Intervention	-Curriculum audit -Vertical alignment in ELA & Math	-complete curriculum audit & est. alignment meetings
School Organization & Programming	2 district counselors, 2 dyslexia teachers, 2 nurses, 2 SROs, 3 sped. Ed. teachers at elem., 2 spec. Ed. teachers at JH/HS	-ESL certifications	-ensure that all new hires are ESL-certified
Technology	Tech director & tech assistant, Teacher team attended TCEA, one-to-one at school, Boxlights in classrooms, teachers have Surfaces	-Tech PD -instructional technology	-seek ways to purchase & include necessary technology in the classroom to enhance instruction and learning

UNION GROVE EL

Mission

To provide a safe, caring, student-centered learning environment where excellence is measured by individual growth & success.

Vision

Encourage, Empower, Educate

Nondiscrimination Notice

UNION GROVE EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

UNION GROVE EL Site Base

Name	Position
Adkinson, Jessica	SPED Paraprofessional
Armstrong, Rebecca	District Dyslexia
Applegate, Jennifer	Homeless Liason
Bill, Courtney	Parent
Bonilla, Brittany	Business Representative
Burrow, Shelby	Teacher
Cooper, Rita	Teacher
Dippold, Jamie	Community Member
Edwards, Tia	Paraprofessional
Ellisor, Kim	District Rep./Reading RTI/ Dyslexia/ LPAC Rep.
Florence, Krystal	Parent
Hutchins, Whitney	Physical Education Teacher
Hunt, Tonya	Community Member
Ibarra, Amy	Teacher
Kessler, Tammy	Community Member
Klein, Kelly	Business Manager/ Handler of Funds
Kirk, Britney	Teacher
Moore, Amanda	Early Childhood Representative
Morvan, Jennifer	GT Coordinator
O'Neal, Christina	Business Representative
Pepper, Cindy	Teacher
Pruitt, Sarah	Assistant Principal
Richter, Christy	Teacher
Smith, Katheryn	Elementary Counselor
Swinford, Tori	Parent
Thomas, Kathleen	Special Education Teacher
Wallace, Stephaney	Principal

UNION GROVE EL

Goal 1. Priority 1: Student Success

Objective 1. Student safety & well being Code of conduct incidents & serious discipline reduced, attendance rate above 94%, student satisfaction survey (90% or better satisfaction)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor 9 week discipline incidents, review discipline matrix & seek ways to decrease discipline incidents. (Target Group: All) (CSFs: 6)	Assistant Principal(s), Principal	9 week review	(O)Discipline Records	Criteria: Decrease serious student discipline issues & student survey indicates positive climate & culture among student body. Summative - End of each semester (December & May)
2. Monitor attendance daily. Use calling system, phone calls, and emails to address absenteeism. *9 week attendance & examine methods to maintain 96% attendance rate or better. (Target Group: All)	Assistant Principal(s), Principal	9 weeks	(O)Attendance records	Criteria: Review & examine attendance data each 9 weeks.
3. Use Capturing Kids' Hearts and Character Strong to address the social/emotional needs of students. (Target Group: All)	Assistant Principal(s), Counselor, Principal, Superintendent(s)	ongoing	(L)Local Funds	Criteria: Social/emotional curriculum & program feedback.
4. Educate, prevent and address child abuse through annual professional development and adhering to all legal and local policies. (Target Group: All)	Assistant Principal(s), Paraprofessionals, Principal, Superintendent(s), Teacher(s)	ongoing	(L)Technology Funds (Trans. Fees)	Criteria: annual training, annual reporting
5. Educate faculty & staff annually on trauma informed care to better meet the needs of students. (Target Group: All)	Assistant Principal(s), Principal, Superintendent(s)	annually	(L)Local Funds	Criteria: Annual training reports
6. Educate staff & students about bullying & adhere to the district bullying policy. (Target Group: All)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	ongoing	(O)Discipline Records	Criteria: Bullying reports & incidents of bullying

UNION GROVE EL

Goal 1. Priority 1: Student Success

Objective 2. Student engagement including extracurricular & co-curricular activities. Strive for JH/HS participation 90% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Annually maintain or increase participation in UIL extracurricular & co-curricular activities. Track student numbers & participation. (Target Group: All)	Assistant Principal(s), Faculty/Staff, Principal, Superintendent(s)	Ongoing		Criteria: Seasonal & annual reports pertaining to extracurricular, cocurricular, and CTE.
2. Commit to student success through preparation in all extracurricular & co-curricular activities. Track success. (Target Group: All)				Criteria: Participation, program success

UNION GROVE EL

Goal 1. Priority 1:Student Success

Objective 3. Academic Achievement - Academic Growth *MAP Student Growth Summary Report (% or better) *Graduation rate - 100%*Passing Rate - 100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every Student Grows Every Year (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	ongoing		Criteria: MAP assessment, CCMR data
2. All 3rd grade students on grade level in math & reading. (Target Group: 3rd) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	annually	(L)MAP Data	Criteria: MAP data
3. Identify, provide service, and track special populations through appropriate programs. (dyslexia, ESL, GT) (Target Group: BI,SPED,GT,Dys) (Strategic Priorities: 2)	Assistant Principal(s), Dyslexia specialist, GT Teacher, Principal, Special Ed Teachers, Superintendent(s)	ongoing	(L)Local Funds, (O)GT screening/testing resources	Criteria: student identification & assessment data
4. Identify, provide research base curriculum & instruction & monitor progress of special education students. (Target Group: SPED) (Strategic Priorities: 2)	Assistant Principal(s), Intervention Teacher, Principal, Special Ed Teachers, Superintendent(s), Teacher(s)	ongoing	(S)State Funds	Criteria: Special education data and documentation

UNION GROVE EL

Goal 2. Priority #2: Faculty & Staff Recruitment, Retention & Capacity Building

Objective 1. Retaining great staff*95% or better staff satisfaction survey*reduction in turnover rate, below 10%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Intentional leadership support & incentives (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Superintendent(s)	Ongoing	(L)Local Funds	Criteria: 95% or better overall staff satisfaction at UGSD based on survey.
2. Gradually develop competitive pay scales & benefits among similar districts. (Strategic Priorities: 1)	Superintendent(s)	Annually	(S)State Funds	Criteria: Annual comparison of pay scales and benefits.
3. TAC team to incorporate staff engagement & decision making. (Strategic Priorities: 1)	Principal, Superintendent(s)	Ongoing	(L)Local Funds	Criteria: Meeting minutes, feedback, planning

UNION GROVE EL

Goal 2. Priority #2: Faculty & Staff Recruitment, Retention & Capacity Building

Objective 2. Recruit highly qualified staff*Fully staffed for school year with certified personnel

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Intentional district marketing at job fairs & local colleges (Strategic Priorities: 1)	Principal, Superintendent(s), TAC Team	Ongoing	(L)Local Funds	Criteria: Increase pool of high qualified applicants for jobs.
2. Online applications through Region 7 (Strategic Priorities: 1)	Principal, Superintendent(s)	Ongoing	(L)Region 7	Criteria: Online applications through Region 7
3. Review benefit & incentive packages annually & advertise through various outlets. (Strategic Priorities: 1)	Board of Trustees, Principal, Superintendent(s), TAC Team	ongoing	(S)State Compensatory (at risk), (S)State Funds	Criteria: Annual review of benefits & incentives packages.

UNION GROVE EL

Goal 2. Priority #2: Faculty & Staff Recruitment, Retention & Capacity Building

Objective 3. Capacity Building for all staff.*Reduce turnover below 10%*Mentor survey satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for all new staff (onboarding) (Target Group: All) (Strategic Priorities: 1)	Mentors, Principal, Superintendent(s)	BOY	(L)Local Funds	Criteria: Annual surveys for new staff
2. Implement mentor program with fidelity (Strategic Priorities: 1)	Mentors, Principal	Ongoing	(L)Local Funds	Criteria: MOY & EOY Mentor Surveys
3. Develop Lion Conference with staff to present sessions for learning (Target Group: All) (Strategic Priorities: 1,2)	Principal, Superintendent(s), TAC Team	Summer 2024	(L)Local Funds	Criteria: Conference surveys
4. Inform staff to seek & attend Region 7 professional development (Target Group: All) (Strategic Priorities: 1,2)	Principal, Superintendent(s), Teacher(s)	ongoing	(L)Region 7	Criteria: Individual professional development plans
5. Professional development days & inservice (Target Group: All) (Strategic Priorities: 1)	Principal, Superintendent(s)	Ongoing		Criteria: PD surveys

UNION GROVE EL

Goal 3. Priority #3: Community Engagement & Partnerships

Objective 1. Parent Engagement*Increase engagement opportunities*Maintain constant communication via text, email*Parent survey satisfaction 90% or better

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District & campus text blast & emails (Target Group: All)	Principal, Superintendent(s)	Ongoing	(L)Local Funds	Criteria: Parental involvement survey (communication)
2. Host parent involvement activities (Target Group: All)	Principal, PTO, Superintendent(s)	Ongoing	(L)Local Funds	Criteria: Parental involvement surveys
3. District & campus level committees (Target Group: All)	Principal, Superintendent(s)	Ongoing		Criteria: Committee agenda & minutes, parental involvement surveys

UNION GROVE EL

Goal 3. Priority #3: Community Engagement & Partnerships

Objective 2. Community Engagement*Continue to add engagement opportunities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite local community members to speak to students and/or staff	Principal, Superintendent(s)	Ongoing	(S)State Funds	Criteria: Community member involvement
2. Host family & community activities - homecoming, Veterans day, etc. (Target Group: All)	Board of Trustees, Principal, Superintendent(s), TAC Team	ongoing	(L)Local Funds	Criteria: Annual activities & attendance

Appendix - Title I, Part A

LEA Plan Requirement	Description of Requirement
Timely and Meaningful Consultation	Union Grove ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles are on page 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. The district will consult with and seek input from committee members to monitor the District Improvement Plan through formative and summative assessments. The committee will assist in the completion of the District Comprehensive Needs Assessment (CAN). The committee will utilize CNA results to create the District Improvement Plan.
Coordination	Union Grove ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication: ● Title II, Part A ● Title IV, Part A ● Individuals with Disabilities Act (IDEA) (UGISD is part of a shared services agreement and will follow those guidelines set out by the fiscal agent - Gilmer ISD) Our district committee includes representatives with knowledge and they are a part of the planning, implementation, and monitoring of our District Improvement Plan. The district collaborates with and receives training from staff at the Martin House in Longview to help assess and meet the needs of the district. The committee assesses the needs of our district in relation to each program and incorporates those needs into the district improvement plan.
Periodic Review and Revisions	Union Grove ISD, along with district stakeholders, will review and, as necessary, revise the DIP.
Challenging State Academic Standards	Union Grove ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction provided by two certified teachers and, if needed, after-school tutorials with TEKS-aligned materials.
Required Descriptions:	
Student Progress Monitoring Supports	Union Grove ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, and needs determined through data analysis. The district uses Local workforce data information and projections

	to ensure that students have opportunities to pursue pathways leading to in-demand, high-wage careers. The district strives to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. The district evaluates these courses each year to determine the effectiveness and ensure they meet the needs of students. Union Grove ISD has a committee that meets a minimum 3 times a year to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and CBAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal. The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging state academic standards such as small group tutorials, in-class tutorial groups, and, if needed, Saturday school. The district also provides Summer learning opportunities for students at risk of not meeting standards to prepare them for the upcoming school year. Union Grove ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing counselors at each campus, instituting social-emotional learning through curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes TACs on each campus to share expertise and work collaboratively.
Teacher Quality	Annually, Union Grove ISD holds planning meetings to look at staffing across campuses and grade levels. Campus administrators takes teacher experience, certification, and effectiveness into account, as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district uses this information when considering staffing changes and makes changes if/when they find inequity between campuses.
TEA identified School Improvement and Support Activities	Union Grove ISD does not have any campus identified by TEA as needing improvement
Measure of Poverty	Union Grove ISD uses a composite of National School Lunch Program (NSLP) and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.
Nature of Programs	The district does an annual comprehensive needs assessment utilizing data from eight focus areas. The data is analyzed to determine areas of strength, weakness, problem statements, and root causes.

	Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, and updated. Title I strategies and services provide additional time for instruction through pull-out programs, summer intervention programs if needed, and supplemental online curriculum when needed.
Services to Homeless Children and Youth	Union Grove ISD currently serves approximately __10__ (number) of homeless children and youth. 1. Enrollment: The district provides services to support homeless children and youth with enrollment through training to school staff about student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The District collaborates with other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork. 2. Attendance: The district assists with placement, enrollment, and application to the National School Lunch Program, monitors attendance and takes appropriate action when needed. The district reserves funds to provide for necessities of homeless children and youth. 3. Success: The District provides services to support homeless children and youth with school success by having counselors and academic advisors work together to identify students in need of academic tutoring. The refer students who are not meeting the standards and/or have grades below 70 in core academic services for tutoring services. In addition, school staff and counselors identify and provide homeless students with clothing, shoes, backpacks, and/or school supplies through donations or the Title I Homeless Reservation. The district also collaborates with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.
Parent and Family Engagement Strategy	Union Grove ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2025-2026 school year. It outlines our PFE program and the specific strategies employed to engage parents. https://www.ugisd.org/community/ugisd-high-quality-prekindergarten-family-engagement-plan
Early Childhood Education Programs and Transition Plans	Our preschool classes are located on our Elementary campus. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The elementary campus also hosts a parent meeting focusing on Kindergarten Transition. The pre-k classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The pre-k program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten. Pre-k students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-k programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.

Identification of Eligible Children	Union Grove ISD operates no targeted assistance programs.
Middle to High School/ High School to Postsecondary Transitions	Union Grove ISD implements strategies to facilitate effective transitions for students. The middle school provides a summer orientation for incoming 6th graders. From middle school to high school, the district provides an informational night for parents of 7th & 8th-grade students to learn about the career pathways and dual credit opportunities offered to high school students. Middle school students also attend a career pathway day to explore available options in high school. Upper middle school students also work with a career counselor to explore career options and complete interest surveys to assist students in determining their career interests. Eighth graders also tour the high school and meet with core teachers to ease the transition. Union Grove ISD works hard to coordinate with its higher education partner, Kilgore Community College and local employers to prepare its high school students to transition into college and career upon graduation. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.
Discipline Disproportionality	Union Grove ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Union Grove ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports. Click the link to view the District Discipline Management Plan. https://resources.finalsite.net/images/v1760020283/ugisdorg/otbifmji064sq7me8yqr/UGISD_Discipline_Management_Plan_2025-2026_All_Campuses.pdf
Coordination and Integration	Union Grove ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. The district provides students with grade-appropriate experiences throughout each school year such as career day for the elementary and CTE day for junior high students. The district annually evaluates local workforce data to identify trends relating to in-demand, high-wage careers.
Other Proposed Uses of Funds	Union Grove ISD does not use Title I funds for any other purpose than listed above.
LEA Plan Required Assurances- _Union Grove_ ISD affirms that the following required Title I, Part A assurances are met through the implementation of the Title I, Part A LEA Program Plan.	
1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)]. Starts with registration documentation, then identifying and enrolling them in offered services, and continual monitoring for all students	

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)]. Not applicable - No Private Schools within District boundaries
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)]. Union Grove will participate, if selected. The District Testing Coordinator will receive all testing information and will disseminate it to the Campus Testing Coordinators to ensure all requirements are met and the assessment is carried out as required
4. Coordinate and integrate services with other services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)]. Starts with registration documentation, then identifying and enrolling them in offered services, and continual monitoring for all students
5. Collaborate with State or local child welfare agency to— • Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and • Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. The district will do whatever it takes to stay in compliance with state and federal guidelines if or when this occurs
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)]. Staff certification and licensure is reviewed annually by administration and campus leaders
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensuring that services comply with performance standards of the Head Start Act [Section 1112(c)(7)]. Union Grove ISD does not use Title I funds for early childhood education
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)]. Information sent home with students, Discussed during meet the teacher, or at any other gathering of stakeholders
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)]. The district posts information about federal, state, and local assessments on their websites. Parents also have access to individual student grades through an online portal and receive clarification for any and all grades if requested. Parent-Teacher conferences are also utilized to discuss assessments and grades
10. Implement an effective means of outreach to parents of English learners [Section 1112(e) (3)(C)]. The district will translate any document sent home to the parents in their native language. The district also employs a Spanish translator for in person contact

Appendix - Title II, Part A

Title II Requirement	Description of Requirement
REAP/Transferability	Union Grove ISD Transferred 25% of Title II, Part A to Title IV. The district decided that it would be of greater benefit to transfer money to meet more of the needs of the students.
Alignment of Activities to the Challenging State Academic Standards	Union Grove ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the comprehensive needs assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. Union Grove ISD currently uses Title II funds for professional development services through our educational service center. These services help our teachers meet the ever changing academic standards, help them become better teachers which will help our students succeed in their academic studies.
Meaningful Consultation	Union Grove ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles are on page 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. The district will consult with and seek input from committee members to monitor the District Improvement Plan and utilization of Title II funds through formative and summative assessments. The committee will assist in the completion of the District Comprehensive Needs Assessment (CAN) and use the results to create the District Improvement Plan.
Coordination	Union Grove ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. ● Title II, Part A ● Title IV, Part A ● Individuals with Disabilities Act (IDEA) (UGISD is part of a shared services agreement and will follow those guidelines set out by the fiscal agent - Gilmer ISD) Our district committee includes representatives with knowledge and they are a part of the planning, implementation, and monitoring of our District Improvement Plan. The committee assesses the needs of our district in relation to each program and incorporates those needs into the district improvement plan.
Prioritization of Funds	Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, and school improvement status. We currently prioritize the district as a whole through services that provide professional development for any teacher in any grade level or curriculum.

	<table><tr><th>Campus Name</th><th>Campus Number</th><th>Low-Income %</th><th>School Improvement Status</th><th>Amount of Title II Funds Allocated</th><th>Notes</th></tr><tr><td>Union Grove Elementary</td><td>101</td><td>51.40%</td><td>No</td><td>\$13,924</td><td></td></tr><tr><td>Union Grove Junior High</td><td>041</td><td>49.20%</td><td>No</td><td>4,276</td><td></td></tr><tr><td>Union Grove High School</td><td>001</td><td>38.00%</td><td>No</td><td>3,033</td><td></td></tr></table>	Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II Funds Allocated	Notes	Union Grove Elementary	101	51.40%	No	\$13,924		Union Grove Junior High	041	49.20%	No	4,276		Union Grove High School	001	38.00%	No	3,033	
Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II Funds Allocated	Notes																				
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Union Grove High School	001	38.00%	No	3,033																					
System of Professional Growth and Improvement	Union Grove ISD supports our teacher in their professional growth and improvement from the beginning of their career to the end and all points in between. The district provides opportunities for our staff to attend various workshops and clinics they need to improve their effectiveness as a teacher. New teachers to the district are assigned a mentor who guides them in procedures and helps with any need that occurs. By taking advantage of offered opportunities for professional growth and improvement, our teachers become better equipped to meet the needs of all our students and help each of them grow and become successful on their paths.																								
Private Nonprofit School Participation	There are no PNPs within the boundaries of the district. However, the district conducts outreach to all PNPs within driving distance by posting the date, time, and location of an annual PNP interest meeting. This post is made on the district's website and Facebook page.																								
Evidence-Based Activities	Union Grove ISD did not choose to utilize Title II, Part A funding in the Evidence-Based Activities Area of Focus																								

Appendix - Title IV, Part A

Title IV Requirement	Description of Requirement		
REAP/Transfer ability	Union Grove ISD did not REAP nor transfer any Title IV funds.		
Description of Funded Programs and Activities	Union Grove ISD funds the following programs and activities through Region 7 Education Service Center to support well-rounded education. Gifted and Talented students have the opportunity to attend the following: Imagination Fair for grades 1-3 and grades 4-6, Innovative Inventions designed for Grades 4-8, Robotics for grades 1-3, Create for grades K-2, Robotics for grades 4-8 and grades 9-12 which includes Arena competition, and Model United Nations for grades 6-12. Union Grove ISD funds the following programs and activities through Region 7 Education Service Center to support safe and healthy students. The following is available for staff and students: Counselors can attend workshops and academies design to teach new strategies to use in supporting student social, emotional, and academic success. Nurses can attend workshops designed to teach best practices and strategies for supporting student well-being and care protocols for keeping students healthy, safe, and ready to learn. Students can attend virtual field trips through Connect2Texas with numerous content providers, which allows them to stay safe in their own learning environment. Students also have access to various online courses and events such as Esports tournaments designed for grades 6-12.		
Program Objectives and Measurable Outcomes and Evaluation of Program Effectiveness & Program Evaluation	Program Objective		Intended Outcome
	OMO #1: Give GT Students the opportunity to attend at least 2 Region 7 events per year		Allow students to learn and gain knowledge beyond their classroom education
	OMO #2: Allow counseling staff to attend at least 3 workshops per year		To improve the social and emotional environment for students
	Union Grove ISD will evaluate the progress of these program objectives and intended outcomes with the required stakeholder committee. These evaluations will be based on data specified within the OMO's to determine the percentage of progress made on each objective and measurable outcome. Based on the findings of the stakeholder committee, the district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the stakeholder committee and district determines they are necessary at the time of each evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.		

Meaningful Consultation	Union Grove ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles are on page 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. The district will consult with and seek input from committee members to monitor the District Improvement Plan and utilization of Title II funds through formative and summative assessments. The committee will assist in the completion of the District Comprehensive Needs Assessment (CAN) and use the results to create the District Improvement Plan.					
Prioritization of Funds	Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, school improvement status, and persistently dangerous status. We currently prioritize the district as a whole through services that keep our students well rounded, safe and healthy.					
	Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II Funds Allocated	Notes
	Union Grove Elementary	101	51.40%	No	\$5,140	
	Union Grove Junior High	041	49.20%	No	2,480	
	Union Grove High School	001	38.00%	No	2,380	

Union Grove High School

Campus Improvement Plan

2025-2026

Home of Lion Pride



Encourage — Empower — Educate

UNION GROVE H S

Mission

To provide a safe, caring, student-centered learning environment where excellence is measured by individual student growth and success.

Nondiscrimination Notice

UNION GROVE H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

UNION GROVE H S

Vision

Encourage, Empower, Educate

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Goal 1. Academics:Academic success for all students.

Objective 1. UGHS will increase student performance on STAAR English II and Algebra I by developing individual growth goals with an emphasis on increasing "Meets" standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers & campus principals will review & plan using prior year STAAR Data to determine student strengths & areas of need. (Title I SW: 1,8) (Title I SW Elements: 1.1,2.6) (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal(s), Principal, Teacher(s)	First 2-4 weeks of school	(L)Region 7-DMAC program	Formative - Intervention plans, Benchmark data, EOY STAAR, EOY assessment
2. Use DMAC to develop and evaluate benchmarks & assessments. (Title I SW Elements: 1.1,2.2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Principal	ongoing	(F)Rural Schools Grant - \$6,663, (L)Region 7-DMAC program	Formative - DMAC data
3. Develop and implement detailed Accelerated Learning Plans for students who did not meet STAAR Approaches standards in math or reading. HB 4545 (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AtRisk,9th,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Principal, Teacher(s)	daily	(S)State Compensatory (at risk) - \$437,882	Formative - ongoing formal & informal assessment data to determine growth documentation of Accelerated Learning Plans EOY STAAR data
4. Regular meetings with principal and/or assistant principal will be used to discuss students, student data and instructional planning, instructional strategies. (Title I SW Elements: 1.1,2.2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,2,3,4)	Assistant Principal(s), Core Subject Teachers, Principal	at least every 3 weeks		Formative - data from benchmarks & other forms of assessments
5. Dyslexia instruction will be provided for all students who have not completed the Dyslexia curriculum. Dyslexia students who have completed the curriculum will be monitored for progress and provided support as needed. (Title I SW: 2) (Target Group: AtRisk,Dys) (Strategic Priorities: 2) (CSFs: 1)	Dyslexia specialist, Principal, Teacher(s)	daily	(S)State Funds - \$55,211	Formative - Improved performance by dyslexia students
6. DMAC data, observations, classroom work, report cards, progress reports, and other	Assistant Principal(s), Principal, Teacher(s)	daily	(S)State Compensatory (at risk) - \$437,445	Formative - daily schedule, student assignments based on

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Goal 1. Academics:Academic success for all students.

Objective 1. UGHS will increase student performance on STAAR English II and Algebra I by developing individual growth goals with an emphasis on increasing "Meets" standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
assessment data will be reviewed and monitored throughout the year for daily intervention assignments through Academic period (Power Hour). (Target Group: 9th,10th,11th,12th)				need
7. Teachers will use researched based instructional strategies. (Lead4ward, individual PD, Region 7, TEKS Resource, Lowman Strategies) Peer share of instructional strategies will be encouraged and developed throughout the year. A minimum of 50% of Staff Development days will be utilized for research based instructional strategies learning. (Title I SW Elements: 2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,4)	Assistant Principal(s), Principal, Teacher(s)	daily	(F)Title II, Part A (PD) - \$51,508	Formative - Lesson plans, walk throughs, regular meeting discussion, formal & informal assessment of student performance
8. Students in 9th-12th will develop SMART goal(s) in English I & II and Algebra I will be knowledgeable of their growth projection. (Title I SW Elements: 2.2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1)	Assistant Principal(s), Principal, Teacher(s)	MOY		Formative - SMART goal documentation, formal & informal assessment data (portfolios)
9. Math & Reading teachers will use TEKS Resource System or Lead4ward for Scope & Sequence & TEKS checklists, pacing guide. Algebra I, English I & II teachers will meet with principal regularly to discuss progress of checklist/pacing guide. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Principal, Teacher(s)	ongoing	(F)Rural Schools Grant, (L)Region 7-DMAC program - \$6,663	Formative - ongoing use of one of the resources for scope & sequence
10. ELA I, ELA II & Alg. 1 teachers will have a scope & sequence, TEKS checklist and assessment calendar. (Title I SW Elements: 1.1) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1)	Principal, Teacher(s)	each 6 weeks		Summative - documents provided, lesson plans, PLC discussions
11. Students will receive modifications &	Assistant Principal(s),	ongoing		Formative - IEP, 504, modification

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Goal 1. Academics:Academic success for all students.

Objective 1. UGHS will increase student performance on STAAR English II and Algebra I by developing individual growth goals with an emphasis on increasing "Meets" standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
accommodations to meet individual academic needs. (Target Group: SPED,Dys,504) (Strategic Priorities: 2) (CSFs: 1)	Diagnostician, Special Ed Teachers, Superintendent(s), Teacher(s)			& accommodation documentation

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Goal 1. Academics: Academic success for all students.

Objective 2. UGISD will strive to achieve 85% "Meets" in Science and 50% "Meets" in Social Studies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students in 9th-12th grade science classes will participate in lab instruction at least 40% (70 days a school year) of instructional class time. (Target Group: 9th,10th,11th,12th)	Principal, Teacher(s)	on-going	(S)State Funds - \$16,000	Formative - benchmarks, formal & informal assessments
2. Science & Social Studies teachers will use TEKS Resource System, Lead4ward, or IXL for scope & sequence and TEKS checklists. (Title I SW Elements: 1.1) (Target Group: All,9th,10th,11th,12th) (CSFs: 1)	Assistant Principal(s), Principal, Teacher(s)	ongoing	(F)Rural Schools Grant - \$6,663	Formative - ongoing use and discussion of scope and sequence & TEKS checklist
3. Develop TEK aligned assessments for science & social studies as a team to track student progress. Science and Social Studies will have periodic benchmarks vertically aligned to student college and career readiness. (Target Group: All,9th,10th,11th,12th) (CSFs: 1)	Assistant Principal(s), Principal, Teacher(s)	ongoing		Formative - meeting logs, assessments
4. Science & SS teams will meet to discuss curriculum, instruction & assessment development & work towards vertical alignment teaming. The teams will meet weekly (PLC) to discuss, align, and mentor continual learning. (Target Group: All,9th,10th,11th,12th) (CSFs: 1)	Assistant Principal(s), Principal, Teacher(s)	ongoing		Formative - Meeting information, attendance logs
5. Seek professional development that addresses the needs of teachers & students in science & social studies. Principal will gather information via conversations, emails, and surveys for professional development evaluation and utilization. (Title I SW Elements: 1.1) (Target Group: All,9th,10th,11th,12th) (CSFs: 1,4,7)	Assistant Principal(s), Principal, Teacher(s)	ongoing	(F)Rural Schools Grant - \$51,508, (F)Title II, Part A (PD) - \$6,663	Formative - PD calendar development
6. Incorporate project based learning throughout the year. (Target Group: All,9th,10th,11th,12th)	Principal, Teacher(s)	ongoing		09/24/19 - Pending
7. Use DMAC and other approved resources	Principal, Teacher(s)	ongoing	(F)Rural Schools Grant -	09/26/19 - Pending

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Goal 1. Academics:Academic success for all students.

Objective 2. UGISD will strive to achieve 85% "Meets" in Science and 50% "Meets" in Social Studies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
for assessments to review data. (Target Group: All,9th,10th,11th,12th)			\$6,663, (L)Region 7-DMAC program	

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Goal 2. Opportunities: UGISD will provide programs that enhance the educational learning opportunities for students such as; athletics, band, AG, academic UIL, theater, CTE programs, GT, dual credit courses and CCMR courses.

Objective 1. Increase or maintain participation counts in all CTE programs, increase certifications (from state approved list) & 80% graduates will be college &/or career ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a vision for each CTE program pathway. CTE teachers will meet with principal to develop a vision for their program and set participation goals as well as success markers for the program. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Principal, Teacher(s)	ongoing		
2. Identify certifications that are state approved & develop plans to certify students. CTE teachers will research state approved certifications to develop plans to implement more state recognized opportunities. (Title I TA: 4) (Target Group: All, CTE, 9th,10th,11th,12th) (Strategic Priorities: 3)	Principal, Teacher(s)	ongoing	(F) Perkins Grant - \$4,104	
3. Offer TSIA2 prep courses (Texas College Bridge) for students and offer the TSI on campus at various times through out the year to give more opportunity for students to take the assessments. (TSI= at least once a six weeks) (Target Group: All, 9th,10th,11th,12th) (Strategic Priorities: 3)	Principal	ongoing	(S) State Funds	
4. Continue partnership with White Oak I.S.D. and Kilgore college to allow students to enroll in career & tech dual credit courses. (Title I TA: 4) (Target Group: CTE) (Strategic Priorities: 3)	Principal, Superintendent(s)	21-22 school year		
5. Offer innovative courses that provide career & tech pathways. (Target Group: CTE) (Strategic Priorities: 3)	Principal, Teacher(s)	ongoing	(F) Perkins Grant - \$4,104	
6. Offer opportunities for students to shadow & observe careers. Participate in the Longview Regional Hospital Job Shadow program for any senior who is interested in the Health Science field. Offer CNA classes to prepare the students for post secondary careers as a Certified Nurse Asst. (Target Group: CTE)	Principal, Teacher(s)	ongoing		

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- Goal 2.** Opportunities: UGISD will provide programs that enhance the educational learning opportunities for students such as; athletics, band, AG, academic UIL, theater, CTE programs, GT, dual credit courses and CCMR courses.
- Objective 1.** Increase or maintain participation counts in all CTE programs, increase certifications (from state approved list) & 80% graduates will be college &/or career ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 3)				
7. Host a CTE Showcase that will highlight each CTE Program of Study, be student-led, and correspond with our 2026-2027 course selection process. (Target Group: All,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 3)		Nov. 2025 - Feb. 2026	(F)Perkins Grant, (L)Local Funds, (S)CCMR data	Criteria: Will use a student/parent survey to gauge how well the CTE Showcase connected to our local community. Will use graduation plans/course selection requests to measure student interests to CTE showcase interest.

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Goal 2. Opportunities: UGISD will provide programs that enhance the educational learning opportunities for students such as; athletics, band, AG, academic UIL, theater, CTE programs, GT, dual credit courses and CCMR courses.

Objective 2. Strive to increase participation in extracurricular activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase UIL participation. Encourage and celebrate UIL participation in all areas. Provide opportunity and time for UIL practice. (power hour, before school, after school) (Target Group: All,9th,10th,11th,12th)	Assistant Principal(s), Principal, Teacher(s)	ongoing	(L)Local Funds	09/25/19 - Pending
2. Provide a variety of opportunities for students to compete, perform and serve throughout the year. (Target Group: All,9th,10th,11th,12th)	Assistant Principal(s), Principal, Teacher(s)	ongoing		09/25/19 - Pending
3. Strive to create a 'team' culture in extracurricular activities & teach leadership, communication, collaboration. Encourage and recognize student participation and leadership. Meet with program leaders weekly to collaborate and discuss potential scheduling conflicts and resolutions as well as ways to support each others programs. (Target Group: All,9th,10th,11th,12th)	Teacher(s)	ongoing		09/26/19 - Pending (S)

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Goal 3. Culture : UGISD will provide a safe learning environment that encourages all students to grow and learn.

Objective 1. UGISD will achieve a 90% - 95% attendance rate in 2025-2026 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade level attendance competitions each 6- 9 weeks. (Target Group: All,9th,10th,11th,12th) (CSFs: 4)	Principal, Superintendent(s)	every 6-9 weeks	(L)Local Funds	Formative - attendance data
2. Campus attendance incentives. Exemptions from semester exams. Semester rewards (meals, tournament entries) (Target Group: All,9th,10th,11th,12th) (CSFs: 4)	Assistant Principal(s), Principal, Teacher(s)	every 6-9 weeks		Formative - 6 weeks attendance data
3. Documented contact with parents/guardians of students that are absent. Automatic calls twice daily. Personal calls once a day. Principal/Asst Principal calls to address frequent absenteeism. Meetings with parents to reach resolution. (Target Group: All,9th,10th,11th,12th) (CSFs: 4,5)	Assistant Principal(s), Attendance clerk, Principal, Teacher(s)	daily		Formative - daily documentation
4. Counselor will reach out to students and parents that have excessive absences and/or tardies. (Title I SW Elements: 2.6) (Target Group: All,AtRisk,9th,10th,11th,12th) (CSFs: 4)	Assistant Principal(s), Attendance clerk, Principal	weekly		Formative - Attendance data, counselor communication logs
5. Reach out to at home learning students who do not engage daily. Students who miss 2 days of home learning will receive a home visit. (Target Group: All,9th,10th,11th,12th)	Assistant Principal(s), Principal	daily	(O)Attendance records	Criteria: Attendance data 09/24/19 - Pending

UNION GROVE H S

Goal 3. Culture : UGISD will provide a safe learning environment that encourages all students to grow and learn.

Objective 2. Provide a safe learning environment for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement & document safety drills regularly throughout the year. Monthly fire drills/other drills periodically. Documented by Asst. Principal (Target Group: All,9th,10th,11th,12th) (CSFs: 6)	Assistant Principal(s), Principal, Superintendent(s)	ongoing		Formative - Drill documentation
2. Offer counseling services to students. (Target Group: All,9th,10th,11th,12th) (CSFs: 6)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	ongoing	(S)State Funds - \$77,383	Formative - counselor log
3. Use drug dogs throughout the school year. Drug dogs will be utilized for random searches at least 4-6 times a year. (Target Group: All,9th,10th,11th,12th) (CSFs: 6)	Assistant Principal(s), Principal, Superintendent(s)	ongoing	(S)State Funds - \$115,000	Summative - EOY data from use of drug dogs
4. Anonymous David's Law reporting for bullying (Title I SW Elements: 1.1,2.6) (Target Group: All,9th,10th,11th,12th) (CSFs: 6)	Principal, Superintendent(s)	ongoing	(L)Technology Funds (Trans. Fees)	Summative - Incident reporting data
5. Mental health training & awareness for faculty/staff. (Title I SW Elements: 2.6) (Target Group: All) (CSFs: 6)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	ongoing	(S)State Funds - \$115,000	Summative - PD documentation
6. Full time SRO to monitor district & help implement safety & security measures. (Target Group: All) (CSFs: 6)	Superintendent(s)	2019-2020	(S)State Funds - \$115,000	Formative - weekly monitoring of campus to inform and protect
7. Two full time district counselors. (Title I SW Elements: 2.6) (Target Group: All) (CSFs: 6)	Principal, Superintendent(s)	ongoing	(S)State Funds - \$77,383	Formative - ongoing counseling services for at risk students
8. Counselor to reach out to at home learning students to identify any social emotional needs. (Target Group: All)	Counselor	weekly		
9. All staff members receive annual training about child sexual abuse, trafficking, and other maltreatment of children. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	yearly		

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Goal 4. Community: UGISD will communicate and collaborate with parents & community members to create positive educational experiences and outcomes for students.

Objective 1. Communicate via phone, conference or email with every parent/guardian by the end of the first 9 weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will conference in person or on the phone with parents/guardians of students that are failing. Document meeting, possible reasons for lack of success and identify strategies to implement in the future. (communicate the plan) Progress reports and report cards of any student who is failing will be mailed to parent/guardian. (Title I SW Elements: 2.1) (Target Group: All, AtRisk, 9th, 10th, 11th, 12th) (CSFs: 5)	Principal, Teacher(s)	each 6 weeks		Formative - parent communication logs
2. Develop a plan and timeline so that each parent receives a phone call or email to share feedback about their student. This communication may be just a positive phone call to let the parent know that the child is doing well in class. Teachers are required to keep log of contact with parent and logs are reviewed each semester. (Target Group: 9th, 10th, 11th, 12th)	Principal	ongoing		Formative - parent communication logs
3. Use a variety of forms of communication for parents; social media, Remind, phone calls, email, text, and newsletter. (Title I SW Elements: 2.1) (Target Group: All, 9th, 10th, 11th, 12th) (CSFs: 5)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	ongoing		Formative - daily & weekly
4. Campus site based committees meetings (at least twice a year) (Title I SW Elements: 2.1) (Target Group: All) (CSFs: 5)	Principal, Superintendent(s)	two meetings per year		Formative - meeting minutes, documented attendees, agendas
5. Social media communication outlets. (Twitter, Instagram, Facebook) (Title I SW Elements: 3.1) (Target Group: All, 9th, 10th, 11th, 12th)	Principal, Superintendent(s)	daily		09/24/19 - Pending
6. Periodic newsletter via email/website. (Target Group: All, 9th, 10th, 11th, 12th)	Principal	yearly		09/25/19 - Pending
7. Parent EOY survey (Target Group:	Principal	End of Year		09/25/19 - Pending

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Goal 4. Community: UGISD will communicate and collaborate with parents & community members to create positive educational experiences and outcomes for students.

Objective 1. Communicate via phone, conference or email with every parent/guardian by the end of the first 9 weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,9th,10th,11th,12th)				

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- Goal 4.** Community: UGISD will communicate and collaborate with parents & community members to create positive educational experiences and outcomes for students.
- Objective 2.** Each campus will strive to have 4-5 community involvement events per school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Community pep rally in the fall. (Target Group: All)	Principal, Superintendent(s), Teacher(s)	fall	(L)Local Funds	
2. Fall, winter & spring band concerts (Target Group: All)	Principal, Teacher(s)	boy, moy, eoy		
3. "Send offs" for regional and state competitions. (Target Group: 9th,10th,11th,12th)	Principal	ongoing		
4. Host a Veteran's Day program (virtually) to recognize local Veterans and their sacrifice to our community and country. (Target Group: All)	Assistant Principal(s), Faculty/Staff, Principal, Superintendent(s)	November		
5. Host musicals (theater department performances) for families. (Target Group: All)	Principal, Teacher(s)	End of year		
6. High School Student Council to oversee district and community projects. (Target Group: All)	Teacher(s)	ongoing		

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Goal 5. Team: UGISD will strive to recruit & retain quality educators.

Objective 1. UGISD will strive to maintain 100% highly qualified teachers, recruit highly qualified teachers and decrease the turnover rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish, monitor and maintain effective mentoring system to help retain highly qualified staff (Target Group: All) (Strategic Priorities: 1)	Mentors, Principal	August each year	(F)Title II, Part A (PD) - \$51,508, (S)State Funds	Summative - Mentor assignments; mentor conferences with principals
2. Keep data current on all teacher certifications, testing, staff development, and service records to ensure that all meet/maintain highly qualified status.	Secretary, Superintendent(s)	each school year	(F)Title II, Part A (PD)	Personnel files, professional development records, teacher interviews
3. Assist teachers in maintaining or attaining certifications through alternative programs, GT certification, ESL, Coursework, and TEXES testing to assure all staff is highly qualified. (Strategic Priorities: 1)	Principal, Secretary, Superintendent(s)	as needed	(S)State Funds	Professional Development Records, Number of teachers in alternative certification programs
4. Maintain updated data on paraprofessionals to ensure highly qualified aides and require any aides not considered highly qualified to complete TOP training.	Principal	as needed	(F)Title II, Part A (PD)	Professional development records; number of paraprofessionals attending TOP training
5. Strive to maintain positive morale across campuses and the district as a whole. (Title I SW: 5) (Target Group: All)	Administrator of Academic Services, Assistant Principal(s), Principal, Superintendent(s)	ongoing		
6. Develop, create and conduct substitute handbook and training prior to substitutes working with students. (Target Group: All)	Principal, Secretary, Superintendent(s)	annually	(L)Local Funds	Summative - Annual training for substitutes

UNION GROVE H S Site Base

Name	Position
Trent, Landon	JH/HS PRINCIPAL
Burns, Tina	JH TEACHER
Winn, Jill	JH TEACHER
Baker, Rhonda	HS TEACHER
Painter, Bobby	HS TEACHER
Littlejohn, James	HS TEACHER
Shafer, Josh	TEACHER CTE
Childress, Amanda	JH/HS ASST PRINCIPAL
APPLEGATE, JENNIFER	NON TEACHER

UNION GROVE H S

Union Grove High School Campus Improvement Plan 2025-2026

2025/2026

Encourage-Empower-Educate

Landon Trent
PO box 1447
9038455506
trentl@ugisd.org

Date Reviewed:

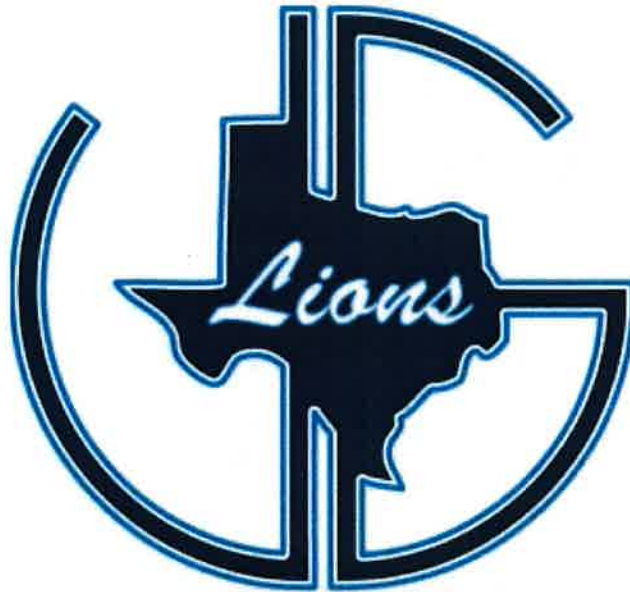
Date Approved:

Union Grove Junior High

Campus Improvement Plan

2025-2026

Home of Lion Pride



Encourage — Empower — Educate

UNION GROVE J H

Mission

ENCOURAGE - EMPOWER - EDUCATE

Vision

Our vision is to provide a safe, caring, student-centered learning environment where excellence is measured by individual student growth and success.

Nondiscrimination Notice

UNION GROVE J H does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

UNION GROVE J H

Goal 1. Student Success

Objective 1. Student safety & well being

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 9 week review of discipline incidents & review discipline management plans. (Target Group: All)	Assistant Principal(s), Principal	each 9 weeks	(O)Discipline Records	Criteria: Reduction in serious discipline incidents. 08/30/24 - Completed (S)
2. 9 week review of attendance & examine methods to achieve or exceed 96% attendance rate. (Target Group: All)	Assistant Principal(s), Attendance clerk, Principal	each 9 weeks	(O)Attendance records	Criteria: 9 week attendance reports 08/30/24 - Completed (S)
3. Use social/emotional curriculums to educate & support student mental health. (Target Group: All)	Assistant Principal(s), Principal	ongoing	(L)Local Funds	Criteria: Survey results 08/30/24 - Completed (S)

UNION GROVE J H

Goal 1. Student Success

Objective 2. Student engagement including extracurricular & co-curricular activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Annually maintain or increase participation in UIL extracurricular & co-curricular activities. Focus: athletics, ag, theater, band, academic UIL (Target Group: All)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	annual participation		Criteria: Annual enrollment in extracurricular & co-curricular activities 08/30/24 - Completed (S)

UNION GROVE J H

Goal 1. Student Success

Objective 3. Academic Achievement - Academic Growth

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every Student Grows Every Year (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	ongoing		Criteria: Data reports - MAPS, CCMR, Progress monitoring data 08/30/24 - Completed
2. Maintain or exceed a 98% graduation rate. (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Principal	annual		Criteria: Annual graduation rate 08/30/24 - Completed (S)
3. Increase the number of students that graduate under the foundation plan with an endorsement. (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor, Principal, Teacher(s)	ongoing		Criteria: Review graduates graduation plans. 08/30/24 - Completed (S)

UNION GROVE J H

Goal 1. Student Success

Objective 4. College, career & military readiness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase CTSO opportunities. (Target Group: CTE) (Strategic Priorities: 3)	Assistant Principal(s), Counselor, Principal, Teacher(s)	ongoing		Criteria: CTSO opportunities and enrollment. 08/30/24 - Completed (S)
2. External audit of CTE opportunities. (Target Group: CTE) (Strategic Priorities: 3)	Assistant Principal(s), Principal, Superintendent(s)	annually	(L)Region 7	Criteria: annual audit 08/30/24 - Completed (S)
3. Annually maintain or increase CTE enrollment. (Target Group: CTE) (Strategic Priorities: 3)	Assistant Principal(s), Principal	annually		Criteria: CCMR data reports 08/30/24 - Completed (S)

UNION GROVE J H

Goal 2. Faculty & staff recruitment, retention, & capacity building.

Objective 1. Retaining great staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Intentional leadership support & incentives. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Superintendent(s)	ongoing	(L)Local Funds	Criteria: Faculty & staff surveys (overall satisfaction) 08/30/24 - Completed (S)
2. Implement Teacher Advisory Team to incorporate staff in engagement and decision making (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Superintendent(s), TAC Team	ongoing -once each 9 week		Criteria: feedback and input from TAC 09/18/24 - On Track

UNION GROVE J H

Goal 2. Faculty & staff recruitment, retention, & capacity building.

Objective 2. Recruit highly qualified staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Intentional district marketing at job fairs & local colleges. (Strategic Priorities: 1)	Assistant Principal(s), Principal, Superintendent(s)	ongoing	(L)Local Funds	Criteria: Faculty & staff credentials 09/17/24 - Completed (S)
2. Online applications through Region 7 (Strategic Priorities: 1)	Assistant Principal(s), Principal, Superintendent(s)	ongoing	(L)Region 7	Criteria: applicant pool 09/18/24 - On Track (S)
3. Review benefit & incentive packages annually & advertise these through various outlets. (Strategic Priorities: 1)	Assistant Principal(s), Principal, Superintendent(s), TAC Team	annually		Criteria: annually

UNION GROVE J H

Goal 2. Faculty & staff recruitment, retention, & capacity building.

Objective 3. Capacity building for all staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet with all incoming 7th graders in the spring to inform them of opportunities for participation. (athletics, band, theater, UIL, etc.) (Target Group: 7th)	Principal	spring		
2. Increase UIL participation. Encourage and celebrate UIL participation in all areas. Provide opportunity and time for UIL practice and recognition and rewards for participation. (Target Group: All,7th ,8th)	Assistant Principal(s), Principal, Teacher(s)	ongoing	(L)Local Funds	09/25/19 - Pending
3. Provide a variety of opportunities for students to compete, perform and serve throughout the year. (Target Group: All,7th ,8th)	Assistant Principal(s), Principal, Teacher(s)	ongoing		09/25/19 - Pending
4. Strive to create a 'team' culture in extracurricular activities & teach leadership, communication, collaboration. Encourage and recognize student participation and leadership. Meet with program leaders weekly to collaborate and discuss potential scheduling conflicts and resolutions as well as ways to support each others programs. (Target Group: All,7th ,8th)	Teacher(s)	ongoing		09/26/19 - Pending (S)
5. Provide tours for incoming 7th graders of band hall, athletic facilities, etc. (Target Group: All)	Principal, Teacher(s)	spring semester		
6. Seek opportunities to include elementary aged studens in programs at the JH/HS level (musicals, pre-game activities, plays, etc) to build unity and excitement for program involvement. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th)	Principal, Teacher(s)	ongoing		

UNION GROVE J H

Goal 3. Community engagement & partnerships

Objective 1. Parent engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus text blast & emails (Target Group: All)	Assistant Principal(s), Principal	ongoing		Criteria: Survey 09/18/24 - On Track (S)
2. Parent involvement activities	Assistant Principal(s), Principal	ongoing	(L)Local Funds	Criteria: Parent involvement 09/18/24 - Pending
3. Campus level committees (Target Group: All)	Assistant Principal(s), Principal	ongoing		Criteria: Committee involvement
4. Surveys	Assistant Principal(s), Principal	MOY & EOY		Criteria: survey responses 09/18/24 - On Track

UNION GROVE J H

Goal 3. Community engagement & partnerships

Objective 2. Community engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure community & businesses have opportunities to participate in district level activities	Assistant Principal(s), Principal, Superintendent(s)	ngoing		Criteria: Involvement from business & community 09/18/24 - Some Progress
2. Invite local community members to speak to students and/or staff.	Assistant Principal(s), Counselor, Principal	ongoing		Criteria: Community member involvement on campus 09/18/24 - Some Progress
3. Homecoming activities, veterans day, pre-game activities, etc.	Assistant Principal(s), Principal, Superintendent(s)	ongoing		Criteria: Attendance at events 09/18/24 - Some Progress

UNION GROVE J H

Goal 4. Fiscal & Operational Systems

Objective 1. Strategic allocation of resources

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Internal budget information & data review (Target Group: All,AtRisk)	Assistant Principal(s), Principal	ongoing	(O)Attendance records	Criteria: data comparisons for each marking period
2. Budget workshops	Board of Trustees, Business Manager, Principal, Superintendent(s)	annually		Criteria: creating campus level budget
3. Ensure student data is correct in Skyward	Assistant Principal(s), Attendance clerk, PEIMS Coordinator, Principal	ongoing		Criteria: comparing student data 09/18/24 - Completed

UNION GROVE J H

Goal 4. Fiscal & Operational Systems

Objective 2. Internal Controls

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. FIRST rating (Target Group: All)	Business Manager	annually		Criteria: Annual FIRST Rating report 09/18/24 - Completed (S)
2. Preliminary FIRST reports to BOE	Business Manager	annually		Criteria: Preliminary report 09/18/24 - Completed
3. Communicate fiscal manual	Assistant Principal(s), Business Manager, Principal	ongoing		Criteria: Fiscal manual compliance

UNION GROVE J H

Goal 4. Fiscal & Operational Systems

Objective 3. Well maintained facilities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Report maintenance needs for preventative maintenance	Assistant Principal(s), Principal	ongoing		

UNION GROVE J H Site Base

Name	Position
Trent, Landon	JH/HS PRINCIPAL
Burns, Tina	JH TEACHER
Winn, Jill	JH TEACHER
Shafer, Josh	CTE Teacher
Smith, Kimber	HS TEACHER
Baker, RHONDA	HS TEACHER
Childress, Amanda	JH/HS ASST PRINCIPAL
APPLEGATE, JENNIFER	COUNSELOR-NON TEACHER

UNION GROVE J H
Union Grove JH CIP 2025-2026
2025/2026

The Home of Lion Pride!

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trentl@ugisd.org