TORNILLO INDEPENDENT SCHOOL DISTRICT

INNOVATING – EMPOWERING – THRIVING

Agenda for Board of Trustees Meeting
Tornillo Independent School District

Meeting Date: Wednesday, January 22, 2025
Meeting Type: Regular
Meeting Time: 5:30 PM
Meeting Location: W.E. Neill Service Center, 19210 Cobb, Tornillo, TX 79853

Disclaimer

This meeting will be conducted in accordance with the Texas Open Meetings Act; hence, the **public is welcomed and invited to attend**. When necessary, the Board may enter into ***closed session*** under the authority of Chapter 551 of the Texas Government Code.

Public comments related to the agenda items listed for this meeting shall be handled as follows: If you would like to sign up for public comment, please submit the following information to aguilarr@tisd.us: (1) your name, (2) contact information, and (3) specify the item(s) you would like to comment upon prior to the board's deliberation. For more information about public comment, see Policy BED.

All voting will be done in open session.

Items on the Agenda: The subjects (order may be changed) to be discussed, considered, or upon which any formal action may be taken are listed below.

1. **(OTHER) First Order of Business**
   Ms. Marlene Bullard, Board President
   A. Establish a quorum and call the meeting to order
   B. Pledge of Allegiance to the United States
   C. District Mission and Vision
2. **(OTHER) Superintendent's Report**
   Mrs. Rosa Vega-Barrio, Superintendent
3. **(OTHER) District Recognitions**
   A. School Board Recognition Month
      TISD Students
   B. National School Counselor Week (Feb. 3-7, 2025)
      TISD Students
   C. Introduction of New Staff
      Ms. Lizeth Carroll, HR / Compliance Director
4. **(OTHER) Open Forum**
   Ms. Marlene Bullard, Board President
5. **Lone Star Governance**
   A. **Student Outcome Monitoring:**
      1. Goal 1 - GPP 1.3 & Goal 2 - GPM 2.3 4
         Mr. Alejandro Olvera, THS Principal
      2. 3rd-8th Grade STAAR Interim Data 5
         Mrs. Myrna Lopez, PK-8 Principal
   B. 2024-2025 Migrant Education Program (MEP) Fall Semester 28
      Ms. Lizeth Carroll, HR / Compliance Director
   C. Tornillo PK-8 Climate Survey - Fall 2024 1

Mrs. Maria Morales, PK-8 Assistant Principal

D. Tornillo PK-8 Attendance Report 285
Mrs. Maria Morales, PK-8 Assistant Principal

E. Tornillo High School Climate Survey - Fall 2024 291
Mr. Alejandro Olvera, THS Principal

F. Tornillo High School Attendance Report - Fall 2024 403
Mr. Alejandro Olvera, THS Principal

G. TAPR Report - Public Hearing: Statute, TEC 39.306 404
Mr. Luis Garcia, District Data Fellow

H. (Accountability 1) Review Board's Time Use Tracker 503
Ms. Marlene Bullard, Board President

6. **(ADVOCACY) Community Engagement on Student Outcome Goals**
Ms. Marlene Bullard, Board President

7. **(VISION Y) Information / Reports / Presentations**

A. Financial Reports-Information Only 505
Mr. Luis M. Guerra, Director of Finance

B. Quarterly Investment Report - Quarter Ending December 31, 2024 526
Mr. Luis M. Guerra, Director of Finance

C. Mid-Year Human Resources Department Update 538
Ms. Lizeth Carroll, HR / Compliance Director

D. PowerSchool Cybersecurity Incident 547
Mr. Carlos Garcia, Technology Director

E. Discussion and Update Regarding TASB from Region 19 Director, M. Bullard
Ms. Marlene Bullard, Board President

8. **(VISION Y) Board Items**

A. Discussion and Possible Action Regarding Fiscal 2023-2024 Audit (Annual Financial and Compliance 568
Reports for Year Ended August 31, 2024)
Ms. Shelly J. Ruddock, Gibson, Ruddock & Patterson LLC CPA

B. Consider Approval of E-Rate RFP Bid Award 707
Mr. Carlos Garcia, Technology Director

C. Consider Approval of Adult Education Literacy Grant Agreement with Socorro ISD 713
Mrs. Loretta Aguilar, Instructional Specialist - Technology

D. Purchases > $25,000 threshold - Authorization

1. Consider Approval of E-Rate Category 2 Internal Connections 721
Mr. Carlos Garcia, Technology Director

9. **(STRUCTURE) Consent Agenda**
(All items on the Consent Agenda shall be acted upon by one vote without separate discussion, unless a Board Member requests that an item be withdrawn for individual consideration)

A. Consider Approval of Minutes from Previous Meetings:

1. Regular Board Meeting Minutes - November 20, 2024 726
2. Special Board Meeting Minutes - December 3, 2024 731

B. Consider Approval of Donations 733
Mr. Luis M. Guerra, Director of Finance

C. Consider Approval of Disposal - Technology Equipment and Other 741
Mr. Carlos Garcia, Technology Director

D. Consider Approval of 2025-2026 Budget Timeline 747
Mr. Luis M. Guerra, Director of Finance

E. Consider Approval of School Board Member / Superintendent Continuing Education Services 748
Agreement with ESC Region 19 2024-2025
Mrs. Rosa Vega-Barrio, Superintendent

10. **Next Meeting Tentative Date:** February 26, 2025

Adjournment of the Meeting

Rosa Vega-Barrio
Superintendent of Schools

Algebra Fall Benchmark				
	# of students	App	Meets	Masters
THS	47	87.23	59.57	36.17
JH	9	100	100	55.56

2024 EOC Results		# of Re-testers for Spring 2025
Algebra I	No re-testers in Fall	0
Eng I	27	20
Eng II	18.7	13
Biology	40	3
US History	100	0

TORNILLO
EARLY COLLEGE
DISTRICT

Tornillo PK-8
Fall Interim Results

At-a-Glance
8th-3rd Grade

Lone Star Governance

fppt.com

Fall Interim Results Change 3rd_8th Grade

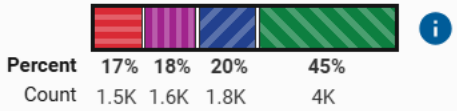
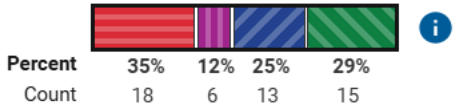
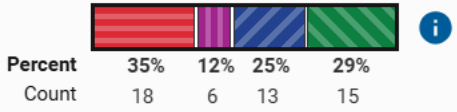
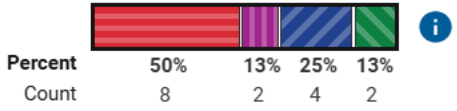
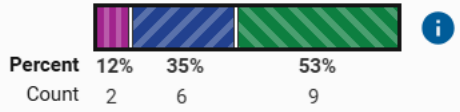
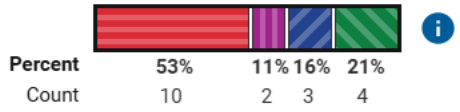
Math Interim

	Did Not Meet			Approaches			Meets			Masters		
Grade	23-24	24-25	Change	23-24	24-25	Change	23-24	24-25	Change	23-24	24-25	Change
3rd		52%	52%		6%	6%		24%	24%		18%	18%
3rd (Sp)	6 students	83%	83%		0%	0%		17%	17%		0%	
4th		47%	47%		18%	18%		12%	12%		24%	24%
5th	49%	45%	-4%	13%	29%	16%	22%	14%	-8%	15%	12%	-3%
6th	40%	54%	14%	14%	17%	3%	20%	17%	-3%	25%	13%	-12%
7th	60%	45%	-15%	16%	13%	-3%	9%	30%	21%	16%	13%	-3%
8th	71%	63%	-8%	13%	7%	-6%	13%	28%	15%	2%	2%	0%

Reading Interim

	Did Not Meet			Approaches			Meets			Masters		
Grade	23-24	24-25	Change	23-24	24-25	Change	23-24	24-25	Change	23-24	24-25	Change
3rd		5%	5%		5%	5%		32%	32%		59%	59%
3rd (Sp)		42%	42%		21%	21%		9%	9%		27%	27%
4th		22%	22%		35%	35%		4%	4%		39%	39%
4th (Sp)		48%	48%		9%	9%		21%	21%		21%	21%
5th	35%	24%	-11%	22%	19%	-3%	35%	5%	-30%	9%	51%	42%
5th (Sp)	13 students	85%	85%		8%	8%		0%			8%	8%
6th	24%	28%	4%	24%	10%	-14%	19%	18%	-1%	33%	45%	12%
7th	58%	33%	-25%	11%	33%	22%	16%	9%	-7%	16%	41%	25%
8th	76%	35%	-41%	7%	12%	5%	11%	25%	14%	7%	29%	22%

8th Grade Reading Interim Results

		Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score
ESC		9029			1672
District		52			1609
Campus		52			1609
Grade 8		16	94% (16/17)		1550
Grade 8		17	94% (17/18)		1717
Grade 8		19	100% (19/19)		1561

8th Math Interim Results

Roster	Teacher	Total	Total				1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score				
ESC			9713		Percent: 38% 7% 20% 35% Count: 3.6K 673 2K 3.4K	1751				
District			43		Percent: 63% 7% 28% 2% Count: 27 3 12 1	1696				
Campus			43		Percent: 63% 7% 28% 2% Count: 27 3 12 1	1696				
Grade 8 -			16	94% (16/17)	Percent: 69% 31% Count: 11 5	1689				
Grade 8 -			8	44% (8/18)	Percent: 50% 25% 25% Count: 4 2 2	1721				
Grade 8 -			19	100% (19/19)	Percent: 63% 5% 26% 5% Count: 12 1 5 1	1691				

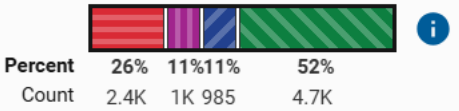
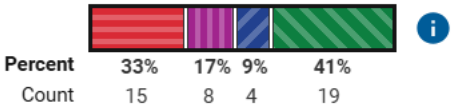
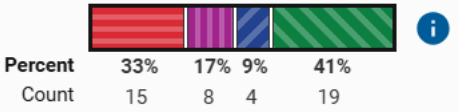
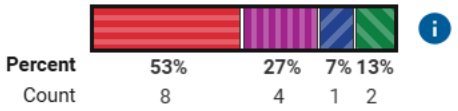
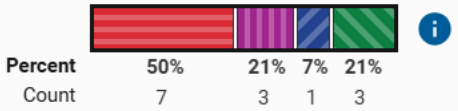
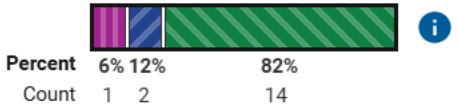
8th Social Studies Interim Results

Roster	Teacher	Total	Total				1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score				
ESC			733		Percent 54% 19% 7% 21% Count 393 139 50 151	3530				
District			53		Percent 57% 21% 11% 11% Count 30 11 6 6	3463				
Campus			53		Percent 57% 21% 11% 11% Count 30 11 6 6	3463				
Grade 8 -			16	94% (16/17)	Percent 56% 31% 13% Count 9 5 2	3350				
Grade 8 -			18	100% (18/18)	Percent 28% 28% 22% 22% Count 5 5 4 4	3749				
Grade 8			19	100% (19/19)	Percent 84% 5% 11% Count 16 1 2	3288				

8th Grade Science Interim Results

Roster	Teacher	Total	Total				1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score				
ESC			565		Percent: 39% 25% 19% 18% Count: 219 142 105 99	3610				
District			52		Percent: 67% 17% 10% 6% Count: 35 9 5 3	3394				
Campus			52		Percent: 67% 17% 10% 6% Count: 35 9 5 3	3394				
Grade 8			16	94% (16/17)	Percent: 81% 19% Count: 13 3	3303				
Grade 8			17	94% (17/18)	Percent: 41% 12% 29% 18% Count: 7 2 5 3	3665				
Grade 8			19	100% (19/19)	Percent: 79% 21% Count: 15 4	3228				

7th Grade Reading Interim Tes

Roster	Teacher	Total	Total			
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score
ESC			9031			1640
District			46			1600
Campus			46			1600
Grade 7 -			15	100% (15/15)		1503
Grade 7 -			14	93% (14/15)		1553
Grade 7 -			17	94% (17/18)		1723

7th Math Interim

Roster	Teacher	Total	Total				1. Probability and Numerical Representations	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score				
ESC			2812		Percent 42% 18% 23% 16% Count 1.2K 507 653 460	1679				
District			47		Percent 45% 13% 30% 13% Count 21 6 14 6	1686				
Campus			47		Percent 45% 13% 30% 13% Count 21 6 14 6	1686				
Grade 7 -			15	100% (15/15)	Percent 60% 20% 20% Count 9 3 3	1648				
Grade 7 -			15	100% (15/15)	Percent 73% 13% 13% Count 11 2 2	1635				

6th Grade Reading Interim Test

Roster	Teacher	Total	Total				1. Reading	2. Writing
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score		
ESC			8419		Percent 20% 13% 20% 47% Count 1.7K 1.1K 1.7K 4K	1598		
District			40		Percent 28% 10% 18% 45% Count 11 4 7 18	1585		
Campus			40		Percent 28% 10% 18% 45% Count 11 4 7 18	1585		
Grade 6 -			19	95% (19/20)	Percent 58% 16% 11% 16% Count 11 3 2 3	1481		
Grade 6 -			21	100% (21/21)	Percent 5% 24% 71% Count 1 5 15	1680		

6th Grade Math Interim

Roster	Teacher	Total	Total				1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score				
ESC			8352		Percent 29% 24% 19% 28% Count 2.4K 2K 1.6K 2.3K	1645				
District			41		Percent 54% 17% 17% 12% Count 22 7 7 5	1588				
Campus			41		Percent 54% 17% 17% 12% Count 22 7 7 5	1588				
Grade 6 -			20	100% (20/20)	Percent 85% 10% 5% Count 17 2 1	1519				
Grade 6 -			21	100% (21/21)	Percent 24% 24% 29% 24% Count 5 5 6 5	1654				

5th Grade Reading Interim Results - English

Roster	Teacher	Total	Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score	1. Reading	2. Writing
ESC			8951		Percent 19% 17% 9% 54% Count 1.7K 1.6K 848 4.9K	1569		
District			37		Percent 24% 19% 5% 51% Count 9 7 2 19	1551		
Campus			37		Percent 24% 19% 5% 51% Count 9 7 2 19	1551		
Grade 5			23	100% (23/23)	Percent 22% 13% 65% Count 5 3 15	1569		
Grade 5			23	100% (23/23)	Percent 22% 13% 65% Count 5 3 15	1569		

5th Grade Reading – Spanish Interim Results

Roster	Teacher	Total	Total				1. Reading	2. Writing
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score		
ESC			651		Percent 46% 12% 12% 30% Count 298 79 80 194	1439		
District			13		Percent 85% 8% 8% Count 11 1 1	1334		
Campus			13		Percent 85% 8% 8% Count 11 1 1	1334		
Grade 5 -			13	100% (13/13)	Percent 85% 8% 8% Count 11 1 1	1334		

5th Grade Math Interim Results – English

Roster	Teacher	Total	Total				1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score				
ESC			9030		Percent: 26% 20% 23% 31% Count: 2.3K 1.8K 2.1K 2.8K	1541				
District			49		Percent: 45% 29% 14% 12% Count: 22 14 7 6	1474				
Campus			49		Percent: 45% 29% 14% 12% Count: 22 14 7 6	1474				
Grade 5			23	100% (23/23)	Percent: 39% 22% 22% 17% Count: 9 5 5 4	1490				
Grade 5 -			12	92% (12/13)	Percent: 75% 25% Count: 9 3	1419				
Grade 5 -			14	100% (14/14)	Percent: 29% 43% 14% 14% Count: 4 6 2 2	1497				

**1 student tested in Spanish. Student did not meet

5th Science Interim Results

Roster	Teacher	Total	Total				1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score				
ESC			706		Percent: 42% 40% 11% 7% Count: 294 283 78 51	3451				
District			45		Percent: 62% 33% 2% 2% Count: 28 15 1 1	3276				
Campus			45		Percent: 62% 33% 2% 2% Count: 28 15 1 1	3276				
Grade 5			11	84% (11/13)	Percent: 91% 9% Count: 10 1	3078				
Grade 5			12	85% (12/14)	Percent: 75% 25% Count: 9 3	3223				
Grade 5			22	95% (22/23)	Percent: 41% 50% 5% 5% Count: 9 11 1 1	3403				

***1 student tested in Spanish. Did Not Meet.

4th Reading Interim Results – English

Roster	Teacher	Total	Total				1. Reading	2. Writing
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score		
ESC			8446		Percent 22% 23% 11% 44% Count 1.8K 1.9K 953 3.8K	1499		
District			23		Percent 22% 35% 4% 39% Count 5 8 1 9	1495		
Campus			23		Percent 22% 35% 4% 39% Count 5 8 1 9	1495		
4th -			14	100% (14/14)	Percent 21% 29% 50% Count 3 4 7	1518		
4th -			7	35% (7/20)	Percent 29% 43% 14% 14% Count 2 3 1 1	1453		
4th -			2	10% (2/20)	Percent 50% 50% Count 1 1	1477		

4th Reading Interim Results – Spanish

Roster	Teacher	Total	Total				1. Reading	2. Writing
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score		
ESC			1133		Percent 47% 18% 11% 25% Count 531 200 120 282	1343		
District			33		Percent 48% 9% 21% 21% Count 16 3 7 7	1334		
Campus			33		Percent 48% 9% 21% 21% Count 16 3 7 7	1334		
4th -			15	75% (15/20)	Percent 60% 13% 13% 13% Count 9 2 2 2	1316		
4th -			17	85% (17/20)	Percent 35% 6% 29% 29% Count 6 1 5 5	1358		

4th Math Interim Results- English

Roster	Teacher	Total	Total				1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score				
ESC			8659		Percent: 40% 17% 10% 33% Count: 3.5K 1.4K 848 2.9K	1423				
District			51		Percent: 47% 18% 12% 24% Count: 24 9 6 12	1397				
Campus			51		Percent: 47% 18% 12% 24% Count: 24 9 6 12	1397				
4th -			14	100% (14/14)	Percent: 43% 14% 7% 36% Count: 6 2 1 5	1435				
4th -			19	95% (19/20)	Percent: 58% 16% 16% 11% Count: 11 3 3 2	1366				
4th -			18	90% (18/20)	Percent: 39% 22% 11% 28% Count: 7 4 2 5	1402				

***3 students tested Spanish. 3 out of 3 Did Not Meet.

3rd Reading Interim Results – English

Roster	Teacher	Total	Total				1. Reading	2. Writing
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score		
ESC			8095		Percent 26% 13% 20% 41% Count 2.1K 1.1K 1.6K 3.3K	1401		
District			22		Percent 5% 5% 32% 59% Count 1 1 7 13	1450		
Campus			22		Percent 5% 5% 32% 59% Count 1 1 7 13	1450		
3rd -			22	100% (22/22)	Percent 5% 5% 32% 59% Count 1 1 7 13	1450		

3rd Reading Interim Results – Spanish

Roster	Teacher	Total	Total				1. Reading	2. Writing
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score		
ESC			1309		Percent 39% 21% 11% 29% Count 508 273 150 378	1294		
District			33		Percent 42% 21% 9% 27% Count 14 7 3 9	1290		
Campus			33		Percent 42% 21% 9% 27% Count 14 7 3 9	1290		
3rd -			17	94% (17/18)	Percent 47% 18% 12% 24% Count 8 3 2 4	1298		
3rd -			16	94% (16/17)	Percent 38% 25% 6% 31% Count 6 4 1 5	1281		

3rd Math Interim Results - English

Roster	Teacher	Total	Total				1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score				
ESC			8259		Percent 46% 16% 15% 23% Count 3.8K 1.3K 1.2K 1.9K	1316				
District			50		Percent 52% 6% 24% 18% Count 26 3 12 9	1291				
Campus			50		Percent 52% 6% 24% 18% Count 26 3 12 9	1291				
3rd			16	88% (16/18)	Percent 75% 6% 6% 13% Count 12 1 1 2	1248				
3rd			22	100% (22/22)	Percent 32% 45% 23% Count 7 10 5	1331				
3rd			12	70% (12/17)	Percent 58% 17% 8% 17% Count 7 2 1 2	1275				

3rd Math Interim Results- Spanish

Roster	Teacher	Total	Total				1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
			Student Count	Test Completion Rate	Predicted STAAR Performance	Average Scale Score				
ESC			927		Percent: 58% 18% 13% 11% Count: 534 166 123 104	1284				
District			6		Percent: 83% 17% Count: 5 1	1192				
Campus			6		Percent: 83% 17% Count: 5 1	1192				
3rd ·			2	11% (2/18)	Percent: 100% Count: 2	1046				
3rd ·			4	23% (4/17)	Percent: 75% 25% Count: 3 1	1265				

Tornillo PK-8 Next Steps

Areas of Strength

-Decrease of “Did Not Meet” scoring students for 7th & 8th Grade in Math

-Decrease of “Did Not Meet” scoring students for 7th & 8th Grade in Reading

-Increase of “Meets” scoring for 7th & 8th Grade Math

-6th Grade Math & Reading – increase of students that “Did Not Meet”

-5th Grade reading- increase of students scoring “Masters”

-Areas of Concern

--6th Grade Math & Reading – increase of students that “Did Not Meet”

-8th Grade Science “Did Not Meet” is significantly higher than the region

-5th Grade Science “Did Not Meet” is higher than the region

Instructional Next Steps

- After school Tutoring
- Saturday Camps
- Targeted Intervention Groups for 5th-8th Grade for Reading & Math
- Instructional Coaches are Coteaching with Teachers (3rd-8th Grade)
- Student Goal Setting

-Reading Amplify Curriculum (Lesson Internalization & delivery)

-Math Carnegie Curriculum (Lesson Internalization & delivery)

-Working with Amplify and Carnegie for additional math and reading support

-Station Rotation Model All content areas

Tornillo Independent School District
2024 Fall Semester Migrant Education Program Report
Education Service Center Region 19

Program Staff

Barbara Amaya, *Migrant Education Director*
Laura Zuniga, *Migrant Specialist*
Mayra Ojeda, *Migrant NGS Specialist*
Sonia Ornelas, *Migrant Recruiter*
Elizabeth Haro*, Migrant Instructional Specialist*
Olga Fernandez, *Migrant Administrative Assistant*
Manuel Aldaco, *Migrant Lead*

2024 – 2025 Migrant Student Count by Campus

School	Student Count
Tornillo Intermediate School	14
Tornillo Junior High School	5
Tornillo High School	7
*Residency only	3
**Early Withdrawal	2
Total Students	**31**

***1 two year old, 2 high school students residing in TISD and attending FISD**
****2 students withdrew early but still count towards district funding**

2024 – 2025 Migrant Student Count by Grade Level

Grade Level	Student Count	Priority for Service (PFS)
Age 2-5 Residency Only	1	**0**
Pre-kindergarten	1	**0**
Kindergarten	3	0
1st Grade	1	0
2nd Grade	1	0
3rd Grade	3	0
4th Grade	3	0
5th Grade	2	0
6th Grade	2	1
7th Grade	2	0
8th Grade	1	1
9th Grade	1	0
10th Grade	3	0
11th Grade	1	0
12th Grade	2	0
OSY	0	0
TOTAL	**27**	**2**

2025 Tornillo ISD MEP Budget Allocation Breakdown

Final Planning Amount & Reallocation	-25,543
Indirect 6.303%	1515
Payroll (salary & benefits)	19,443
6200	885
6300	1000
6400	2700

MEP STAFF	TISD SSA	ESC FUNDED
Barbara Amaya, MEP Director		x
Laura Zuniga, MEP Specialist		x
Mayra Ojeda, MEP TX-NGS Spec		x
Olga Fernandez, Admin Asst		x
Sonia Ornelas, MEP Recruiter	15%	
Elizabeth Haro, Instructional Specialist (*Effective Spring Semester 2025*)	15%	x
Manuel Aldaco, MEP Lead		x

2024 Fidelity of Strategy Implementation (FSI)

Goal Area 1: Reading and Math
Goal Area 2: School Readiness
Goal Area 3: High School Graduation/OSY
Goal Area 4: Non-Instructional Support Services

Initial meeting with district and campus leaders identified the following as first-semester goals:

Goal Area 1: Reading and Mathematics	Implementation
Coordinate/provide needs-based supplemental reading and or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during regular and summer terms	● Coordination with counselors/teachers ● Grade checks ● Information for parents/students on MEP supplemental instruction ● Parent contacts ● Progress monitoring ● Student meetings ● Classroom schedules ● Reading/math assessment results ● Texas reading and math standards ● Pre-Test math/reading

	● Differentiated instruction based on student learning needs. ● Materials/resources for use in the home ● Parent/teacher conferences ● Supplemental instruction in person during the school day.
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics	● Coordination with teachers ● Grade checks ● Materials/resources for use in the home ● Student meetings ● Supplemental instructional support (tutoring on an individual and/or small group basis) ● Supplies/materials to support literacy/math ● Classroom schedules ● Service records ● Texas reading and math standards ● Books/bilingual books ● Information for parents/students on MEP supplemental instruction
Goal Area 2: School Readiness	**Implementation**
Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services.	● Promote early learning initiatives/programs ● Support parents with enrolling their children in early childhood programs ● Support early reading
Goal Area 3: High School Graduation/OSY	**Implementation**
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY, including late enrollments and early withdrawal students.	● Academic review with student discussion ● Advocate on behalf of migratory students with school staff to make up coursework ● Counseling/counselor visits ● Enrichment activities ● Student meetings/support ● Tutoring ● Transcripts recording of data ● Parent/family communication ● Provide state assessment test prep/tutoring ● Supplies/materials

	● Review student records and academic coursework for awarding partial course credits ● Attendance records ● Classroom schedules ● Documentation of instructional services ● Progress monitoring records ● Progress reports ● Student participation records
Goal Area 4: Non-Instructional Support Services	**Implementation**
Coordinate/provide training for parents to empower them to access and use resources/services to address the identified needs to their child	● Collaboration with community agencies ● Coordinate with school/district programs and other service providers to provide training to migratory parents to address the identified needs of their children ● Face-to-face meetings with liaison/MEP staff ● Home visits ● MEP/LEA staff attend scheduled events to offer support/advocacy for parents ● Parent Flyers ● Parent ESC 19 information sessions ● Parent Liaison ● Parent meetings ● Parent nights ● Phone calls ● Provide information and training to parents about resources/services to address the identified needs to the child ● Resources provided to parents ● Parent liaison call/home visit log ● Parent survey ● Parent training evaluations ● Parent training materials ● Book Study ● Parent training schedules, agendas, sign-in sheets ● Participation records

	● Service records/documentation ● Student progress reports ● HEP/GED Referrals ● AMET (MEP State Conference Resources)

Instructional Support: Student Learning Documentation

MEP Instructional Officers provide supplemental instruction based on MEP goals. As noted in the MEP Fidelity of Strategy Implementation (FSI) rubric, math, reading and integrated writing have been a center of focus. Instructional officers have prioritized this area and continue to use data-driven resources to provide intervention sessions. A combination of push-in and pull-out models have been implemented throughout the district.

Instructional Activities

Tornillo ISD Open House

The Migrant Education team attended Tornillo ISD Report Card Night, respectively. Parents were contacted and informed to partake in a conference with MEP representatives for the purposes of assessing grades and creating action steps for students to ensure student success. Collaboration with LEA personnel and administration was made and MEP information tables were made available.

Continuous Progress Monitoring

The Migrant Education team continually progress monitors students' grades, absences, and discipline reports. This is a fundamental practice in the everyday processes of the program. Wraparound services are coordinated when required. Circles of support are created to ensure students are progressing effectively throughout the school year.

Region 19 Student Leadership Conference

On November 14th, 2024, the ESC Region 19 hosted this year's Region 19 Student Leadership Conference. The theme centered on the word "REPRESENT". Keynote speakers focused their topics on resiliency, empowerment, social justice, and the continual importance of education as a marker for opportunity. The conference involved local speakers—Cinta de Oro (former WWE World Champion), Roger Argenis (Founder of Sound Stage 9), Eduardo Nava (Professional Development Consultant in Counseling), and a student panel composed of program graduates and moderated by Gabi Camacho. It

was a full-day event, and the feedback received showcased the power of the conference in enhancing their social-emotional state and upcoming academic plans.

Continuous Supplemental Instructional Support
Continuous opportunities for academic student support and family services/resources are provided by the program. Our students in the migratory program received continuous supplemental instruction and progress monitoring throughout the fall semester.

Intersession Academic Supplemental Support (First week of October 2024)

- High School: Supplemental instructional camps focused on literacy with opportunities to participate in research activities. These 3-day camps allowed the students to use their prior knowledge on reliable sources and composing a biography comic-strip based on the person they chose to research.

Scholarship Writing Workshop
On October 30th, seniors were invited to participate in an all-day scholarship writing workshop. The workshop was composed of the following:

- Carlos Escobar : Campus Counselor and Special Guest : spoke about the importance of senior checklist, scholarships, and graduation pathway options
- Martha Nino: Senior Marketing Manager at ADOBE and Diversity and Inclusion : guided students in pre-writing activity using the H.E.A.R.T. method (hurt, experience, appreciation, remember, and transfer)
- Following Martha Nino, the instructional staff used the HEART method to facilitate the rest of the scholarship essay workshop in completion of a full essay ready to be used when applying to multiple scholarships.

Social-Emotional Support
Instructional sessions provided by MEP Instructional Officers embeds a social-emotional support structure to their lessons. The aim is to continue to fuse instructional expectations with lessons that address the mental well-being of students. This best practice has served to provide multiple opportunities for student academic growth and positive relationship-building.

Technical Support
The MEP team provides technical support to the district, and families served under the program. Supporting district policies and procedures, our MEP team conducts ‘check-ins’ with families to ensure any barriers that may arise are addressed and action planned by all stakeholders.

Upcoming Student Activities:

College, Career, and Military Fair
High school students are invited to the College, Career and Military Fair on January 29th. Students and parents will be assisted with applying for FSA ID, and receive information from community college, career and military vendors to help support higher education. Service providers, community agencies, higher education institutions, local trades, and law enforcement agencies will share information with students and parents/guardians. Students will be provided a range of opportunities for our students to engage with potential next steps and career planning.

Spring and Summer Supplemental Camps

Three-day supplemental instruction camps (K-12) will be provided during the spring intersession and summer.

Commencement Ceremony
A region-wide celebration is hosted at the ESC Region 19 Starlight Event Center. Graduating seniors and two guests are invited to an all-day commencement celebration ceremony. Ms. Martha Nino will be this year's keynote speaker. Student and parent breakout sessions will be conducted. Borderplex Workforce Solutions is a sponsor of this celebration which provides representation from employers and paid internship opportunities, for both graduating high school seniors and parents.

Texas New Generation System (TX-NGS) and Identification and Recruitment (ID&R)

The implementation of required data procedures and quality assurance are aligned with the requirements of the Elementary and Secondary Education Act (ESSA), as amended by the Every Student Succeeds Act (ESSA) of 2015, Title I, Part C. ESCs that operate a Shared Service Agreement (SSA) are responsible for TX-NGS and MSIX required activities.

Required Activities (completed)

- Residency Verification (September 1 - November 1)
- Student data entered into TX-NGS
- New/Renew COEs
- Follow-up on family and student updates

Migrant Education Parental Involvement

Parent Advisory Council (PAC)
The role of the PAC is to lead the planning, implementing, and assessment of the Tornillo ISD's Migrant Education Program for the empowerment of migrant students and families. Educational resources and services are brought forth to all PAC meetings in the quest for equity and sustainability. The Tornillo ISD PAC focuses their efforts on representing the needs of all community migrant families as well as the strengths these families can bring to the school community.

TORNILLO ISD PAC Elected Officials
President: Ms. Luz Salazar
Vice-President: Mr. Ruthman Ramirez
Secretary: Mr. Nancy Marin
Parliamentary: Mr. Sandra Salazar

PAC meetings

- August 19, 2024: *Election of MEP Parent Advisory Council Officers, PAC By-laws process, identify barriers and best practices. Meaningful Consultation: Need assessments and Building Capacity topics.*
- *September 12, 2024: PAC Officer introduction; Meaningful Consultation one by one parent.*
- December 4, 2024: *Positive Parenting by Project Vida Presenter, MEP Topics: STAAR, Graduation Plan/Credits, reading strategies that can be integrated at home.*

Parent Activities
The following activities/services have taken place at Tornillo ISD:

- El Paso Health Fair (July 16, 2024)
- School supplies distribution (July 16, 2024)
- Tornillo event/MEP Sessions (September 16th,2024)
- Tornillo Intermediate Open House (September 18, 2024)
- Residency Verification (September 1 - November 1, 2024)
- Intersession camps (September 30 - October 2,2024)
- Empowering Perceptions Conference (October 29, 2024)
- Recruitment and identification protocols at Tornillo agricultural sites (ongoing) Six new families/ten students in this semester
- Fall Special Programs Parent Conference (September 16, 2024)
- Coffee with the Parents (November 19, 2024)
- Thanksgiving Food Basket Distribution (November 22, 2024)
- Coach jackets donation distribution (December 4, 2024)
- Blankets and Toys donation distribution (December 16, 2024)

School Readiness
Coordinate with Head Start personnel and parents of eligible children with facility tours. Support parents with enrolling their children in early childhood programs.

Referrals and Support Services
Referrals are made to MEP staff regarding students and families experiencing hardship/challenges. For students, academic and/or behavioral challenges are intervened with the goal of finding solutions that will eliminate academic barriers. For households experiencing hardship, referrals are made to community agencies and/or educational stakeholders to assist families.

Next Steps (second semester)

- **Instructional Support**
    - Continuous opportunities for academic student support and family services/resources
    - Continuous supplemental instruction and progress monitoring
    - March Intersession
        - *Elementary School Students*: book study; family engagement activities
        - *Middle School Students*: book study; family engagement activities
    - Scholarships: Assistance for completion of (CAMP) College Assistance Migrant Program application. Senior Scholarship applications completion assistance: Association Migrant Educators of Texas (AMET), Association for Compensatory Educators of Texas (ACET), National Association for Directors of Migrant Educators (NASDME).
    - Preparation for Summer Supplemental Camps
- **Parental Support**
  Continuous support for growth of the PAC elected officials, and opportunities for our parents to attend relevant parental empowerment conferences.
- **Identification and Recruitment**
  Ongoing recruitment and identification efforts in place.

Student Outcomes

BOY Climate Survey Fall 2024
Tornillo PK-8th
Staff & Student & Family Climate Survey

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Introduction & Purpose

- Research has shown that positive school climate is an important protective factor for children, helping to mitigate the negative impact of stressors and support resilience.
- A positive school climate has been shown to be associated with students reporting fewer risk-taking behaviors, fewer discipline issues, lower rates of bullying and victimization, fewer depressive symptoms, and greater self-esteem.
- A positive school climate also contributes to improved academic outcomes, increased motivation to learn, lower absenteeism, and higher graduation rates. A positive school climate also impacts educators; it is associated with lower emotional exhaustion, greater feelings of accomplishment, and improved retention. As a concept that is so important to the positive development of students, it is critical for schools to regularly measure school climate and utilize results in planning for universal (Tier 1) school interventions

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Student Survey Subscales

- The Elementary Student Survey includes 26 items across 8 conceptual subscales and the Secondary Student Survey includes 39 items across 9 conceptual scales.
- The School Personnel Survey includes 52 items across 12 conceptual subscales and the
- Parent / Caregiver Survey includes includes 37 items across 10 conceptual subscales.
- Since school climate factors vary between schools within the same district, school personnel who work across multiple participating schools and family members with children at multiple participating schools are asked to complete a survey for each school. Table 1 below describes the subscales in the Secondary Student Survey.

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Student Survey Subscales

Table 1: Secondary Student Survey Subscales

Subscale	Description
School Connectedness & Belonging	Students' perceptions of how well they fit in and whether they feel a sense of belonging at school.
Staff - Student Relationships	Students' perceptions of how much adults at school care about them and offer support.
Peer Relationships / Prosocial Behavior	Students' perceptions of how well students get along with peers and treat each other.
Family Involvement / Engagement	Students' perceptions of their caregivers' involvement with their education.
Academic Culture / Learning Environment	Students' perceptions of motivation to learn and academic expectations.
Physical Environment	Students' perceptions of how well their school is maintained.
Discipline & Behavioral Expectations	Students' perceptions of school rules and disciplinary practices.
School Safety	Students' perceptions of their own emotional and physical safety at school.
Peer Conflict & Bullying	Students' perceptions of negative peer interactions and response to bullying behaviors at school.
Substance Use	Students' perceptions of the degree to which students use alcohol, drugs and vaping products at school.

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Staff Survey Subscales

Table 1: School Personnel Subscales

Subscale	Description
Staff Connectedness & Morale	Staff perceptions of their connectedness to the school and positive morale among peers.
Administrative Support	Staff perceptions of communication and support between administrators and staff.
Staff-Student Relationships	Staff perceptions of the degree to which staff have developed supportive relationships with students and students show respect to teachers.
Peer Relationships / Prosocial Behavior	Staff perceptions of how well students get along with peers and treat each other.
Staff-Family Relationships	Staff perceptions of how staff communicate with family members and make them feel welcome at school.
Family Involvement / Engagement	Staff perceptions of how engaged families are in their child's education.
Physical Environment	Staff perceptions of how well the school is maintained.
Academic Culture / Learning Environment	Staff perceptions of students' motivation to learn and teachers' efforts to promote their academic success.
Discipline & Behavioral Expectations	Staff perceptions of rules and disciplinary practices at the school.
School Safety	Staff perception of their safety and that of students and the effectiveness of the school's safety measures.
Peer Conflict & Bullying	Staff perception of conflict, bullying, and cyberbullying behaviors at the school.
Substance Use	Staff perception of the degree to which students use alcohol, drugs and vaping products at school.

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Parent Survey Subscales

Table 1: Parent / Caregiver Survey Subscales

Subscale	Description
School Connectedness & Belonging	Parents' perceptions of how well their child fits in and feels connected to the school.
Staff-Student Relationships	Parents' perceptions of the degree to which staff have developed supportive relationships with their child and treat students fairly.
Staff-Parent Relationships	Parents' perceptions of how staff communicate with them and make them feel welcome at school.
Family Involvement / Engagement	Parents' perceptions of how involved they are in their child's education.
Physical Environment	Parents' perceptions of how well their child's school is maintained.
Academic Culture / Learning Environment	Parents' perceptions of their child's motivation to learn and teachers' efforts to promote their academic success.
Discipline & Behavioral Expectations	Parents' perceptions of rules and disciplinary practices at their child's school.
School Safety	Parents' perception of their child's safety at school and the effectiveness of the school's safety measures.
Peer Conflict & Bullying	Parents' perception of bullying and cyberbullying behaviors at their child's school.
Substance Use	Parents' perception of the degree to which students use alcohol, drugs and vaping products at school.

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Tornillo 3rd-5th –Student Survey

2 Areas of Strength

Staff - Student Relationships

226 Responses

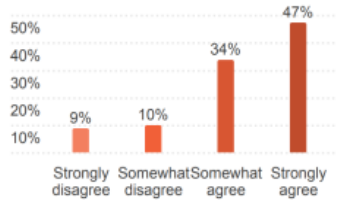
Field	Mean	Standard Deviation	Min	Max
Staff - Student	3.2	0.9	0.0	4.0

Staff - Student Relationships

43

Staff - Student Relationships

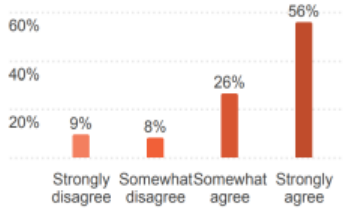
Adults at my school care about me.



224 Responses

Field	Mean	Standard Deviation	Min	Max
Adults at my school care about me.	3.2	0.9	1.0	4.0

I know an adult at school who will help me if I need it.



223 Responses

Field	Mean	Standard Deviation	Min	Max
I know an adult at school who will help me if I need it.	3.3	1.0	1.0	4.0

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Tornillo 3rd-5th –Student Survey

2 Areas of Strength

Academic Culture / Learning Environment

226 Responses

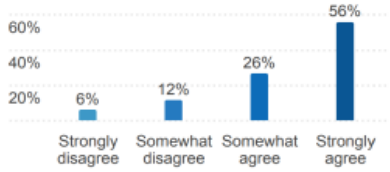
Field	Mean	Standard Deviation	Min	Max
Learn_Env	3.3	0.8	0.0	4.0

Learning Environment

44

Academic Culture & Learning Environment

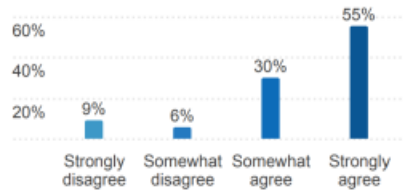
My teachers encourage me to work hard in school.



223 Responses

Field	Mean	Standard Deviation	Min	Max
My teachers encourage me to work hard in school.	3.3	0.9	1.0	4.0

I try my best at school.



222 Responses

Field	Mean	Standard Deviation	Min	Max
I try my best at school.	3.3	0.9	1.0	4.0

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Tornillo 3rd-5th –Student Survey

2 Areas of Focus

6

Peer Conflict & Bullying

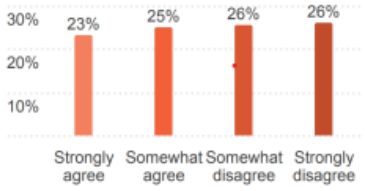
226 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying	2.4	0.9	0.0	4.0

Peer Conflict & Bullying

45

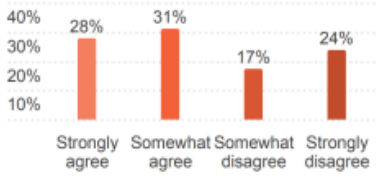
Students at my school leave kids out of groups on purpose.



223 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school leave kids out of groups on purpose.	2.5	1.1	1.0	4.0

Students at my school say mean things to each other.



223 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school say mean things to each other.	2.4	1.1	1.0	4.0

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Next Steps:

- ensure that students feel safe to report bullying
- conduct awareness campaigns to educate students about bullying, its effects, and how to prevent it
- ensure that the school has clear, written policies against bullying and peer conflict
- make sure that students know there are multiple ways for students to report bullying or conflicts, such as email, anonymous alert, Rhithm app, etc.
- continue to provide SEL lessons/Counseling Classroom lessons about kindness, inclusion, and understanding the impact of words and actions online.

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Tornillo 3rd-5th –Student Survey

2 Areas of Focus

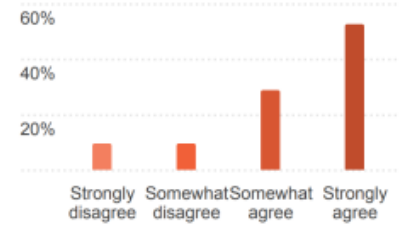
Discipline & Behavioral Expectations

226 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	2.9	0.8	0.0	4.0

Discipline & Behavioral Expectations

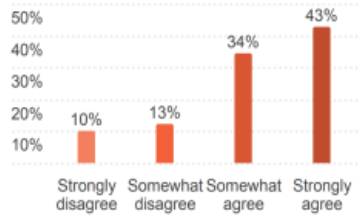
School rules are clear.



223 Responses

Field	Mean	Standard Deviation	Min	Max
School rules are clear.	3.2	1.0	1.0	4.0

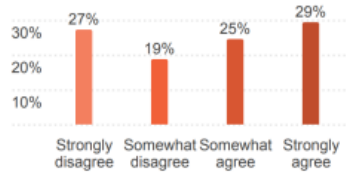
Adults notice good behavior at my school.



224 Responses

Field	Mean	Standard Deviation	Min	Max
Adults notice good behavior at my school.	3.1	1.0	1.0	4.0

Adults treat all students the same when they break rules.



224 Responses

Field	Mean	Standard Deviation	Min	Max
Adults treat all students the same when they break rules.	2.6	1.2	1.0	4.0

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Next Steps:

- ensure that the school has clear, well-communicated behavior policies that apply to all students consistently
- review how rules are applied and ensure there is consistency in how discipline is enforced
- provide training for all staff, including teachers, administrators, and support staff, on recognizing and addressing biases
- implement restorative practices that focus on repairing harm and building understanding rather than simply punishing students

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Tornillo 3rd-5th –Staff Survey

2 Areas of Strength

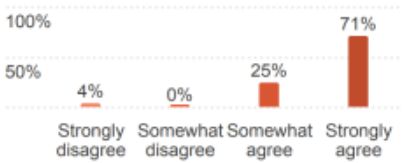
School Safety

24 Responses

Field	Mean	Standard Deviation	Min	Max
Safety	3.5	0.6	1.8	4.0

School Safety

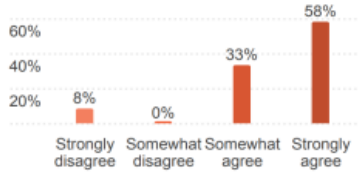
I feel safe at school.



24 Responses

Field	Mean	Standard Deviation	Min	Max
I feel safe at school.	3.6	0.7	1.0	4.0

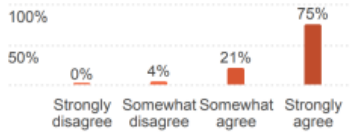
If I report unsafe or dangerous behaviors, I trust the problem will be addressed.



24 Responses

Field	Mean	Standard Deviation	Min	Max
If I report unsafe or dangerous behaviors, I trust the problem will be addressed.	3.4	0.9	1.0	4.0

My school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills).



24 Responses

Field	Mean	Standard Deviation	Min	Max
My school or school district provides effective training in safety procedures to staff.	3.7	0.5	2.0	4.0

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Tornillo 3rd-5th –Staff Survey

2 Areas of Strength

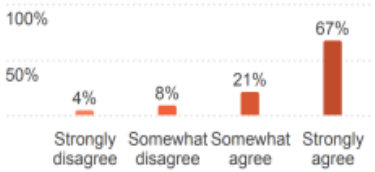
Administrative Support

24 Responses

Field	Mean	Standard Deviation	Min	Max
Admin_Support	3.4	0.7	1.0	4.0

Administrative Support

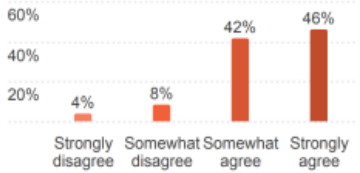
Teachers and staff at my school are well-supported by administrators.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school are well-supported by administrators.	3.5	0.8	1.0	4.0

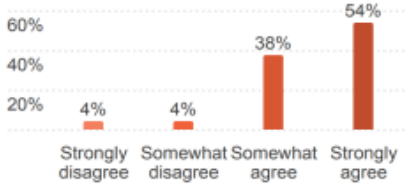
School administrators and staff communicate with each other effectively.



24 Responses

Field	Mean	Standard Deviation	Min	Max
School administrators and staff communicate with each other effectively.	3.3	0.8	1.0	4.0

School administrators recognize teachers and staff for a job well-done.



24 Responses

Field	Mean	Standard Deviation	Min	Max
School administrators recognize teachers and staff for a job well-done.	3.4	0.8	1.0	4.0

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Tornillo 3rd-5th –Staff Survey

2 Areas of Focus

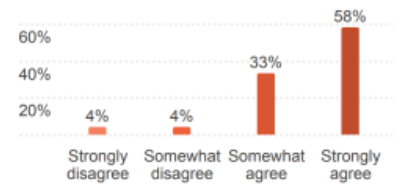
Family Involvement / Engagement

24 Responses

Field	Mean	Standard Deviation	Min	Max
Family Involvement	3.0	0.7	1.7	4.0

Family Involvement / Engagement

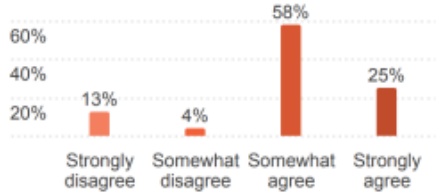
Teachers and staff at my school encourage parents to be active partners in educating their child.



Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school encourage parents to be active partners in educating their child.	3.5	0.8	1.0	4.0

Parents care about how their child performs in school.

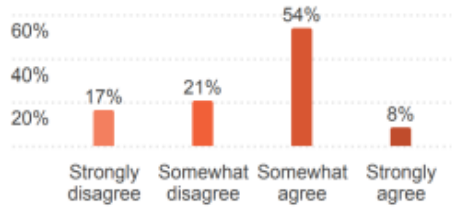
24 Responses



Field	Mean	Standard Deviation	Min	Max
Parents care about how their child performs in school.	3.0	0.9	1.0	4.0

Parents are actively involved in my school.

24 Responses



Field	Mean	Standard Deviation	Min	Max
Parents are actively involved in my school.	2.5	0.9	1.0	4.0

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Next Steps:

- teachers should provide regular updates about student progress, upcoming events, and classroom activities. This can be done through newsletters, emails, school apps
- if language barriers exist, offer translation services or bilingual communication to ensure all parents can access important school information
- continue to have events that encourage family participation, such as open houses, family nights, or cultural events
- offer small incentives or rewards for parents who attend school events, such as raffles, certificates, or recognition during events
- focus on reaching out to parents not only when issues arise but also to share positive news and celebrate students' achievements

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Tornillo 3rd-5th –Staff Survey

2 Areas of Focus

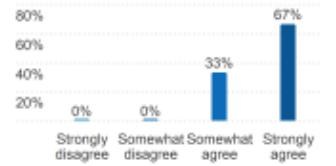
Discipline & Behavioral Expectations

24 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	3.3	0.7	1.4	4.0

Discipline & Behavioral Expectations

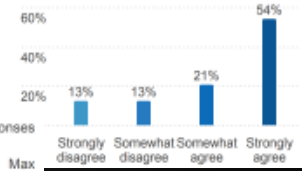
Teachers and staff at my school recognize students for good behavior.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school recognize students for good behavior.	3.7	0.5	3.0	4.0

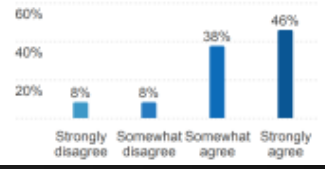
My school effectively handles student discipline and behavior problems.



24 Responses

Field	Mean	Standard Deviation	Min	Max
My school effectively handles student discipline and behavior problems.	3.2	1.1	1.0	4.0

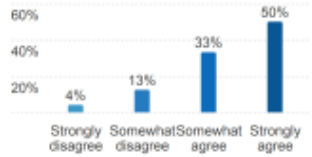
Discipline practices at my school improve student behavior and reduce disruptions.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline practices at my school improve student behavior and reduce disruptions.	3.2	0.9	1.0	4.0

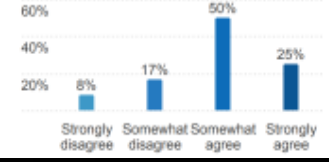
School rules are applied consistently to all students.



24 Responses

Field	Mean	Standard Deviation	Min	Max
School rules are applied consistently to all students.	3.3	0.8	1.0	4.0

Students at my school meet behavioral expectations.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school meet behavioral expectations.	2.9	0.9	1.0	4.0

Next Steps:

- create opportunities for teachers to express their concerns and discuss challenges related to student behavior and discipline
- offer ongoing professional development on effective behavior management techniques, classroom management strategies, and restorative practices
- ensure that the school's expectations and consequences for behavior are clearly communicated and understood by both students and staff

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Tornillo 3rd-5th –Parent Survey

2 Areas of Strength

Family Involvement / Engagement

81 Responses

Field	Mean	Standard Deviation	Min	Max
Family Involvement	3.5	0.5	1.7	4.0

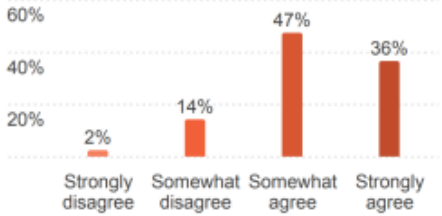
Family Involvement

This school encourages me to be an active partner in educating my child.

86 Response

Field	Mean	Standard Deviation	Min	Ma
This school encourages me to be an active partner in educating my child.	3.3	0.7	1.0	4.(

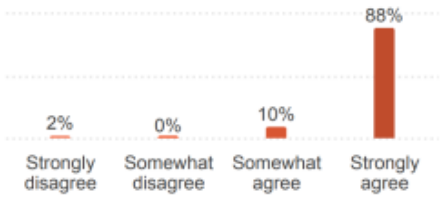
I am actively involved in my child's school.



85 Responses

Field	Mean	Standard Deviation	Min	Max
I am actively involved in my child's school.	3.2	0.8	1.0	4.0

I talk to my child about what he / she does in school.



84 Responses

Field	Mean	Standard Deviation	Min	Max
I talk to my child about what he / she does in school.	3.8	0.5	1.0	4.0

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Tornillo 3rd-5th –Parent Survey

2 Areas of Strength

Academic Culture / Learning Environment

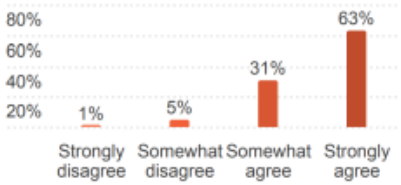
81 Responses

Field	Mean	Standard Deviation	Min	Max
Learn_Environ	3.5	0.6	1.0	4.0

Learning Environment

Teachers encourage my child to work hard in school.

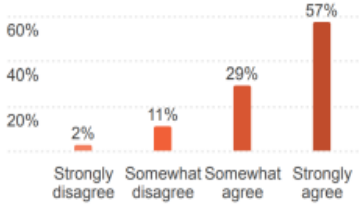
84 Responses



Field	Mean	Standard Deviation	Min	Max
Teachers encourage my child to work hard in school.	3.6	0.6	1.0	4.0

Teachers at my child's school promote academic success for all students.

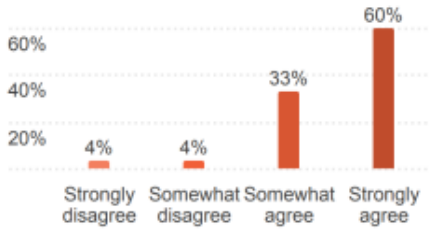
82 Responses



Field	Mean	Standard Deviation	Min	Max
Teachers at my child's school promote academic success for all students.	3.4	0.8	1.0	4.0

My child feels motivated to learn at school.

85 Responses



Field	Mean	Standard Deviation	Min	Max
My child feels motivated to learn at school.	3.5	0.7	1.0	4.0

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Tornillo 3rd-5th –Parent Survey

2 Areas of Focus

Peer Conflict & Bullying

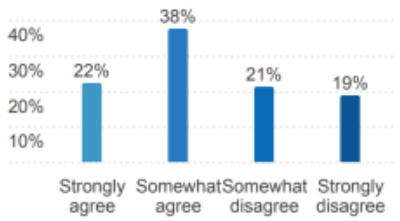
81 Responses

Field	Mean	Standard Deviation	Min	Max
Bully	2.5	0.9	1.0	4.0

Peer Conflict & Bullying

57

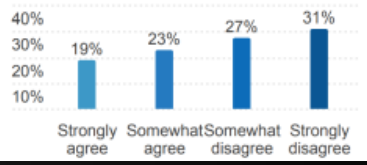
I think that bullying is a problem at my child's school.



85 Responses

Field	Mean	Standard Deviation	Min	Max
I think that bullying is a problem at my child's school.	2.4	1.0	1.0	4.0

Bullying of students over the internet or cell phones is a problem at my child's school (cyberbullying).



84 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying of students over the internet or cell phones is a problem at my child's school (cyberbullying).	2.7	1.1	1.0	4.0

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Tornillo 3rd-5th –Parent Survey

2 Areas of Focus

Substance Use

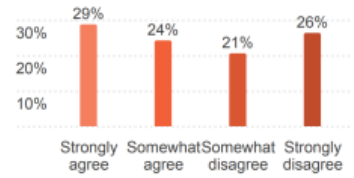
81 Responses

Field	Mean	Standard Deviation	Min	Max
Substance_Use	2.5	1.1	1.0	4.0

Substance Use

Students vaping is a problem at my child's school.

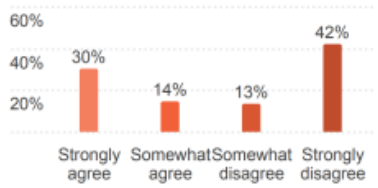
87 Responses



Field	Mean	Standard Deviation	Min	Max
Students vaping is a problem at my child's school.	2.4	1.2	1.0	4.0

Students drinking alcohol is a problem at my child's school.

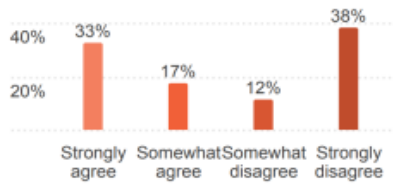
83 Responses



Field	Mean	Standard Deviation	Min	Max
Students drinking alcohol is a problem at my child's school.	2.7	1.3	1.0	4.0

Students using drugs is a problem at my child's school.

86 Responses



Field	Mean	Standard Deviation	Min	Max
Students using drugs is a problem at my child's school.	2.6	1.3	1.0	4.0

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Next Steps:

- enforce a zero-tolerance policy for substance abuse at school events, with clear consequences for students caught using drugs or alcohol
- continue with our SEL program that teach students skills in managing emotions, building positive relationships, resolving conflicts, and making responsible decisions
- make sure that teachers and staff understand the steps for reporting bullying and substance abuse incidents, and that these issues are taken seriously and acted upon promptly
- increase supervision in areas where bullying and substance abuse are more likely to occur, such as hallways, bathrooms, lunch areas, or after-school activities
- implement an intervention program for students who may be involved in substance abuse. This could include counseling, support groups, and connections to local treatment programs, if necessary
- offer workshops that involve both students and parents, educating them on topics like the effects of bullying, how to recognize substance abuse, and how to access help if needed

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Tornillo 6th-8th (Students) Strengths

Student 3 Areas of Strength

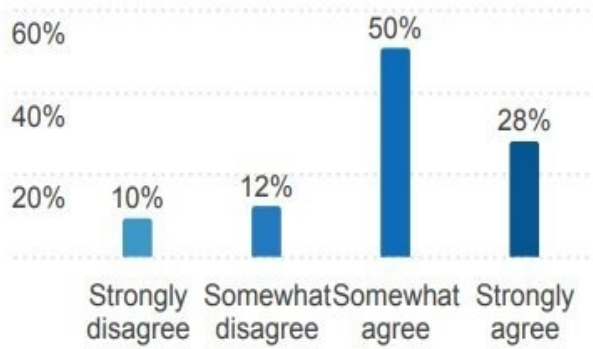
School Connectedness & Belonging

114 Responses

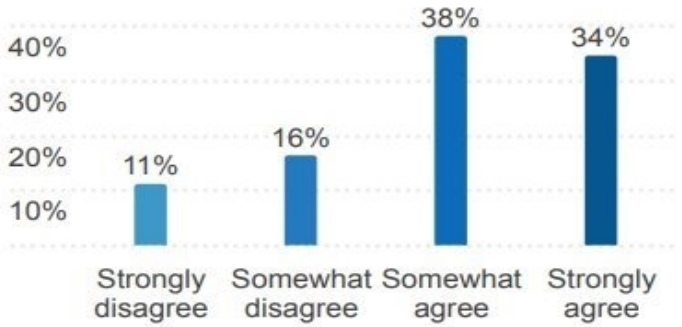
Field	Mean	Standard Deviation	Min	Max
Connectedness	3.0	0.7	0.0	4.0

School Connectedness

I feel like I belong at this school.



Students at my school treat others who are different from them with respect.



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Tornillo 6th-8th (Students) Strengths

Student 3 Areas of Strength

Discipline & Behavioral Expectations

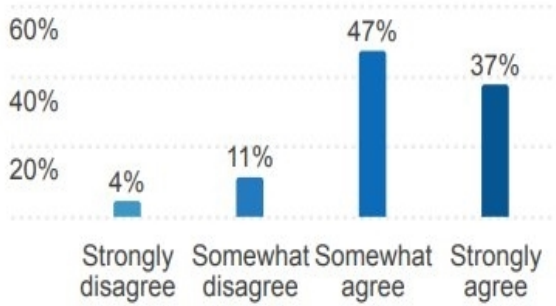
114 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	3.2	0.7	0.0	4.0

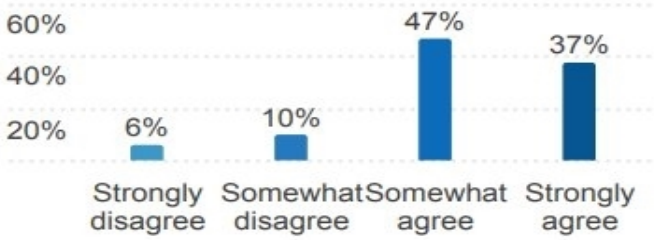
Discipline & Behavioral Expectations

61

School rules are applied consistently to all students.



Adults recognize students for good behavior at my school.



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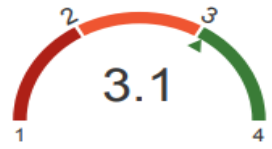
Tornillo 6th-8th (Students) Strengths

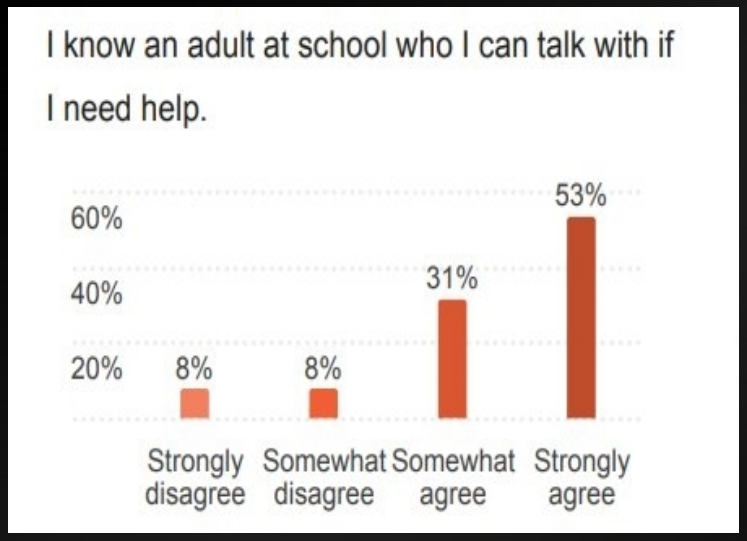
Student 3 Areas of Strength

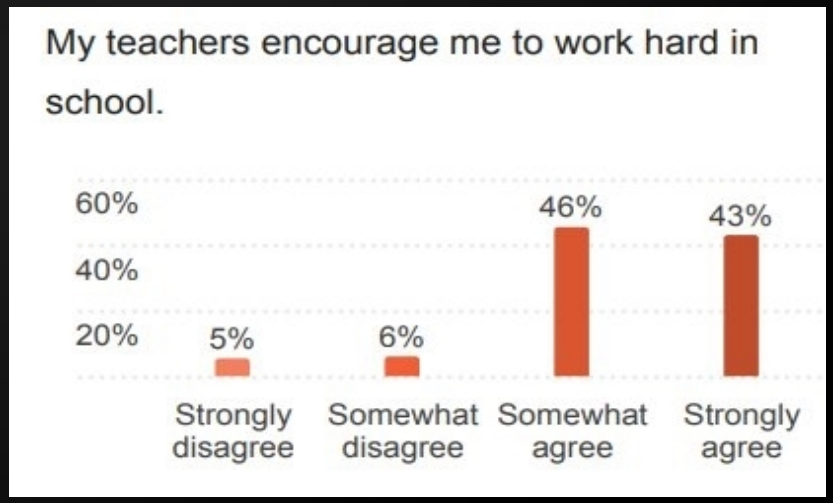
Academic Culture/ Learning Environ

114 Responses

Field	Mean	Standard Deviation	Min	Max
Learning Environment	3.1	0.7	0.0	4.0







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Tornillo 6th-8th (Students) Strength

NEXT STEPS:

Encourage Participation in:

- Sports
- Electives such as Folklorico, Robotics, Band, Technology, High School credit courses

Continue Offering:

- SEL Lessons embedded within electives
- Counseling classroom lessons, including Character Education and SEL topics

Provide Activities:

- UIL participation opportunities

Focus on Discipline:

- Implement restorative circles to address behavioral issues constructively.

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Tornillo 6th-8th (Students) Focus

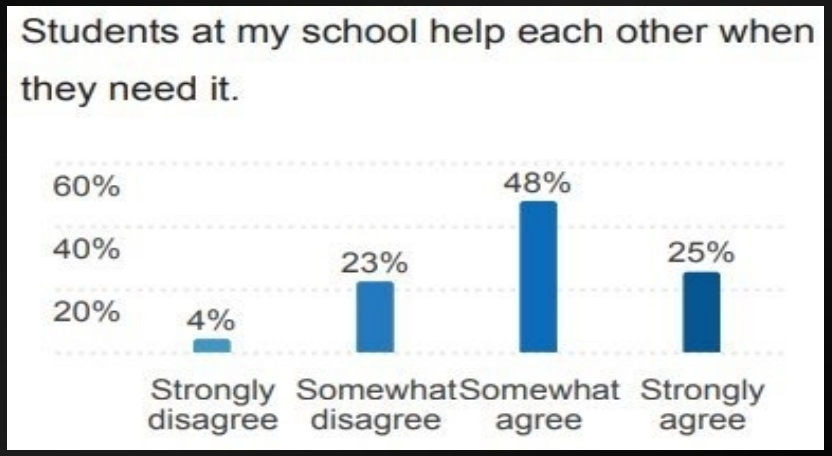
Student 2 Areas of Focus & Next Steps

Staff - Student Relationships

114 Responses

Field	Mean	Standard Deviation	Min	Max
Staff - Student	3.1	0.8	0.0	4.0

Staff - Student Relationships



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Tornillo 6th-8th (Students)

Student 2 Areas of Focus & Next Steps

Peer Conflict & Bullying

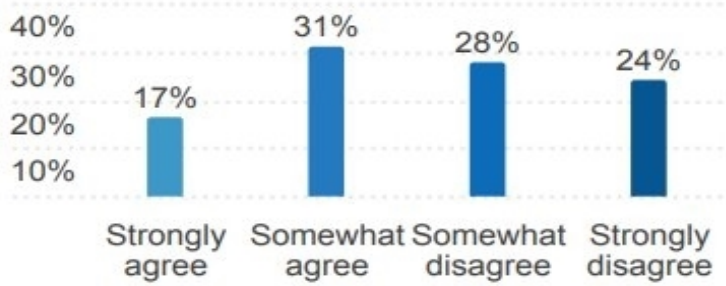
114 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying	2.5	0.7	0.0	4.0

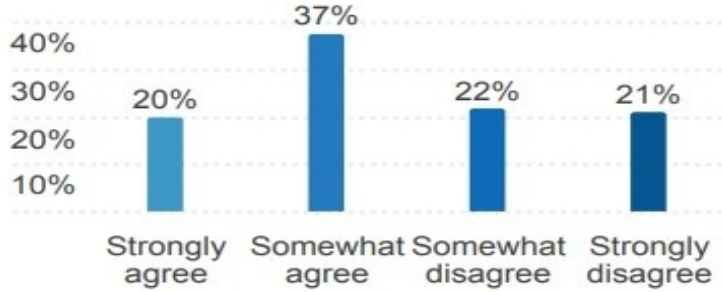
Peer Conflict & Bullying

65

Students at my school say or do hurtful things online or through texting.



Students at my school leave other students out of groups or activities on purpose.



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Tornillo 6th-8th (Students)

Next Steps

- Campus will continue to provide with the Rethink Ed lessons that touch on respect, bullying, and conflict resolution, and cyberbullying.
- Campus will work together to model respectful behavior, establish clear expectations, and promote positive relationships.
- Counselors will continue to provide small groups counseling and conflict resolution.
- ensure that students feel safe to report bullying
- conduct awareness campaigns to educate students about bullying, its effects, and how to prevent it and to report it using our Anonymous and Rhithm App

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Tornillo 6th-8th (Staff)

Areas of Concern

Family Involvement / Engagement

13 Responses

Field	Mean	Standard Deviation	Min	Max
Family Involvement	2.9	0.6	1.7	4.0

Family Involvement / Engagement

Peer Conflict & Bullying

13 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying	3.1	0.5	2.2	4.0

Peer Conflict & Bullying

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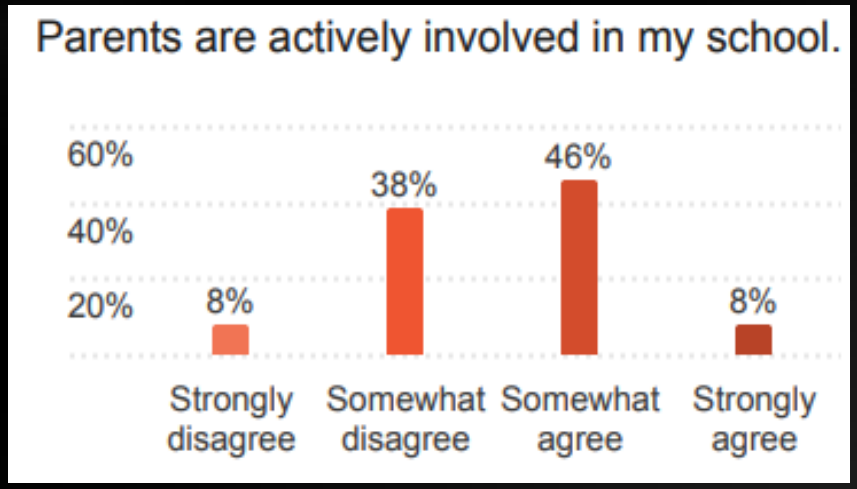
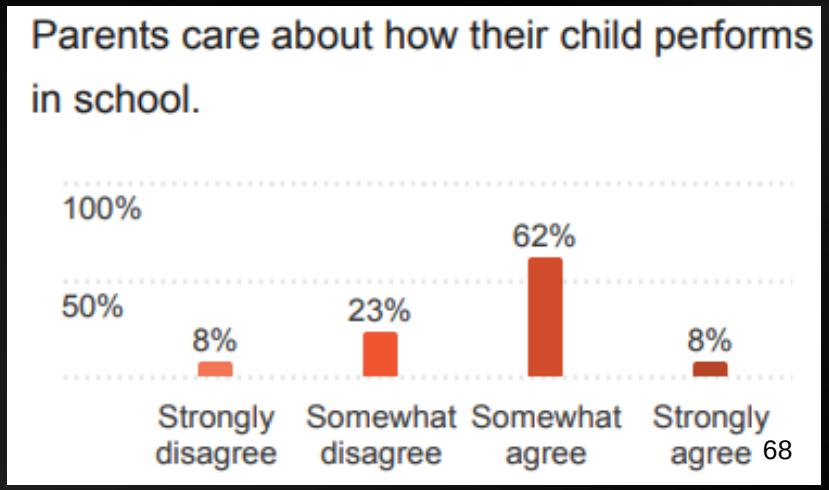
Tornillo 6th-8th (Staff)

Areas of Concern





Next Steps

- Continue to provide Coffee with the Principal
- Invite parents to participate in activities like reading to the class and helping with projects.
- Continue to communicate with parents by sharing information through emails, ClassDojo, newsletters, and phone calls.

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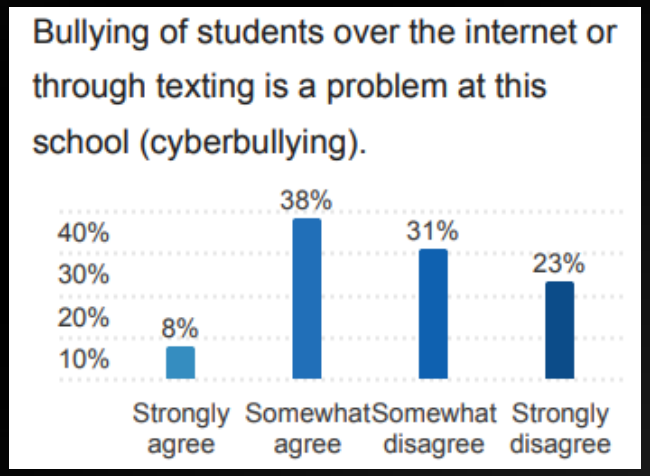
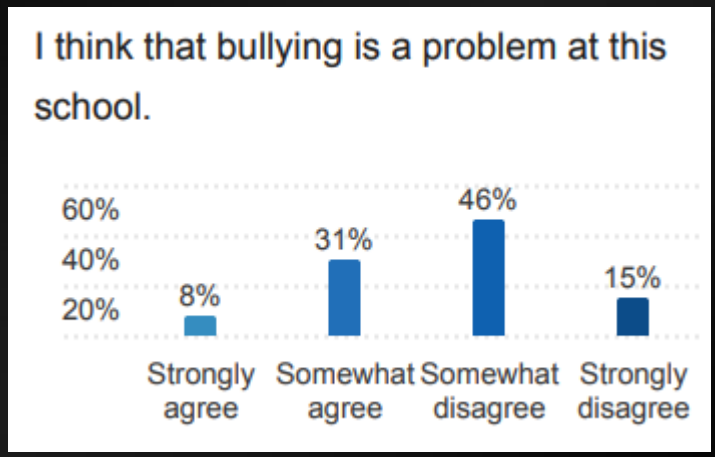
Tornillo 7th-8th (Staff)

Areas of Concern





69

Next Steps

- Provide teachers with material like lesson plans, discussion prompts, and fact sheets about cyberbullying.
- Create dedicated times for teachers to share experiences, strategies, and insights about handling cyberbullying.
- Continue to provide SEL lessons/Counseling Classroom lessons about kindness, inclusion, and understanding the impact of words and actions online.

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Tornillo 6th-8th (Staff)

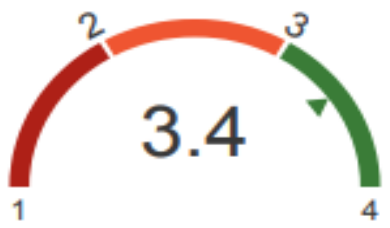
Areas of Strength

School Connectedness & Belonging

57 Responses

Field	Mean	Standard Deviation	Min	Max
Connectedness	3.4	0.6	1.7	4.0

School Connectedness & Belonging



Academic Culture / Learning Environment

57 Responses

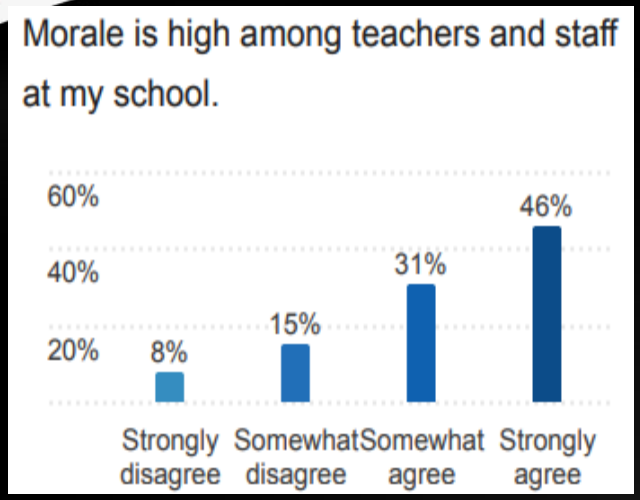
Field	Mean	Standard Deviation	Min	Max
Learn_Environ	3.5	0.6	1.3	4.0

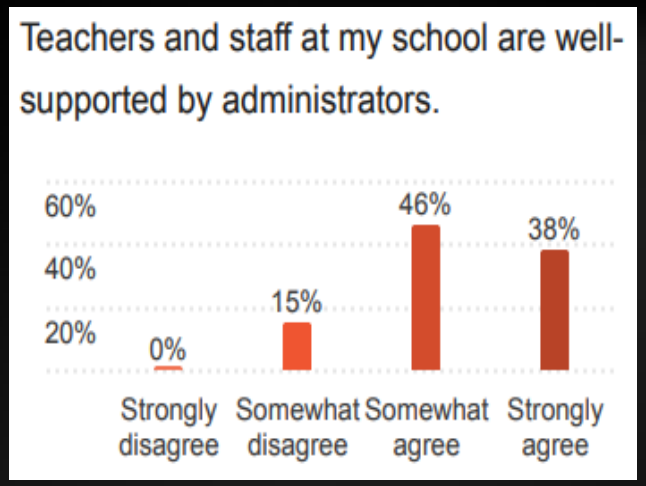
Learning Environment

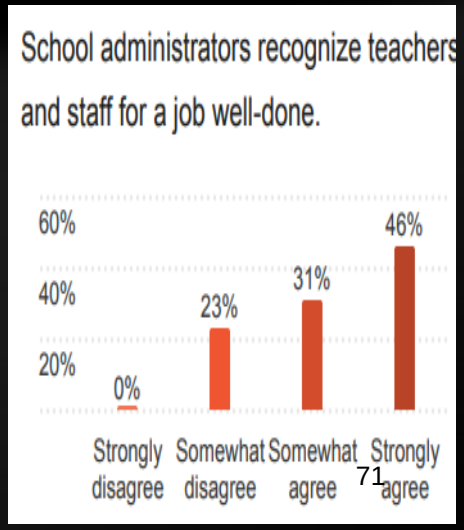
fppt.com

Tornillo 6th-8th (Staff)

Areas of Strength







Next Steps

- Continue to conduct SEL team-building activities during faculty meetings.
- Continue to combine the two buildings (PK-2nd and 3rd-8th) for any breakfast or lunch celebrations.
- Rotate meetings between the libraries of both buildings.

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Tornillo 6th-8th (Parent)

Areas of Concern

Peer Conflict & Bullying

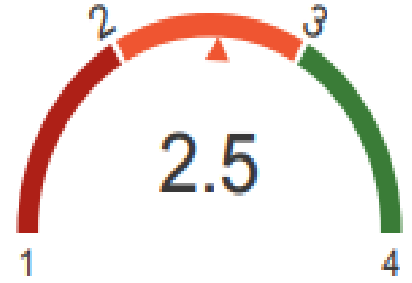
57 Responses

Field	Mean	Standard Deviation	Min	Max
Bully	2.5	1.0	0.5	4.0

Substance Use

57 Responses

Field	Mean	Standard Deviation	Min	Max
Substance_Use	2.5	1.0	1.0	4.0



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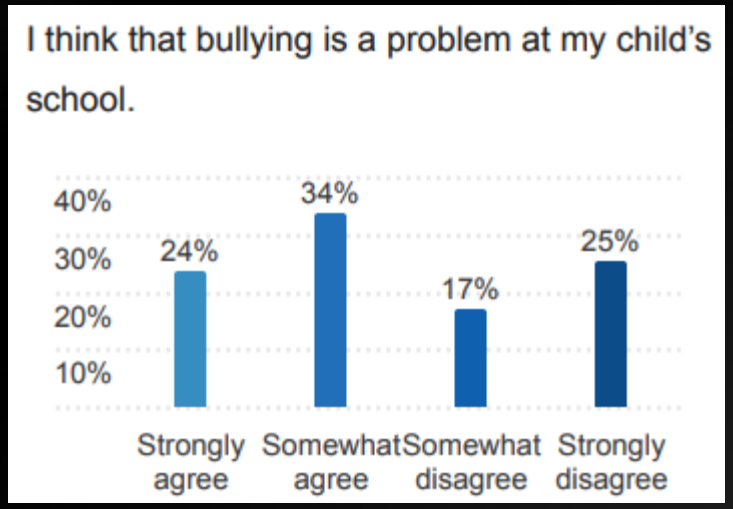
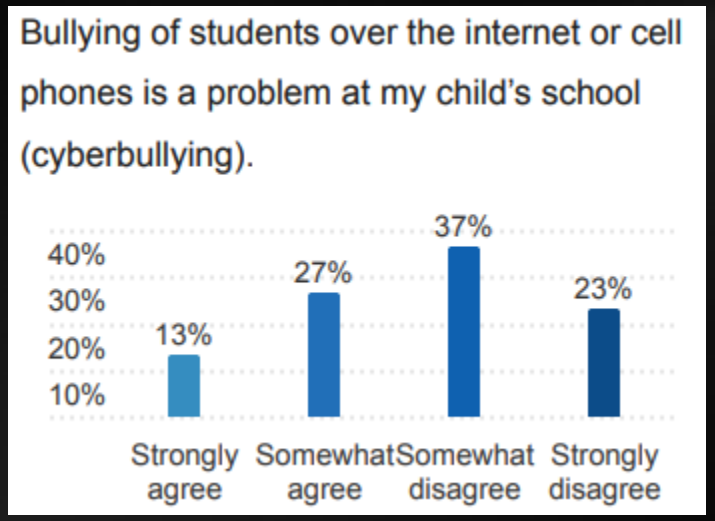
Tornillo 6th-8th (Parent)

Areas of Concern





73

Next Steps

- Provide parents with materials about bullying and cyberbullying.
- Continue hosting "Coffee with the Principal" sessions, including presentations on cyberbullying and Bullying.
- Maintain ongoing communication with parents regarding any concerns they may have.

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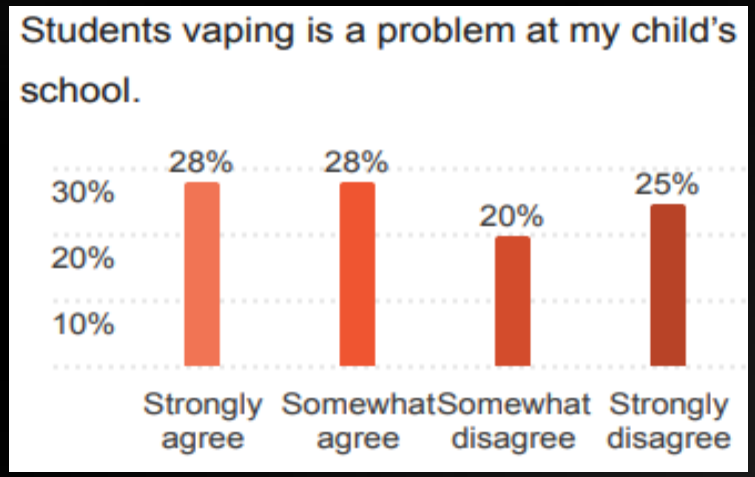
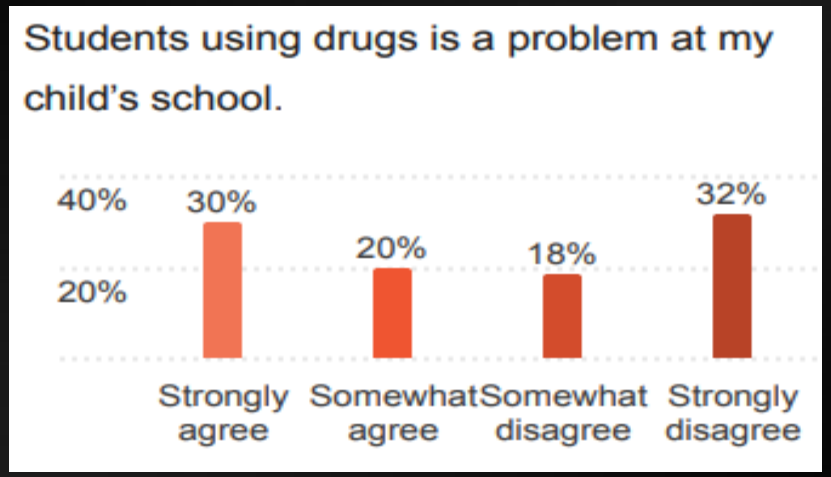
Tornillo 6th-8th (Parent)

Areas of Concern





74

Next Steps

- Provide parents with presentations on substance abuse during Coffee with the Principal.
- Provide parent with resources about how to speak to their child about vaping and the dangers.
- Post on social media about the dangers of vaping.
- Bring speakers such as FBI, Aliviane, Healthnetwork, and Project Vida.

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Tornillo 6th-8th (Parent)

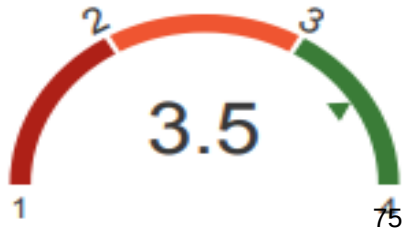
Areas of Strength

Academic Culture / Learning Environment

57 Responses

Field	Mean	Standard Deviation	Min	Max
Learn_Environ	3.5	0.6	1.3	4.0

Learning Environment



School Connectedness & Belonging

57 Responses

Field	Mean	Standard Deviation	Min	Max
Connectedness	3.4	0.6	1.7	4.0

School Connectedness & Belonging

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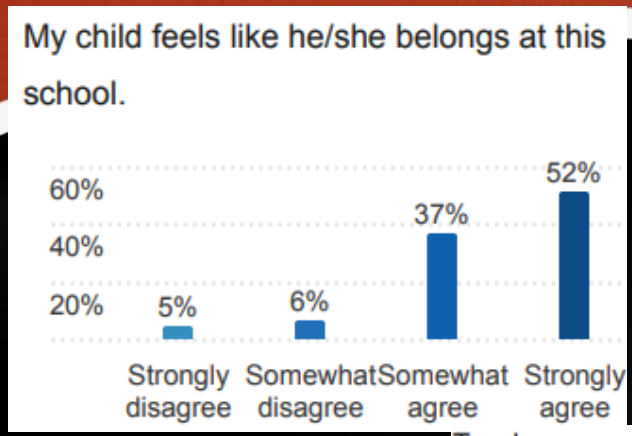
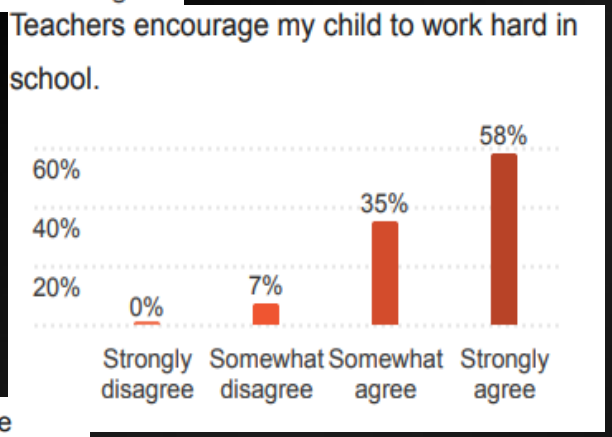
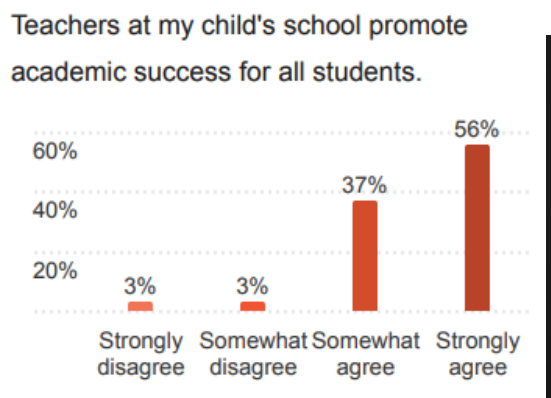
Tornillo 6th-8th (Parent)

Areas of Strength







Next Steps

- Continue to provide Coffee with the Principal
- Invite parents to participate in activities like reading to the class and helping with projects.

Continue to communicate with parents by sharing information through emails, ClassDojo, newsletters, and phone calls.

QUESTIONS

fppt.com

Texas School Climate Scale

Tornillo Intermediate - Elementary Student Survey

Fall 2024-2025

The University of Texas at Austin
Texas Institute for Excellence in Mental Health
Steve Hicks School of Social Work

TCSS
TEXAS CENTER for STUDENT SUPPORTS

TEA
Texas Education Agency

Background

Research has shown that positive school climate is an important protective factor for children, helping to mitigate the negative impact of stressors and support resilience. A positive school climate has been shown to be associated with students reporting fewer risk-taking behaviors, fewer discipline issues, lower rates of bullying and victimization, fewer depressive symptoms, and greater self-esteem. A positive school climate also contributes to improved academic outcomes, increased motivation to learn, lower absenteeism, and higher graduation rates. A positive school climate also impacts educators; it is associated with lower emotional exhaustion, greater feelings of accomplishment, and improved retention. As a concept that is so important to the positive development of students, it is critical for schools to regularly measure school climate and utilize results in planning for universal (Tier 1) school mental health approaches.

Texas School Climate Survey. The Texas School Climate Survey is a suite of four surveys to measure climate from the perspective of school personnel, family members, elementary students (grades 3-5), and secondary students (grades 6-12). Each survey asks respondents about their demographics and a series of questions related to the domains of Engagement, Environment, and Safety. The surveys use a 4-point Likert scale of agreement (from “Strongly Disagree” to “Strongly Agree”) and higher ratings reflect more positive perceptions of school climate.

The Elementary Student Survey includes 26 items across 8 conceptual subscales and the Secondary Student Survey includes 39 items across 9 conceptual scales. The School Personnel Survey includes 52 items across 12 conceptual subscales and the Parent / Caregiver Survey includes includes 37 items across 10 conceptual subscales. Since school climate factors vary between schools within the same district, school personnel who work across multiple participating schools and family members with children at multiple participating schools are asked to complete a survey for each school. Table 1 below describes the subscales in the Elementary Student Survey.

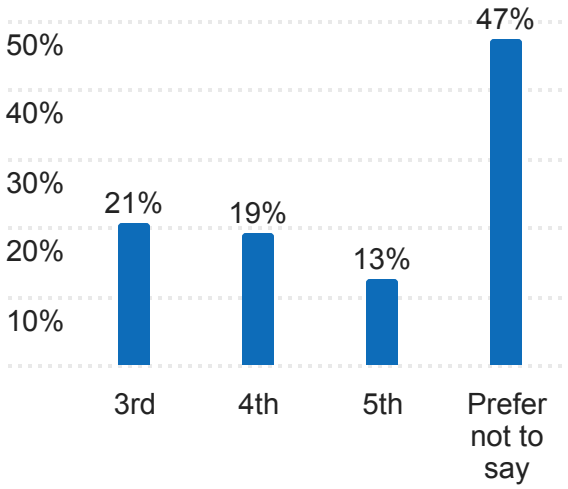
Table 1: Elementary Student Survey Subscales

Subscale	Description
School Connectedness and Belonging	Students' perceptions of how well they fit in and whether they feel a sense of belonging at school.
Staff-Student Relationships	Students' perceptions of how much adults at school care about them and provide support.
Peer Relationships / Prosocial Behavior	Students' perceptions of how well students get along with peers and treat each other.
Family Involvement / Engagement	Students' perceptions of their caregivers' involvement with their education.
Academic Culture and Learning Environment	Students' perception of motivation to learn and academic expectations.
Discipline and Behavioral Expectations	Students' perceptions of school rules and disciplinary practices.
School Safety	Students' perceptions of their own emotional and physical safety at school.
Peer Conflict / Bullying	Students' perceptions of negative peer interactions and response to bullying behaviors at school.

Demographics of Respondents

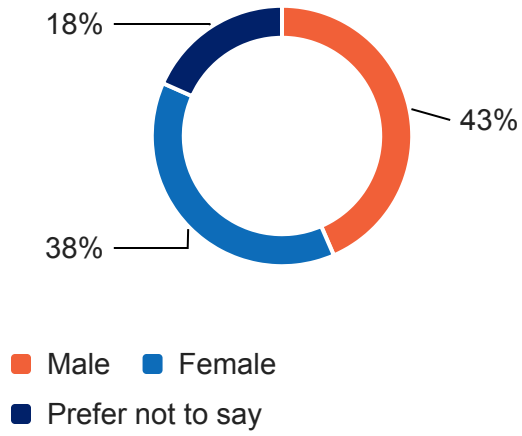
What grade are you in?

207 Responses



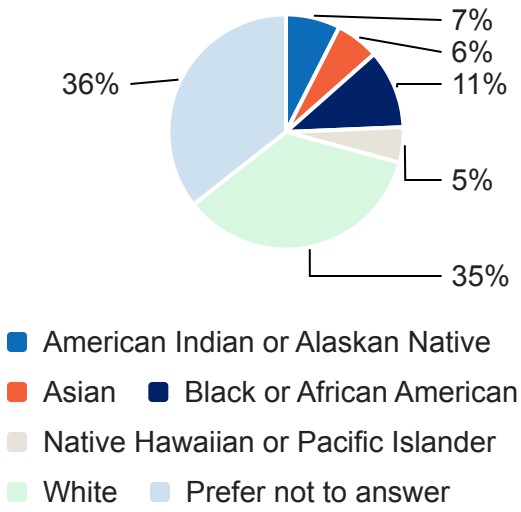
What is your gender?

207 Responses



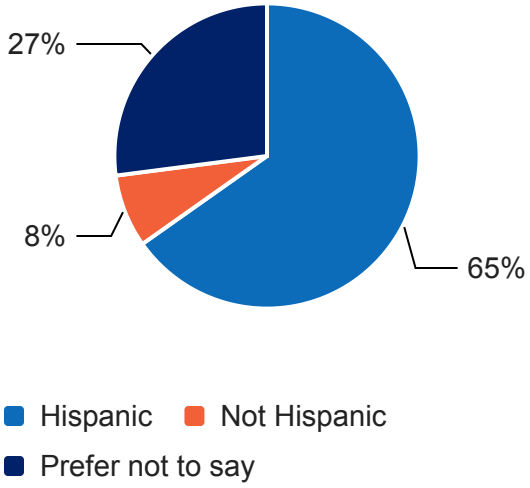
What is your race?

207 Responses



What is your ethnicity?

207 Responses



Overview Results

Climate Total Score

226 Responses

Field	Mean	Standard Deviation	Min	Max
Total	3.0	0.6	0.0	3.9

School Connectedness & Belonging

226 Responses

Field	Mean	Standard Deviation	Min	Max
Connectedness	3.0	0.8	0.0	4.0

Staff - Student Relationships

226 Responses

Field	Mean	Standard Deviation	Min	Max
Staff - Student	3.2	0.9	0.0	4.0

Peer Relationships / Prosocial Behavior

226 Responses

Field	Mean	Standard Deviation	Min	Max
Peer Relationships	2.9	1.0	0.0	4.0

Family Involvement / Engagement

226 Responses

Field	Mean	Standard Deviation	Min	Max
Fam_Engage	3.3	0.9	0.0	4.0

Family Involvement

Academic Culture / Learning Environment

226 Responses

Field	Mean	Standard Deviation	Min	Max
Learn_Env	3.3	0.8	0.0	4.0

Learning Environment

Discipline & Behavioral Expectations

226 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	2.9	0.8	0.0	4.0

Discipline & Behavioral Expectations

School Safety

226 Responses

Field	Mean	Standard Deviation	Min	Max
SSafety	3.1	0.9	0.0	4.0

School Safety

Peer Conflict & Bullying

226 Responses

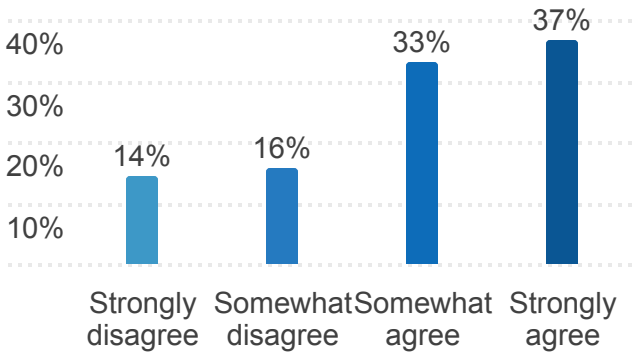
Field	Mean	Standard Deviation	Min	Max
Bullying	2.4	0.9	0.0	4.0

Peer Conflict & Bullying

School Connectedness & Belonging

I feel like I fit in at my school.

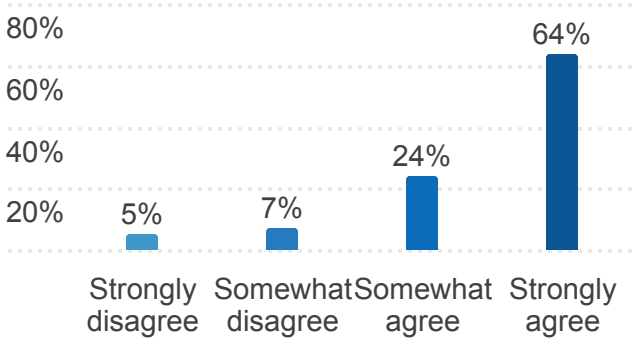
223 Responses



Field	Mean	Standard Deviation	Min	Max
I feel like I fit in at my school.	2.9	1.0	1.0	4.0

I have one or more good friends at my school.

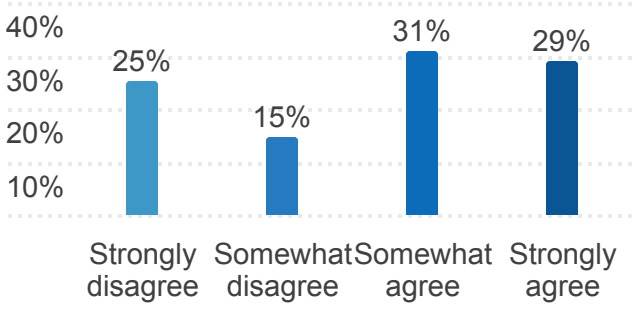
222 Responses



Field	Mean	Standard Deviation	Min	Max
I have one or more good friends at my school.	3.5	0.8	1.0	4.0

I like school.

223 Responses

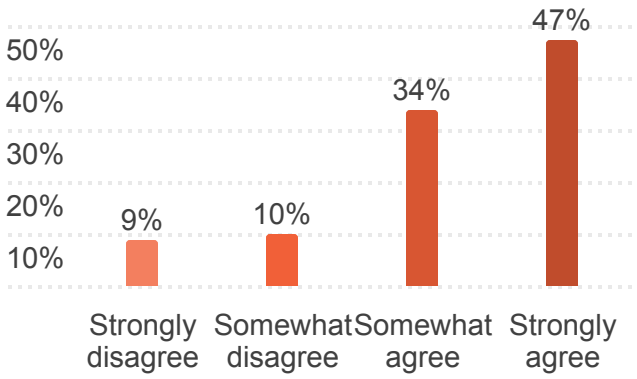


Field	Mean	Standard Deviation	Min	Max
I like school.	2.6	1.1	1.0	4.0

Staff - Student Relationships

Adults at my school care about me.

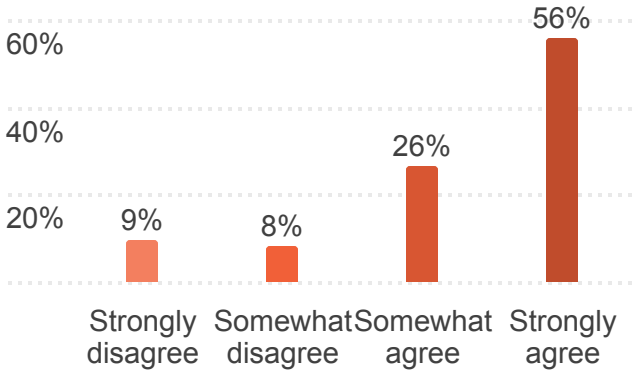
224 Responses



Field	Mean	Standard Deviation	Min	Max
Adults at my school care about me.	3.2	0.9	1.0	4.0

I know an adult at school who will help me if I need it.

223 Responses

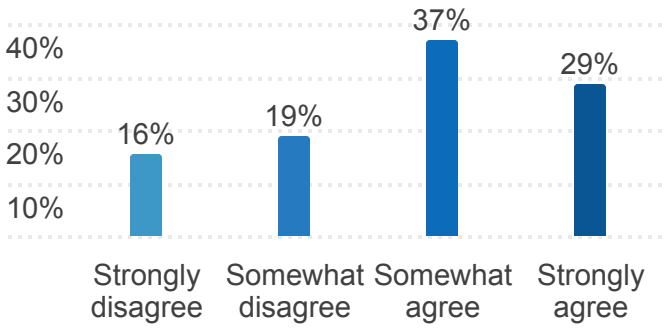


Field	Mean	Standard Deviation	Min	Max
I know an adult at school who will help me if I need it.	3.3	1.0	1.0	4.0

Peer Relationships / Prosocial Behavior

Students at my school are kind to one another.

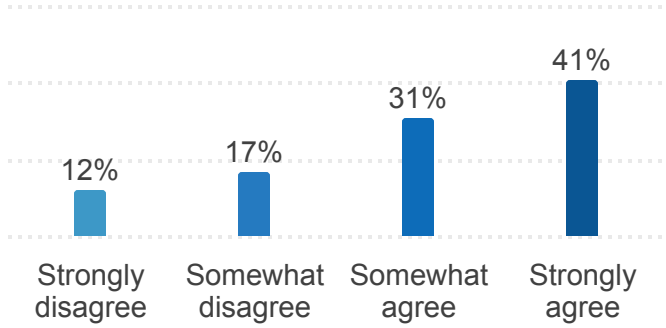
224 Responses



Field	Mean	Standard Deviation	Min	Max
Students at my school are kind to one another.	2.8	1.0	1.0	4.0

Students at my school are kind to kids who are different from them.

222 Responses

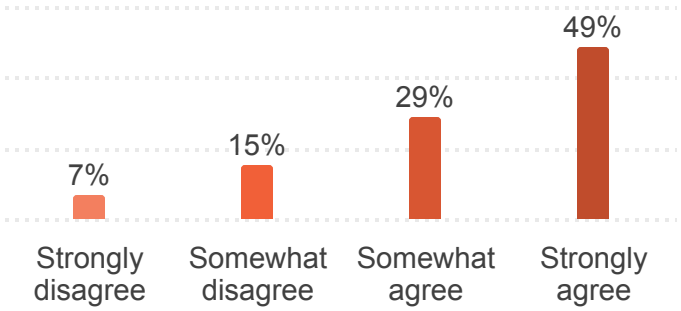


Field	Mean	Standard Deviation	Min	Max
Students at my school are kind to kids who are different from them.	3.0	1.0	1.0	4.0

Family Involvement / Engagement

My parents talk to me about what I do in school.

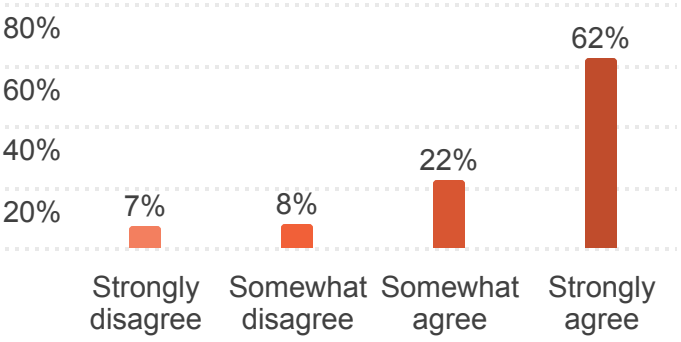
223 Responses



Field	Mean	Standard Deviation	Min	Max
My parents talk to me about what I do in school.	3.2	0.9	1.0	4.0

My parents care about my schoolwork.

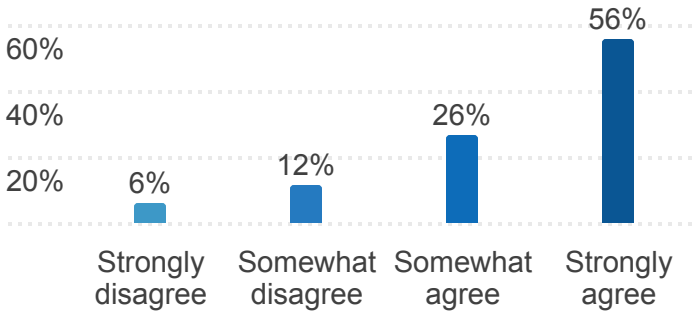
223 Responses



Field	Mean	Standard Deviation	Min	Max
My parents care about my schoolwork.	3.4	0.9	1.0	4.0

Academic Culture & Learning Environment

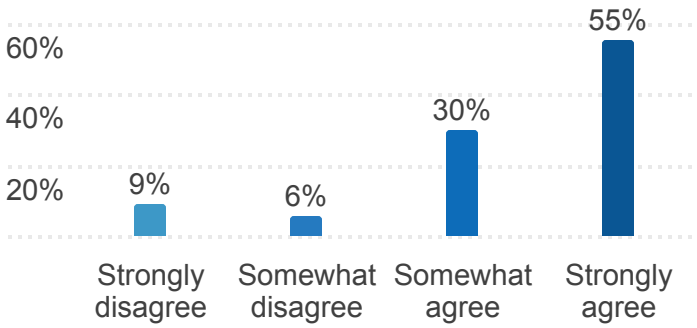
My teachers encourage me to work hard in school.



223 Responses

Field	Mean	Standard Deviation	Min	Max
My teachers encourage me to work hard in school.	3.3	0.9	1.0	4.0

I try my best at school.



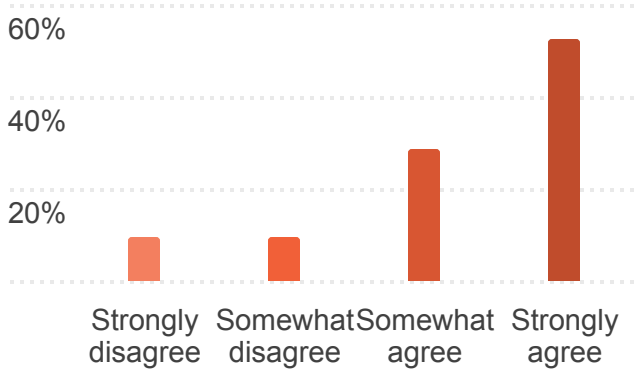
222 Responses

Field	Mean	Standard Deviation	Min	Max
I try my best at school.	3.3	0.9	1.0	4.0

Discipline & Behavioral Expectations

School rules are clear.

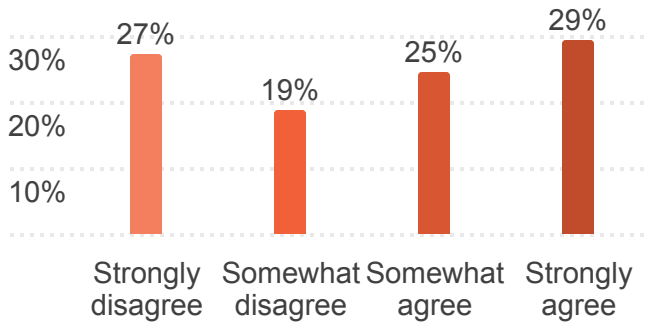
223 Responses



Field	Mean	Standard Deviation	Min	Max
School rules are clear.	3.2	1.0	1.0	4.0

Adults treat all students the same when they break rules.

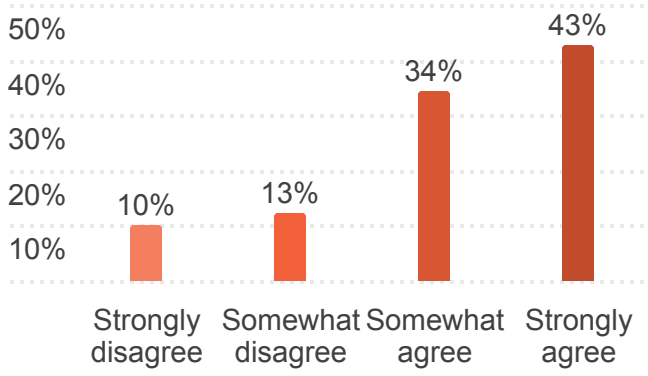
224 Responses



Field	Mean	Standard Deviation	Min	Max
Adults treat all students the same when they break rules.	2.6	1.2	1.0	4.0

Adults notice good behavior at my school.

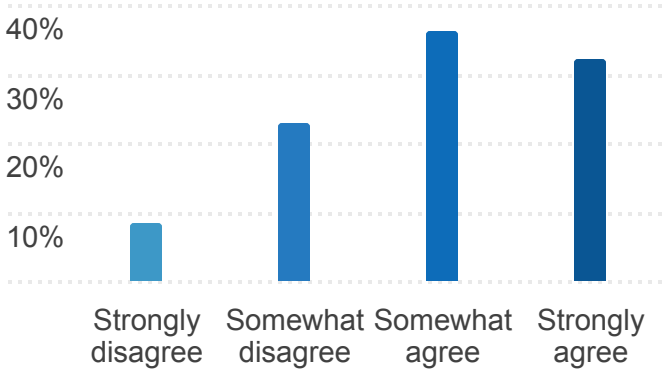
224 Responses



Field	Mean	Standard Deviation	Min	Max
Adults notice good behavior at my school.	3.1	1.0	1.0	4.0

School Safety

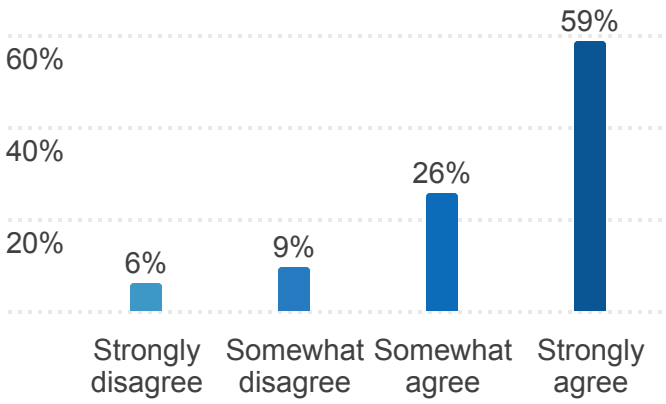
I feel safe at school.



223 Responses

Field	Mean	Standard Deviation	Min	Max
I feel safe at school.	2.9	0.9	1.0	4.0

Adults at my school keep everyone safe.

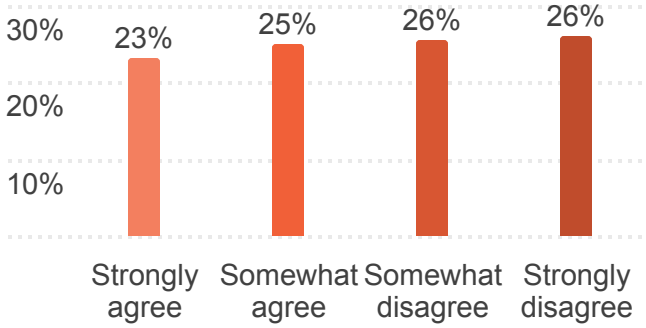


223 Responses

Field	Mean	Standard Deviation	Min	Max
Adults at my school keep everyone safe.	3.4	0.9	1.0	4.0

Peer Conflict / Bullying

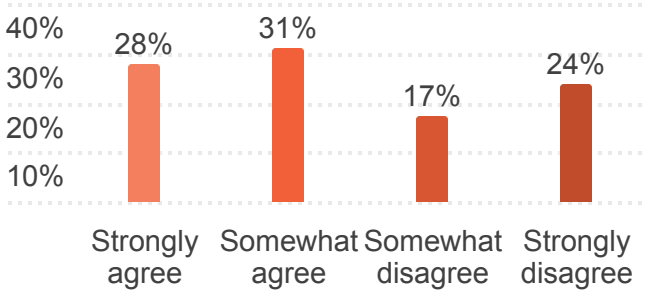
Students at my school leave kids out of groups on purpose.



223 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school leave kids out of groups on purpose.	2.5	1.1	1.0	4.0

Students at my school say mean things to each other.



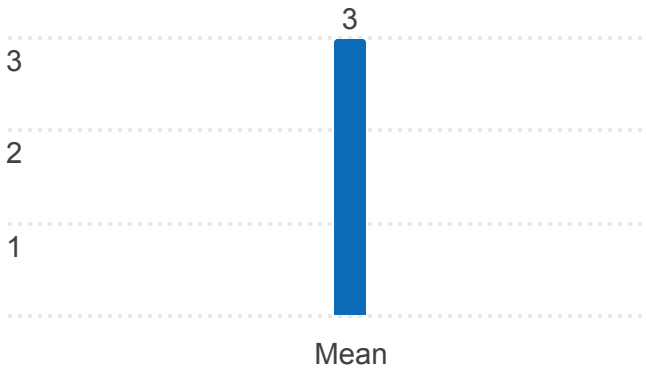
223 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school say mean things to each other.	2.4	1.1	1.0	4.0

Building Skills

I know how to ask for help when I need it.

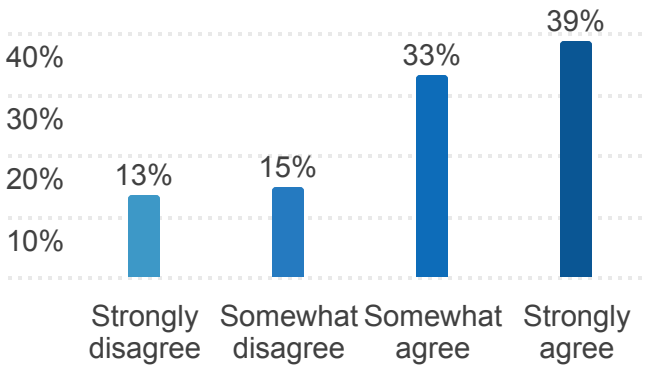
224 Responses



Field	Mean	Standard Deviation	Min	Max
I know how to ask for help when I need it.	3.0	1.0	1.0	4.0

I know what to do when I feel upset.

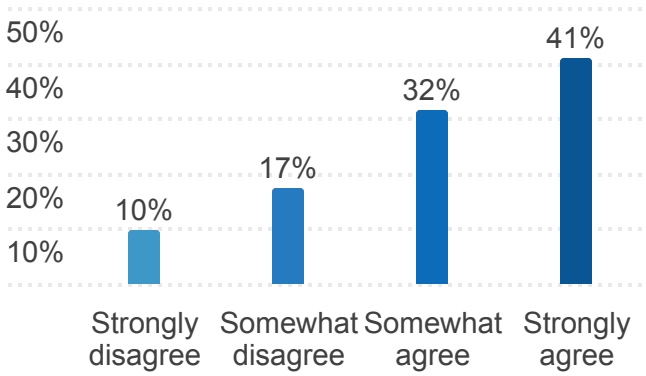
223 Responses



Field	Mean	Standard Deviation	Min	Max
I know what to do when I feel upset.	3.0	1.0	1.0	4.0

I know how to work out problems with others.

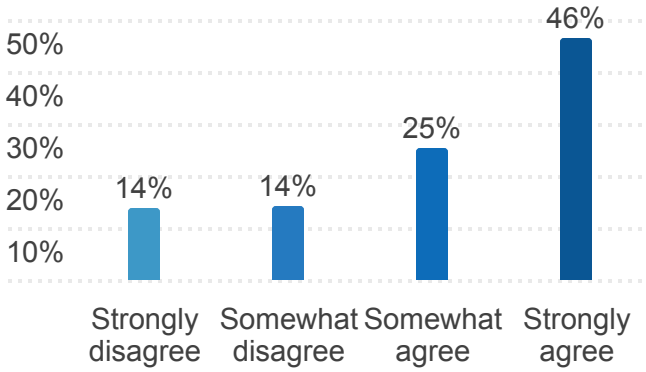
224 Responses



Field	Mean	Standard Deviation	Min	Max
I know how to work out problems with others.	3.0	1.0	1.0	4.0

I know what to do if I hurt or upset someone.

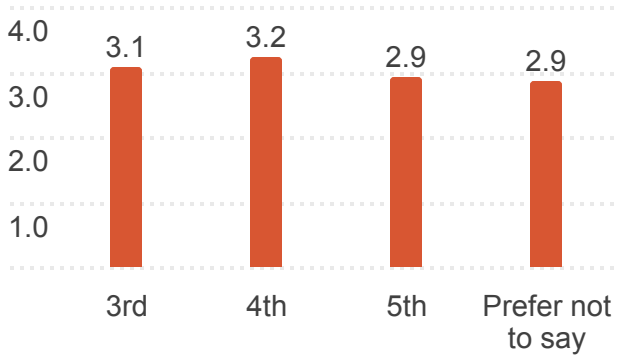
224 Responses



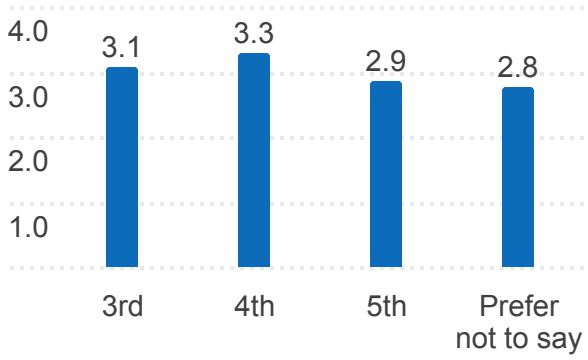
Field	Mean	Standard Deviation	Min	Max
I know what to do if I hurt or upset someone.	3.0	1.1	1.0	4.0

Average Climate Scales by Grade

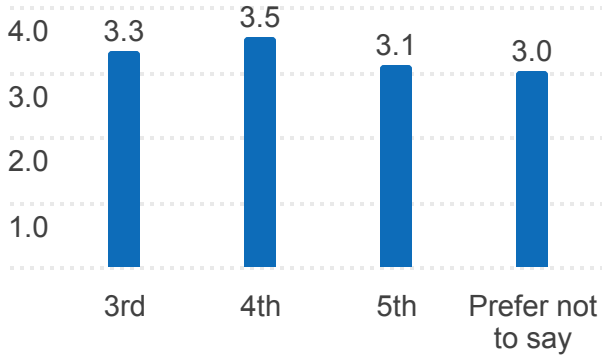
Climate Total Score



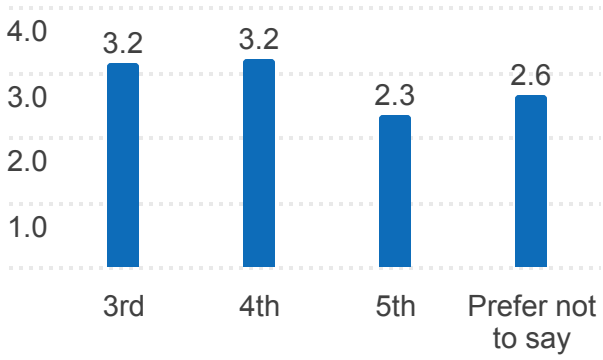
School Connectedness & Belonging



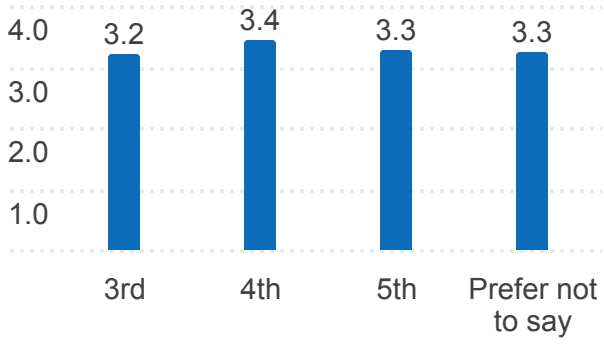
Staff - Student Relationships



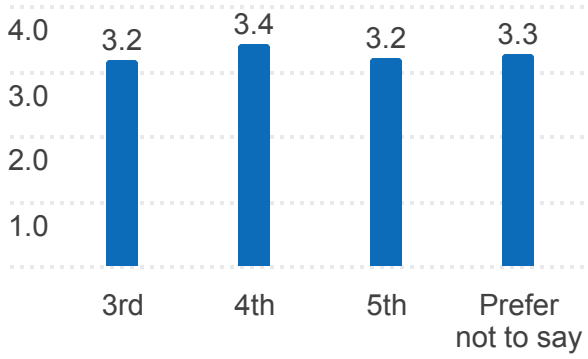
Peer Relationships / Prosocial Behavior



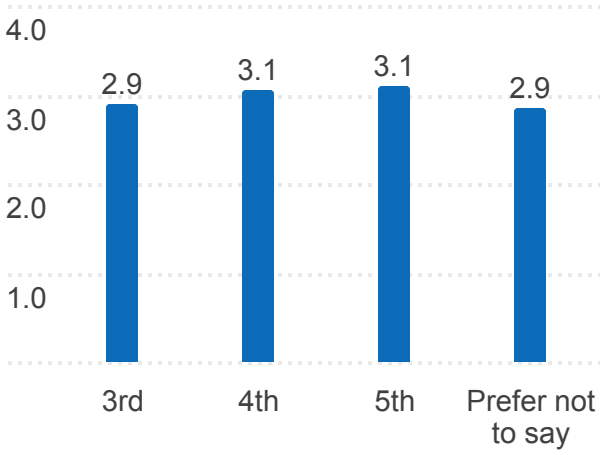
Family Involvement / Engagement



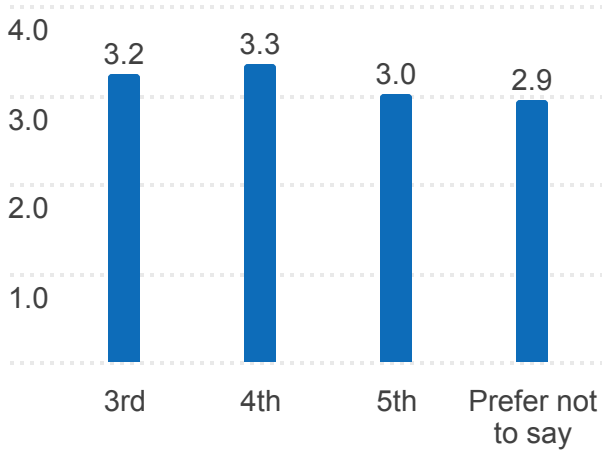
Academic Culture/ Learning Environment



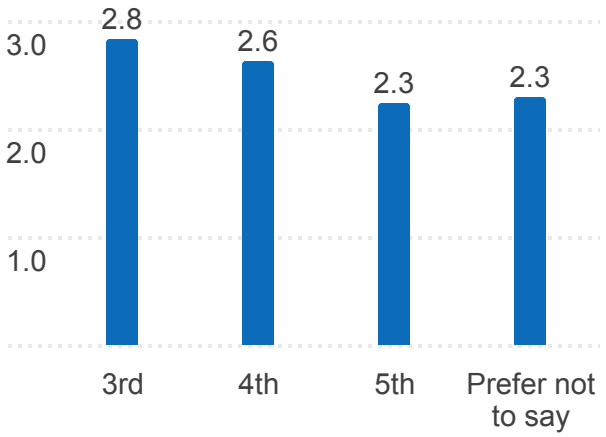
Discipline & Behavioral Expectations



School Safety

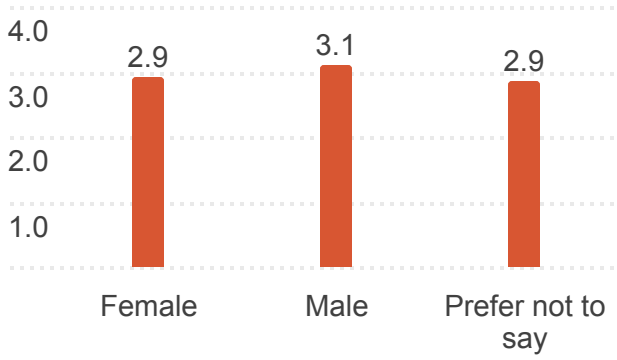


Peer Conflict / Bullying

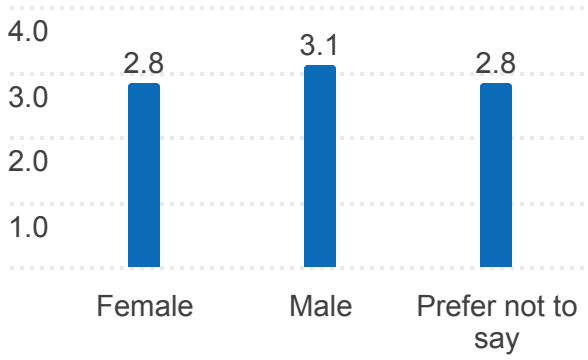


Average Climate Scales by Gender

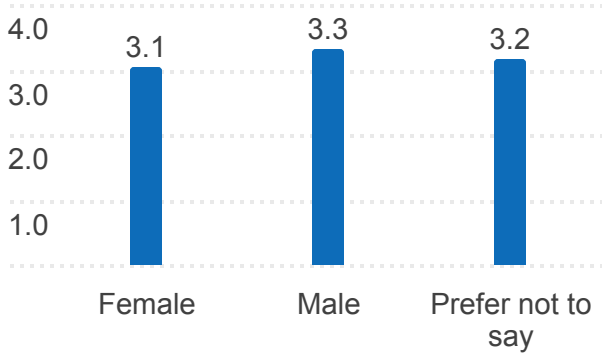
Climate Total Score



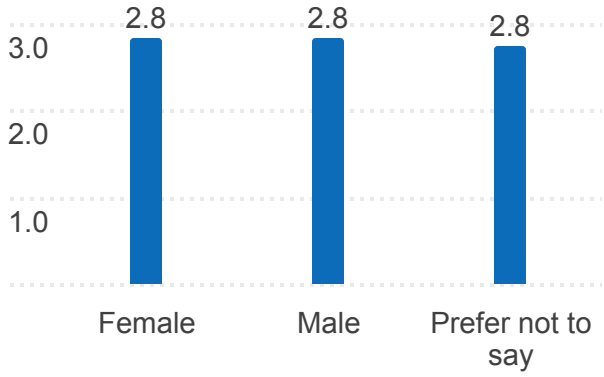
School Connectedness & Belonging



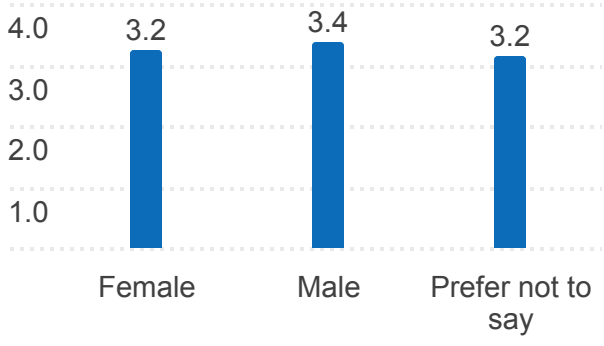
Staff - Student Relationships



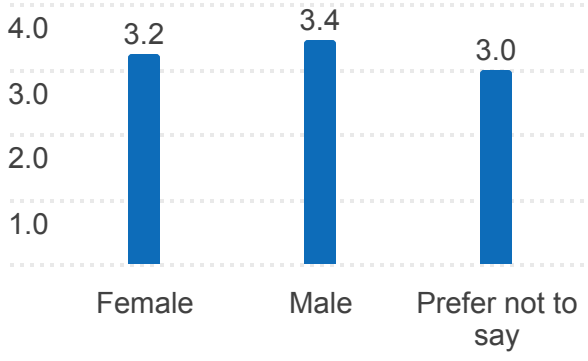
Peer Relationships/ Prosocial Behavior



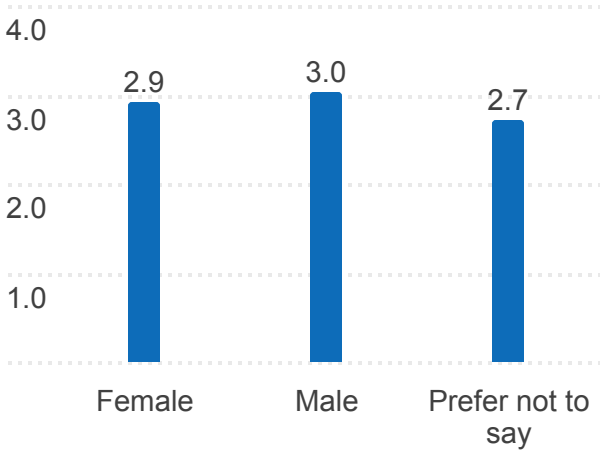
Family Involvement / Engagement



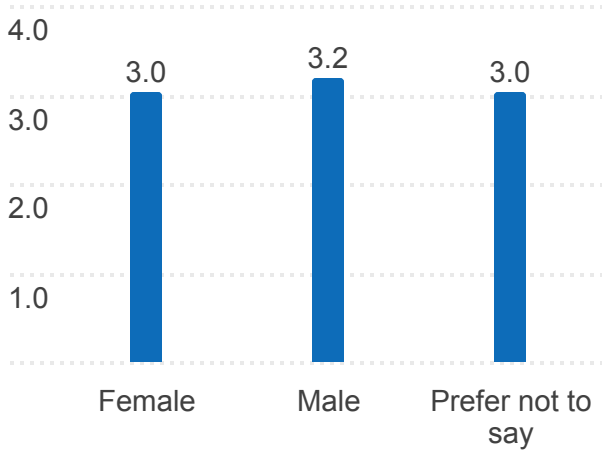
Academic Culture/ Learning Environment



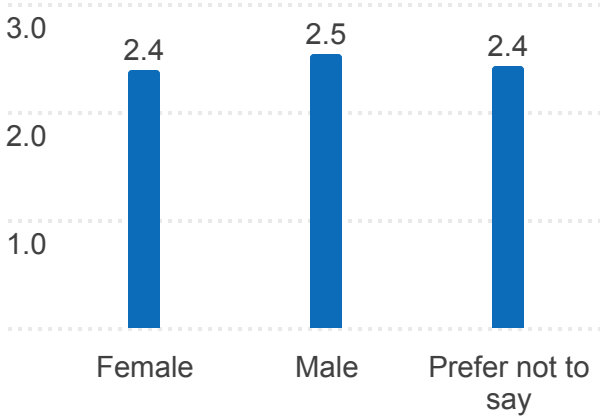
Discipline & Behavioral Expectations



School Safety

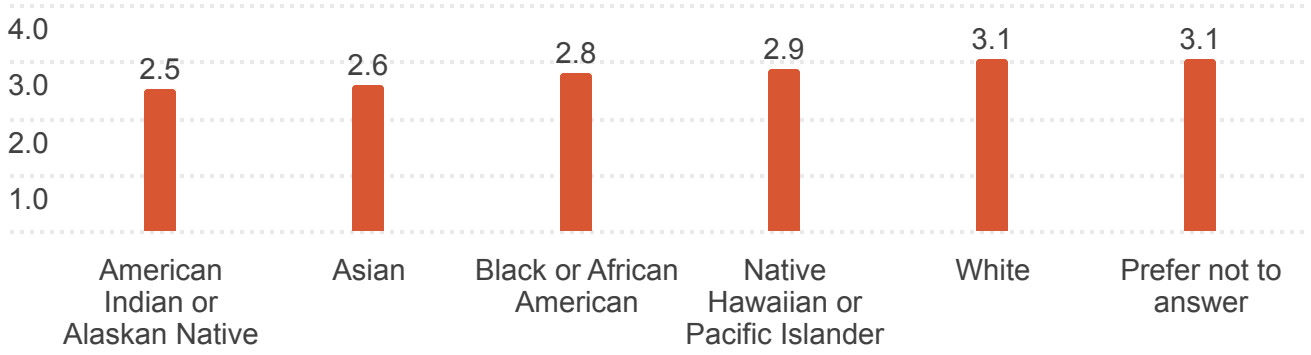


Peer Conflict / Bullying

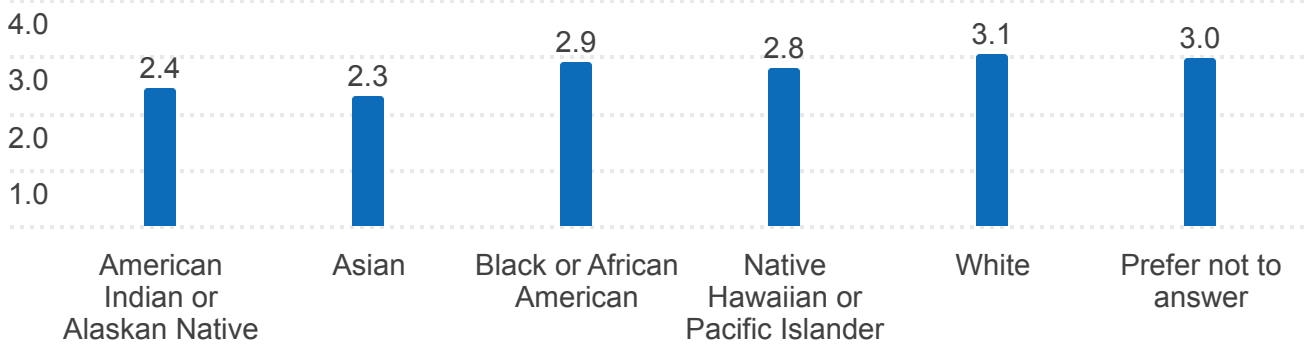


Average Climate Scales by Race

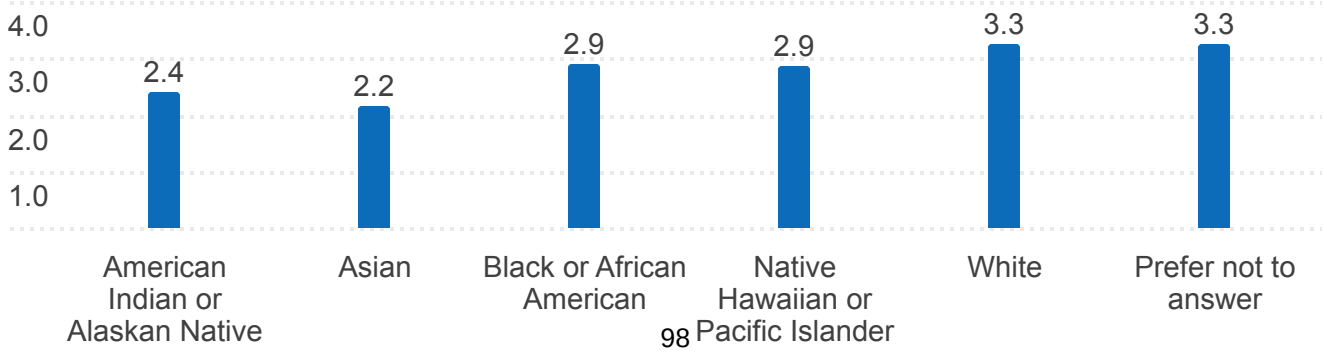
Climate Total Score



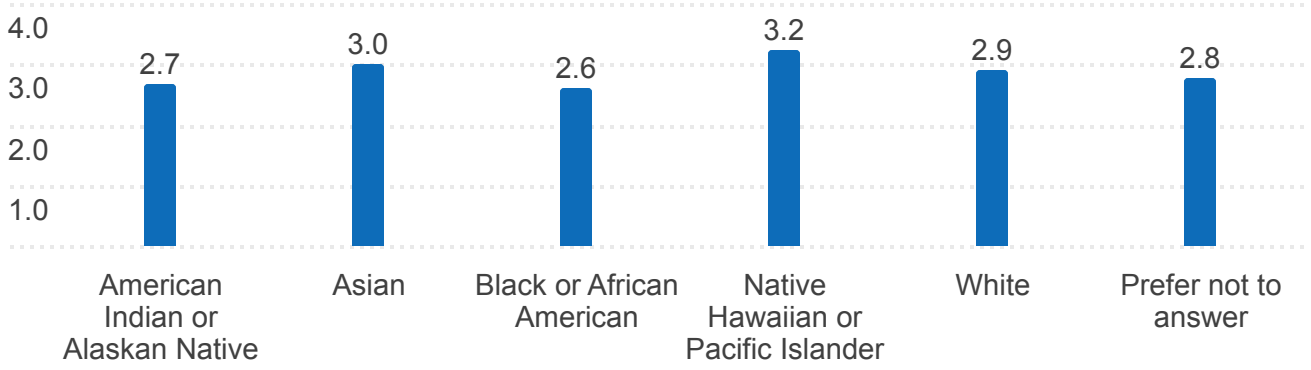
School Connectedness & Belonging



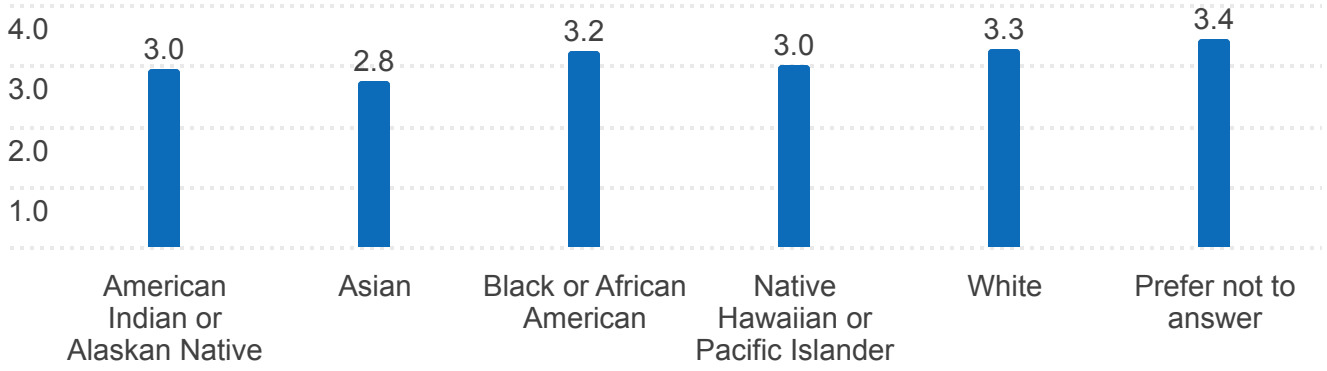
Staff - Student Relationships



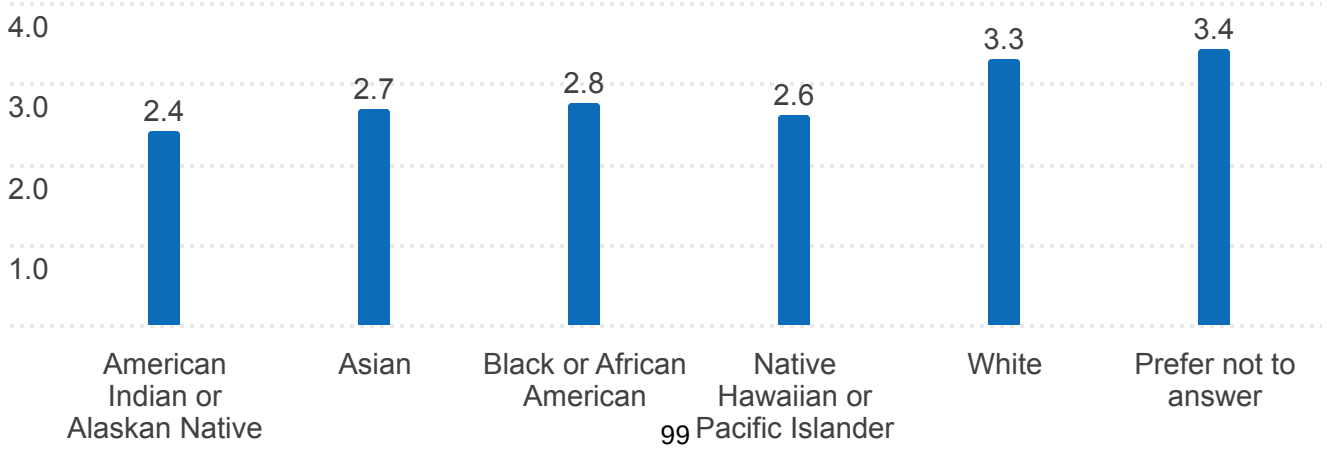
Peer Relationships / Prosocial Behavior



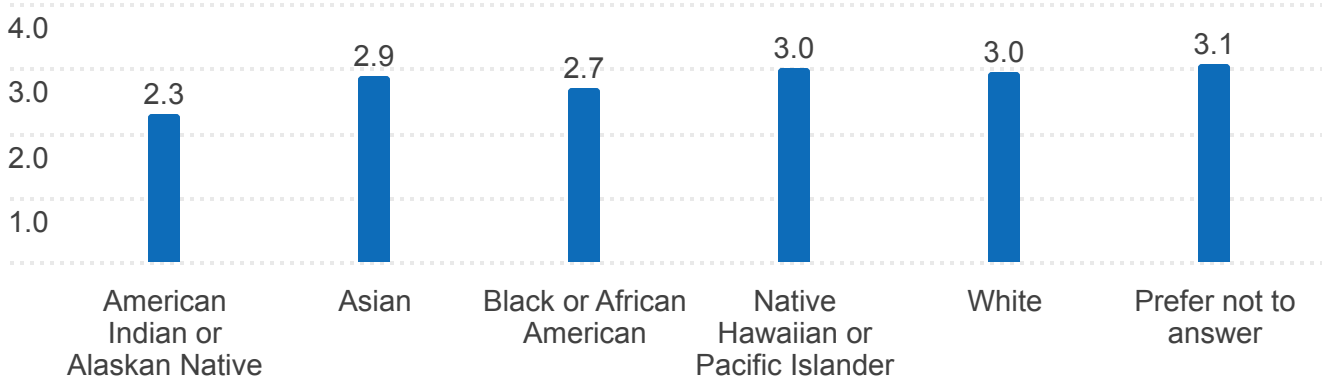
Family Involvement / Engagement



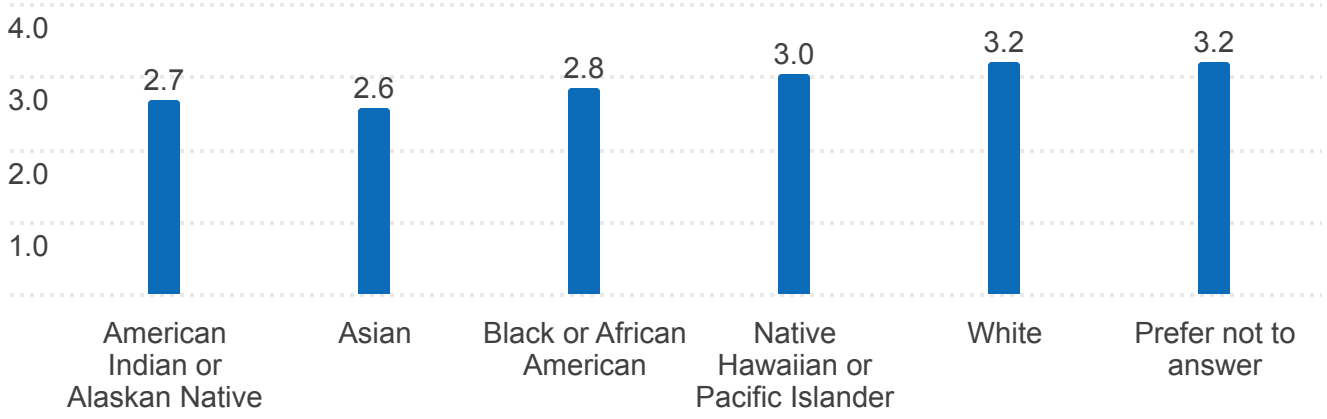
Academic Culture / Learning Environment



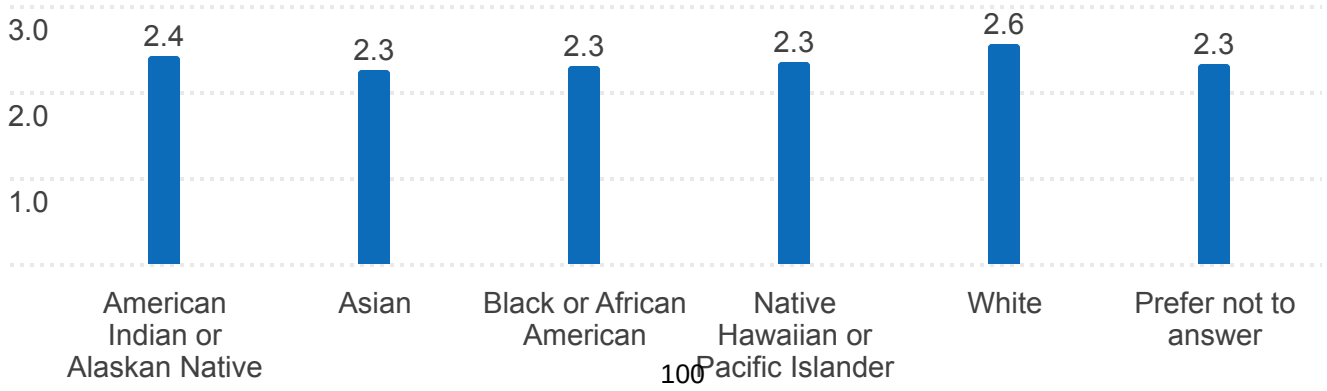
Discipline & Behavioral Expectations



School Safety

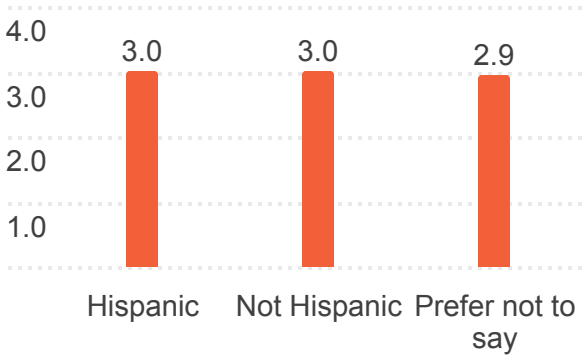


Peer Conflict / Bullying

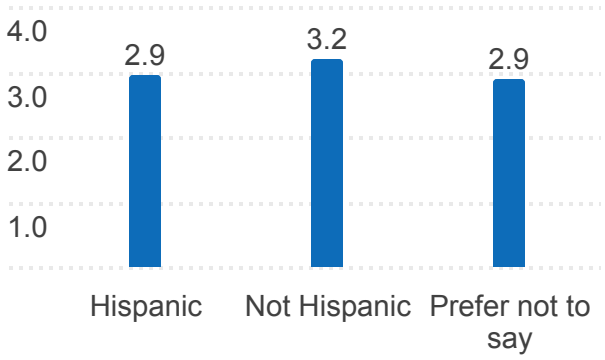


Average Climate Scales by Ethnicity

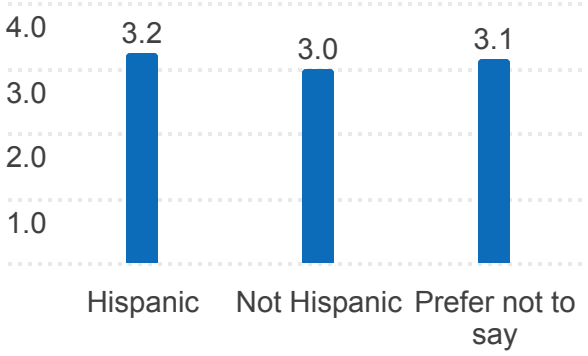
Climate Total Score



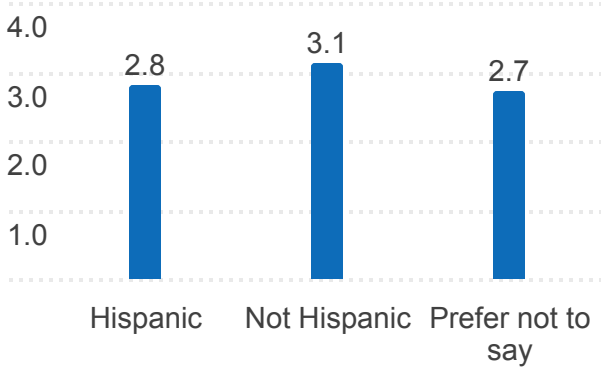
School Connectedness & Belonging



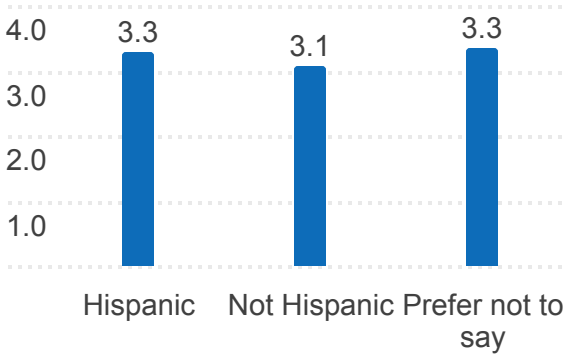
Staff - Student Relationships



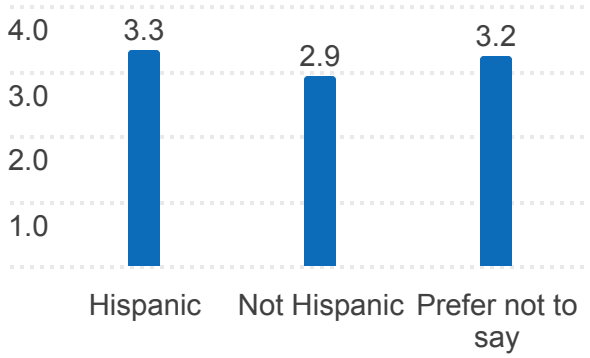
Peer Relationships



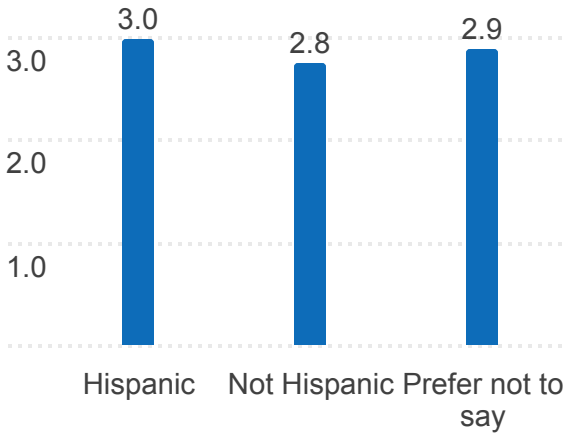
Family Involvement / Engagement



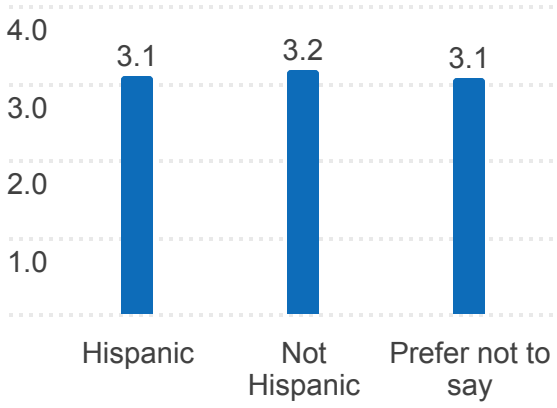
Learning Environment



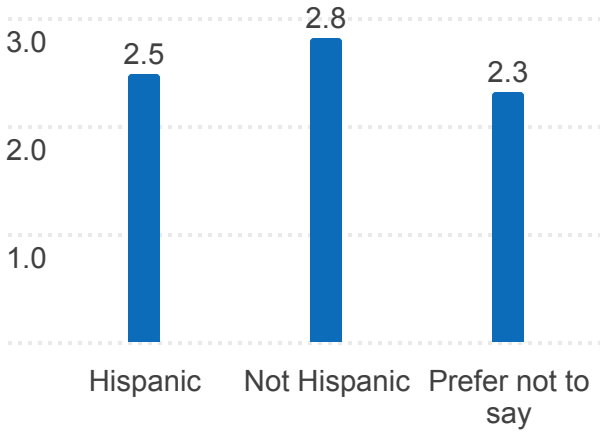
Discipline & Behavioral Expectations



School Safety



Peer Conflict / Bullying



Texas School Climate Scale

Tornillo Intermediate - Family Survey

Fall 2024-2025

The University of Texas at Austin
Texas Institute for Excellence in Mental Health
Steve Hicks School of Social Work

TCSS
TEXAS CENTER for STUDENT SUPPORTS

TEA
Texas Education Agency

Background

Research has shown that positive school climate is an important protective factor for children, helping to mitigate the negative impact of stressors and support resilience. A positive school climate has been shown to be associated with students reporting fewer risk-taking behaviors, fewer discipline issues, lower rates of bullying and victimization, fewer depressive symptoms, and greater self-esteem. A positive school climate also contributes to improved academic outcomes, increased motivation to learn, lower absenteeism, and higher graduation rates. A positive school climate also impacts educators; it is associated with lower emotional exhaustion, greater feelings of accomplishment, and improved retention. As a concept that is so important to the positive development of students, it is critical for schools to regularly measure school climate and utilize results in planning for universal (Tier 1) school interventions.

Texas School Climate Survey. The Texas School Climate Survey is a suite of four surveys to measure climate from the perspective of school personnel, family members, elementary students (grades 3-5), and secondary students (grades 6-12). Each survey asks respondents about their demographics and a series of questions related to the domains of Engagement, Environment, and Safety. The surveys use a 4-point Likert scale of agreement (from “Strongly Disagree” to “Strongly Agree”) and higher ratings reflect more positive perceptions of school climate.

The Elementary Student Survey includes 26 items across 8 conceptual subscales and the Secondary Student Survey includes 39 items across 9 conceptual scales. The School Personnel Survey includes 52 items across 12 conceptual subscales and the Parent / Caregiver Survey includes includes 37 items across 10 conceptual subscales. Since school climate factors vary between schools within the same district, school personnel who work across multiple participating schools and family members with children at multiple participating schools are asked to complete a survey for each school. Table 1 below describes the subscales in the Parent / Caregiver Survey.

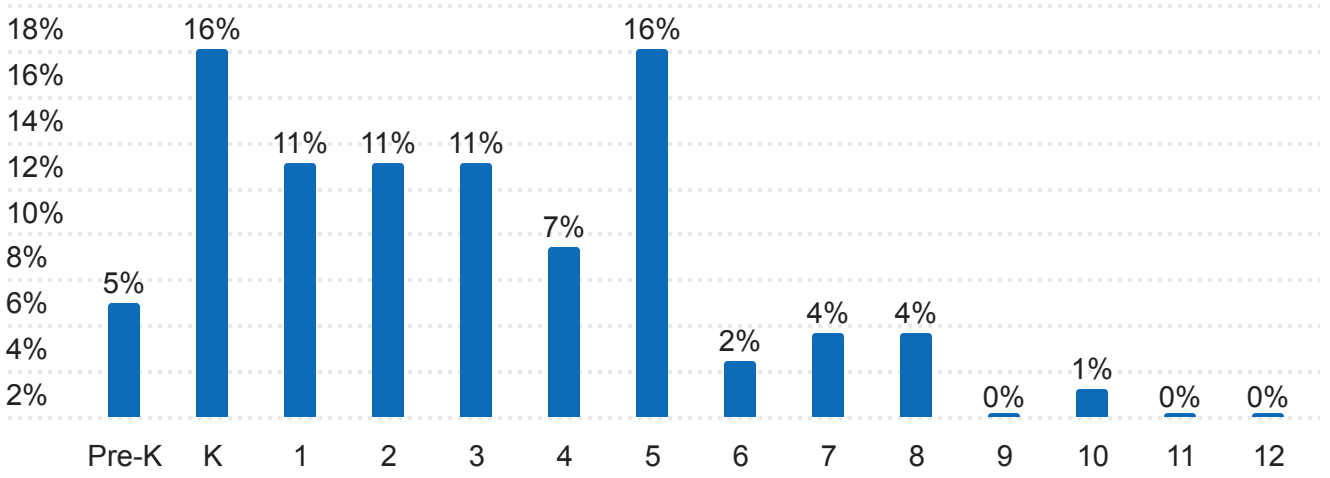
Table 1: Parent / Caregiver Survey Subscales

Subscale	Description
School Connectedness & Belonging	Parents’ perceptions of how well their child fits in and feels connected to the school.
Staff-Student Relationships	Parents’ perceptions of the degree to which staff have developed supportive relationships with their child and treat students fairly.
Staff-Parent Relationships	Parents’ perceptions of how staff communicate with them and make them feel welcome at school.
Family Involvement / Engagement	Parents’ perceptions of how involved they are in their child’s education.
Physical Environment	Parents’ perceptions of how well their child’s school is maintained.
Academic Culture / Learning Environment	Parents’ perceptions of their child’s motivation to learn and teachers’ efforts to promote their academic success.
Discipline & Behavioral Expectations	Parents’ perceptions of rules and disciplinary practices at their child’s school.
School Safety	Parents’ perception of their child’s safety at school and the effectiveness of the school’s safety measures.
Peer Conflict & Bullying	Parents’ perception of bullying and cyberbullying behaviors at their child’s school.
Substance Use	Parents’ perception of the degree to which students use alcohol, drugs and vaping products at school.

Demographics of Respondents

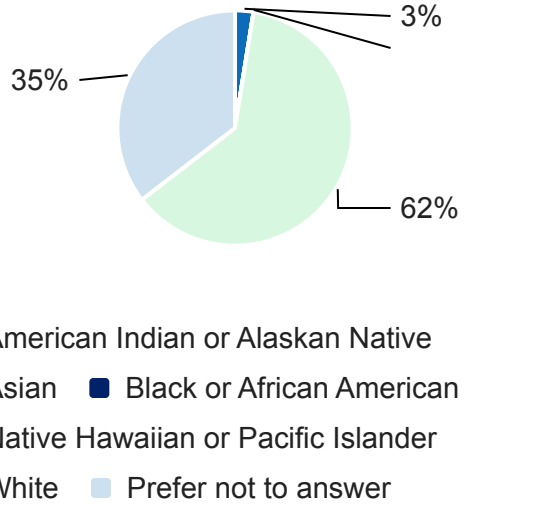
What grade is your child in?

81 Responses



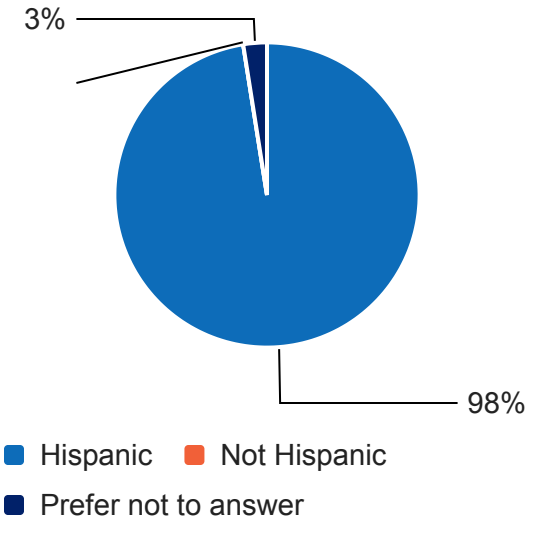
What is your race?

79 Responses

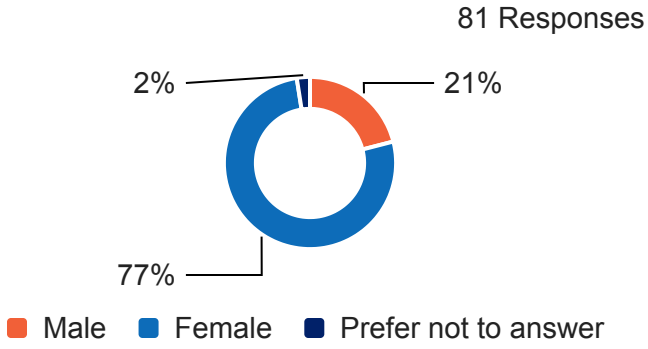


What is your ethnicity?

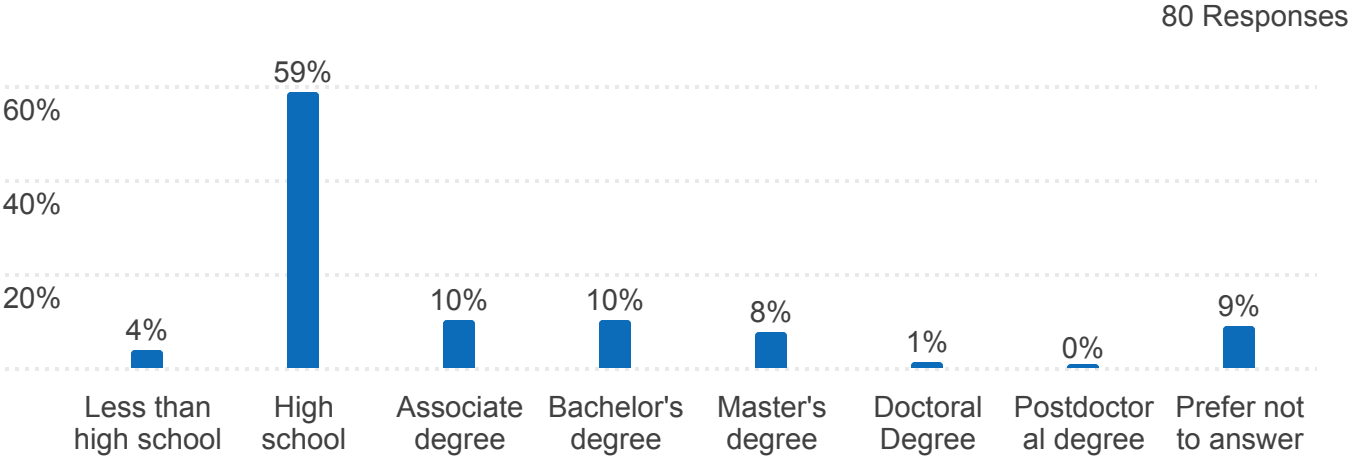
80 Responses



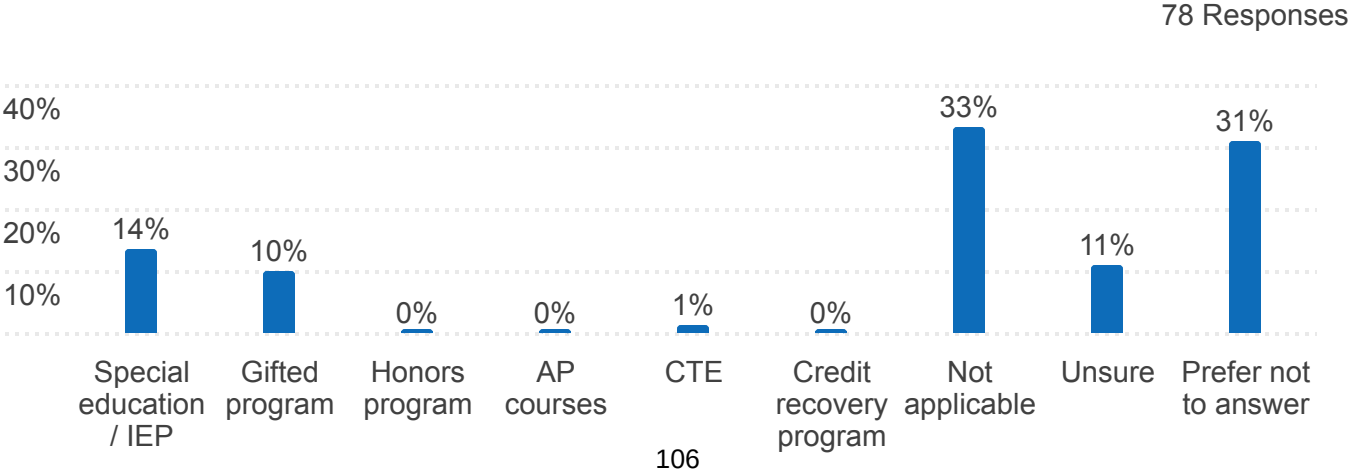
What is your gender?



What is the highest level of education that you completed?



Is your student involved in any of these programs? (may select more than one)



Overview Results

Climate Total

81 Responses

Field	Mean	Standard Deviation	Min	Max
Climate	3.3	0.5	2.0	4.0

School Connectedness & Belonging

81 Responses

Field	Mean	Standard Deviation	Min	Max
Connectedness	3.4	0.5	1.7	4.0

Staff - Student Relationships

81 Responses

Field	Mean	Standard Deviation	Min	Max
Staff-Student	3.3	0.7	1.0	4.0

Parent - Staff Relationships

81 Responses

Field	Mean	Standard Deviation	Min	Max
Parent-Staff	3.3	0.7	1.5	4.0

Family Involvement / Engagement

81 Responses

Field	Mean	Standard Deviation	Min	Max
Family Involvement	3.5	0.5	1.7	4.0

Family Involvement

Physical Environment

81 Responses

Field	Mean	Standard Deviation	Min	Max
Phys_Environ	3.7	0.4	2.5	4.0

Physical Environment

Academic Culture / Learning Environment

81 Responses

Field	Mean	Standard Deviation	Min	Max
Learn_Environ	3.5	0.6	1.0	4.0

Learning Environment

Discipline & Behavioral Expectations

81 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	3.4	0.6	1.8	4.0

Discipline & Behavioral Expectations

School Safety

81 Responses

Field	Mean	Standard Deviation	Min	Max
Safety	3.4	0.7	1.3	4.0

School Safety

Peer Conflict & Bullying

81 Responses

Field	Mean	Standard Deviation	Min	Max
Bully	2.5	0.9	1.0	4.0

Peer Conflict & Bullying

Substance Use

81 Responses

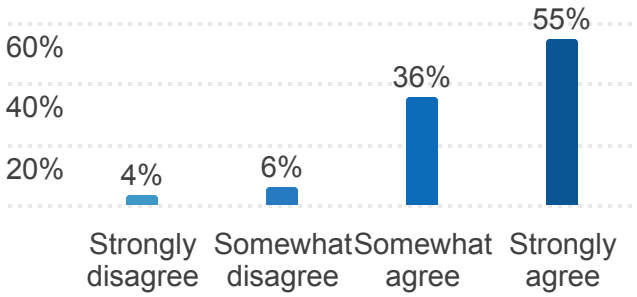
Field	Mean	Standard Deviation	Min	Max
Substance_Use	2.5	1.1	1.0	4.0

Substance Use

School Connectedness & Belonging

My child feels like he/she belongs at this school.

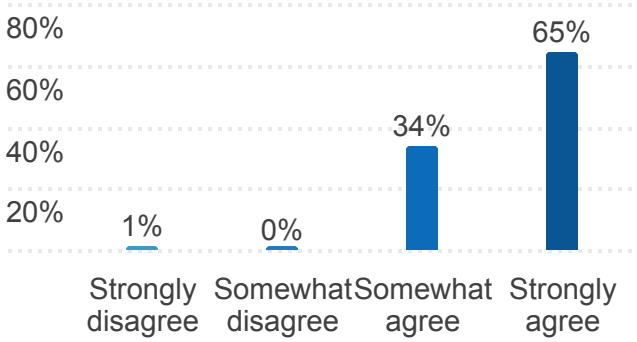
84 Responses



Field	Mean	Standard Deviation	Min	Max
My child feels like he / she belongs at this school.	3.4	0.8	1.0	4.0

My child has one or more good friends at this school.

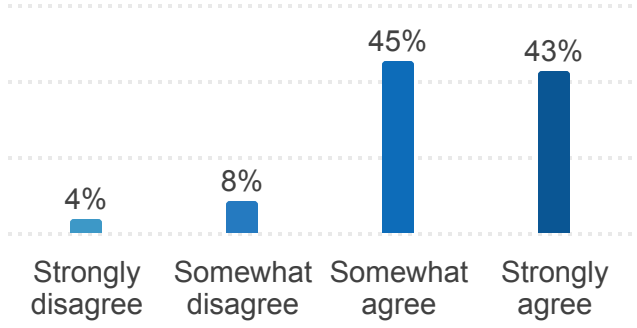
82 Responses



Field	Mean	Standard Deviation	Min	Max
My child has one or more good friends at this school.	3.6	0.6	1.0	4.0

My child looks forward to going to school.

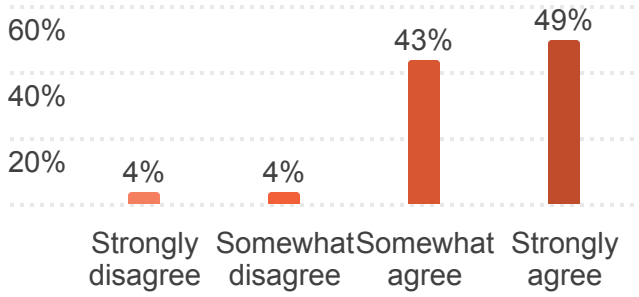
84 Responses



Field	Mean	Standard Deviation	Min	Max
My child looks forward to going to school.	3.3	0.8	1.0	4.0

Staff - Student Relationships

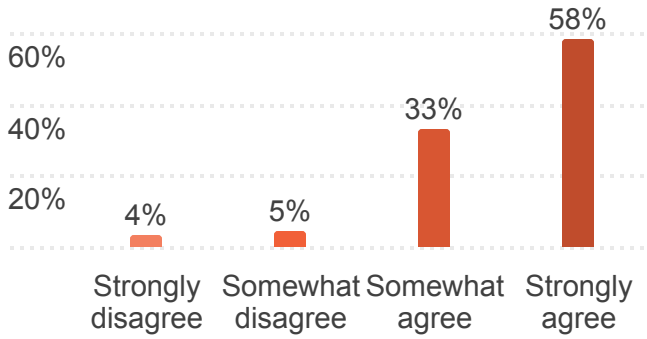
Teachers and staff at this school have built strong relationships with my child.



83 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at this school have built strong relationships with my child.	3.4	0.7	1.0	4.0

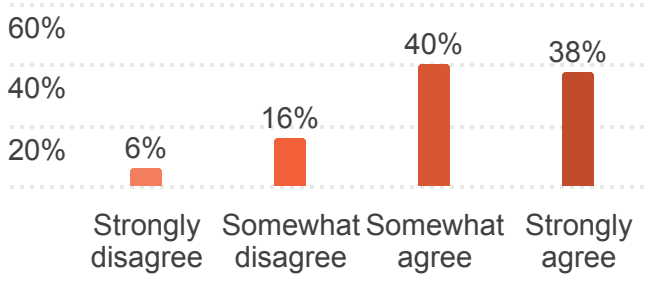
Teachers go out of their way to help students who need extra help.



84 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers go out of their way to help students who need extra help.	3.5	0.7	1.0	4.0

Teachers and staff at my child's school treat all students fairly.

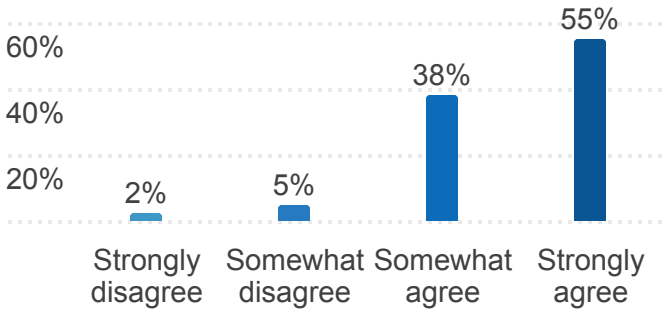


82 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my child's school treat all students fairly.	3.1	0.9	1.0	4.0

Parent - Staff Relationships

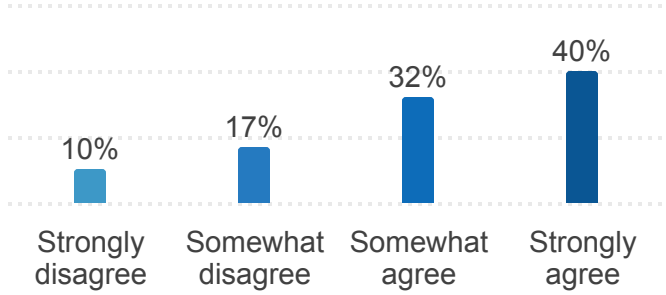
I feel comfortable talking with teachers at my child's school.



87 Responses

Field	Mean	Standard Deviation	Min	Max
I feel comfortable talking with teachers at my child's school.	3.5	0.7	1.0	4.0

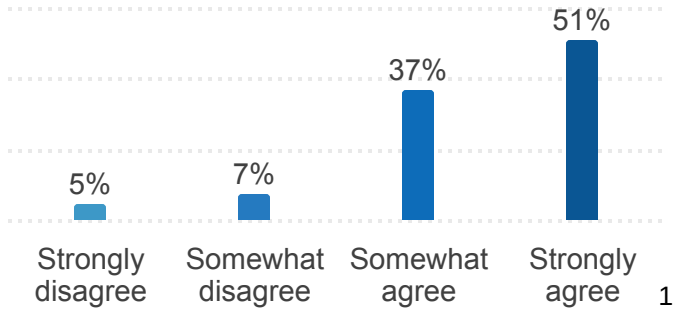
When my child does something good at school, I usually hear about it from the school.



87 Responses

Field	Mean	Standard Deviation	Min	Max
When my child does something good at school, I usually hear about it from the school.	3.0	1.0	1.0	4.0

I feel welcome at my child's school.

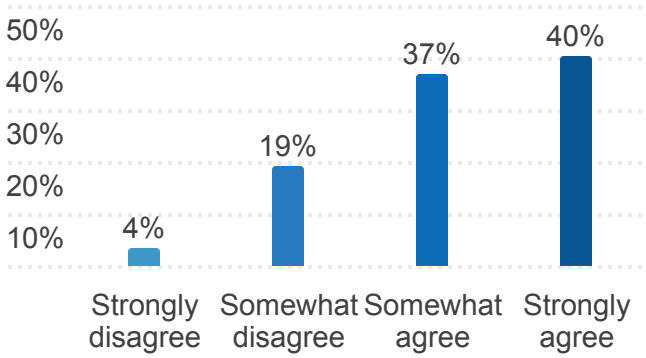


84 Responses

Field	Mean	Standard Deviation	Min	Max
I feel welcome at my child's school.	3.3	0.8	1.0	4.0

School staff take parents' concerns seriously.

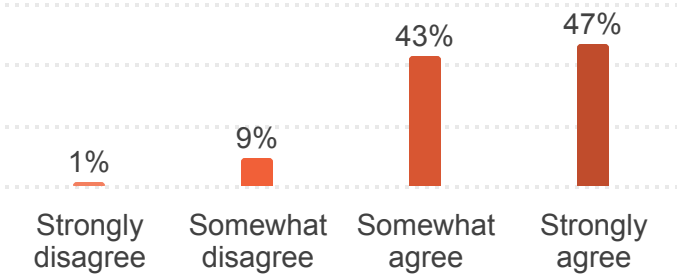
84 Responses



Field	Mean	Standard Deviation	Min	Max
School staff take parents' concerns seriously.	3.1	0.8	1.0	4.0

Family Involvement / Engagement

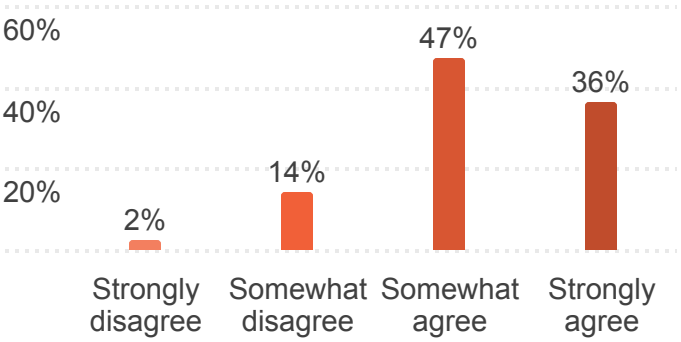
This school encourages me to be an active partner in educating my child.



86 Response

Field	Mean	Standard Deviation	Min	Ma
This school encourages me to be an active partner in educating my child.	3.3	0.7	1.0	4.(

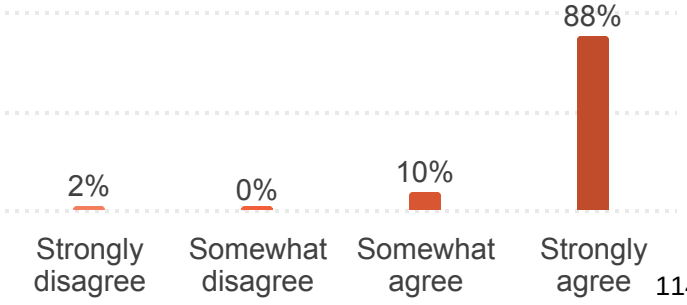
I am actively involved in my child's school.



85 Responses

Field	Mean	Standard Deviation	Min	Max
I am actively involved in my child's school.	3.2	0.8	1.0	4.0

I talk to my child about what he / she does in school.



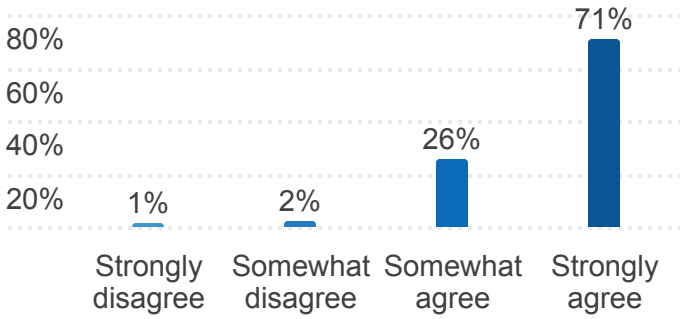
84 Responses

Field	Mean	Standard Deviation	Min	Max
I talk to my child about what he / she does in school.	3.8	0.5	1.0	4.0

Physical Environment

My child's school is clean and well-maintained.

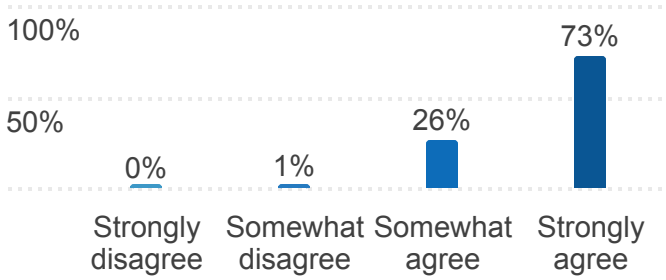
82 Responses



Field	Mean	Standard Deviation	Min	Max
My child's school is clean and well-maintained.	3.7	0.6	1.0	4.0

Teachers at my child's school keep their classrooms clean and organized.

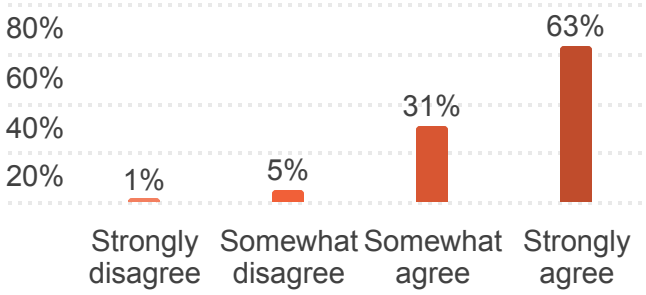
84 Responses



Field	Mean	Standard Deviation	Min	Max
Teachers at my child's school keep their classrooms clean and organized.	3.7	0.5	2.0	4.0

Academic Culture / Learning Environment

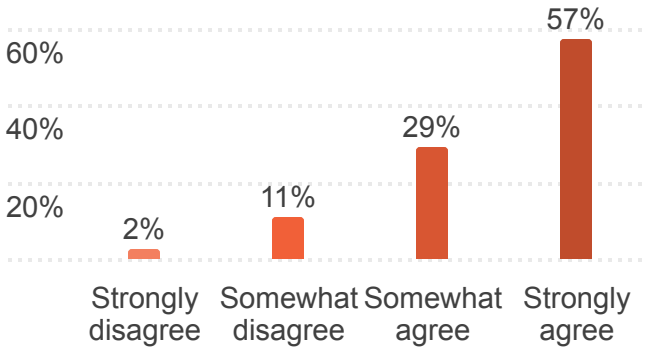
Teachers encourage my child to work hard in school.



84 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers encourage my child to work hard in school.	3.6	0.6	1.0	4.0

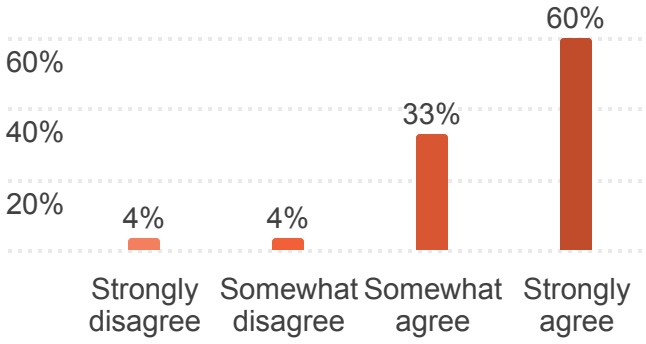
Teachers at my child's school promote academic success for all students.



82 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers at my child's school promote academic success for all students.	3.4	0.8	1.0	4.0

My child feels motivated to learn at school.

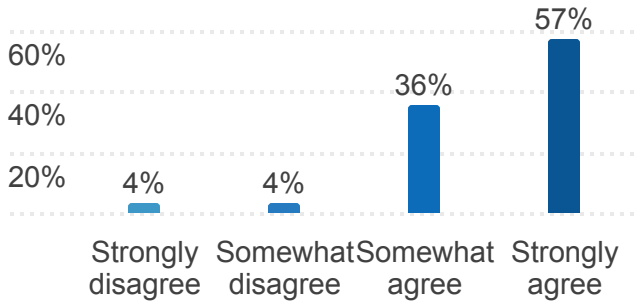


85 Responses

Field	Mean	Standard Deviation	Min	Max
My child feels motivated to learn at school.	3.5	0.7	1.0	4.0

Discipline & Behavioral Expectations

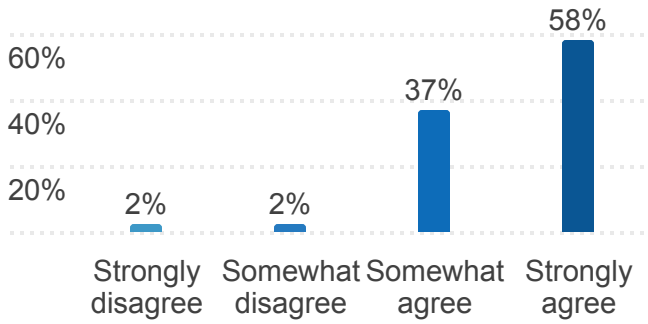
Adults at school recognize my child for good behavior.



84 Responses

Field	Mean	Standard Deviation	Min	Max
Adults at school recognize my child for good behavior.	3.5	0.7	1.0	4.0

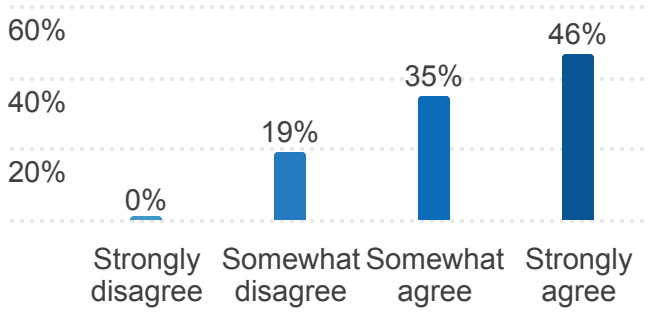
My child's school sets clear rules for behavior.



84 Responses

Field	Mean	Standard Deviation	Min	Max
My child's school sets clear rules for behavior.	3.5	0.7	1.0	4.0

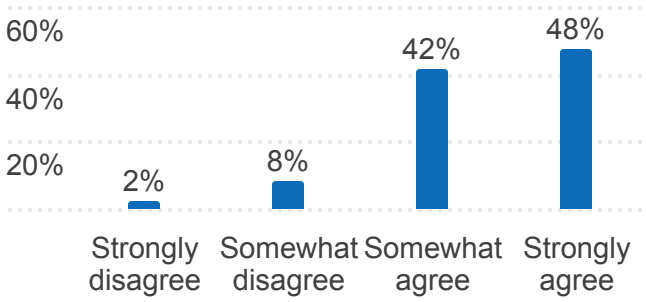
School rules are applied consistently to all students.



84 Responses

Field	Mean	Standard Deviation	Min	Max
School rules are applied consistently to all students.	3.3	0.8	2.0	4.0

Discipline practices at my child's school improve student behavior and reduce disruptions.



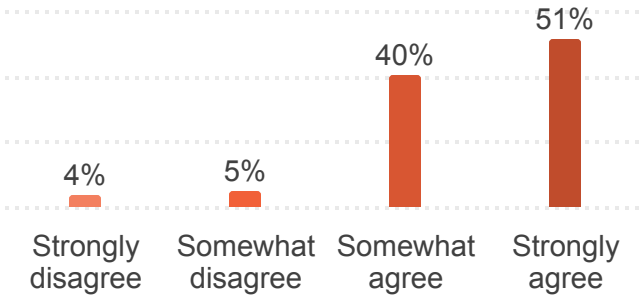
84 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline practices at my child's school improve student behavior and reduce disruptions.	3.3	0.7	1.0	4.0

School Safety

I believe my child is safe at this school.

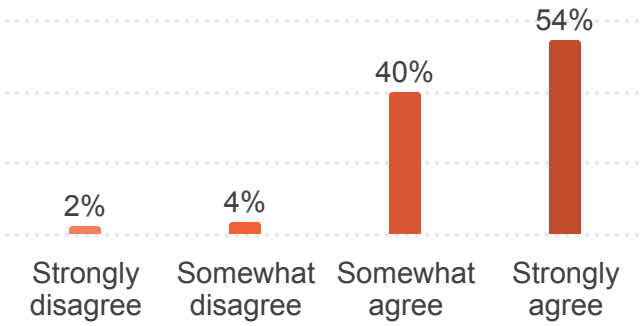
84 Responses



Field	Mean	Standard Deviation	Min	Max
I believe my child is safe at this school.	3.4	0.7	1.0	4.0

My child's school takes effective measures to keep students safe.

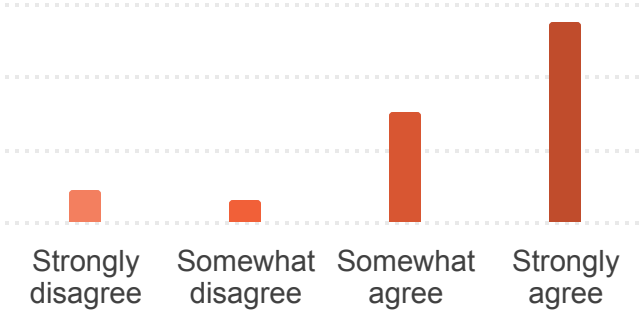
83 Responses



Field	Mean	Standard Deviation	Min	Max
My child's school takes effective measures to keep students safe.	3.5	0.7	1.0	4.0

My child's school notifies parents or guardians effectively in the case of a school-wide emergency.

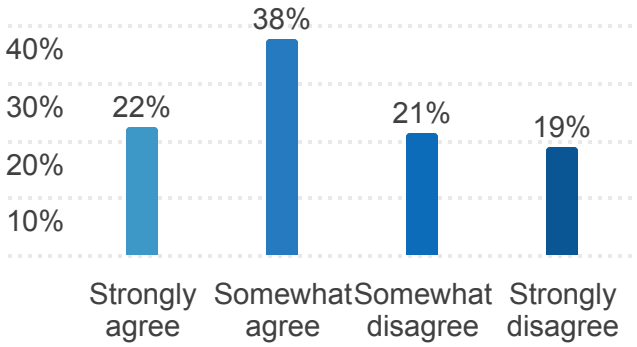
82 Responses



Field	Mean	Standard Deviation	Min	Max
My child's school notifies parents effectively in the case of a school-wide emergency.	3.3	0.9	1.0	4.0

Peer Conflict & Bullying

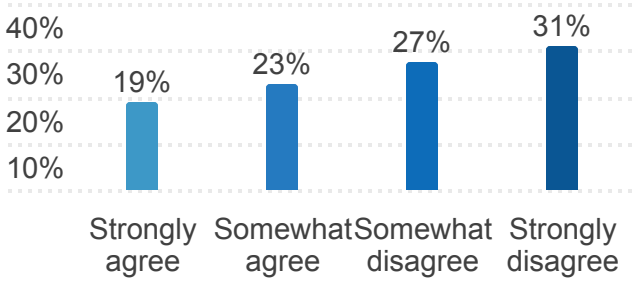
I think that bullying is a problem at my child's school.



85 Responses

Field	Mean	Standard Deviation	Min	Max
I think that bullying is a problem at my child's school.	2.4	1.0	1.0	4.0

Bullying of students over the internet or cell phones is a problem at my child's school (cyberbullying).

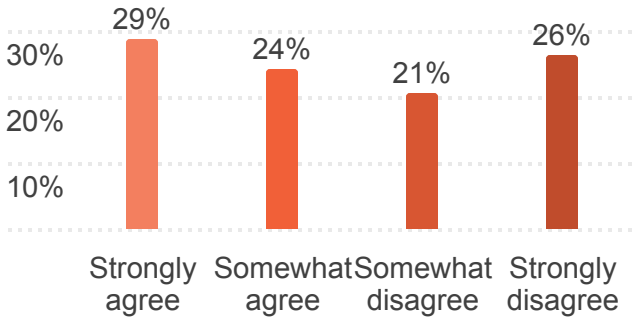


84 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying of students over the internet or cell phones is a problem at my child's school (cyberbullying).	2.7	1.1	1.0	4.0

Substance Use

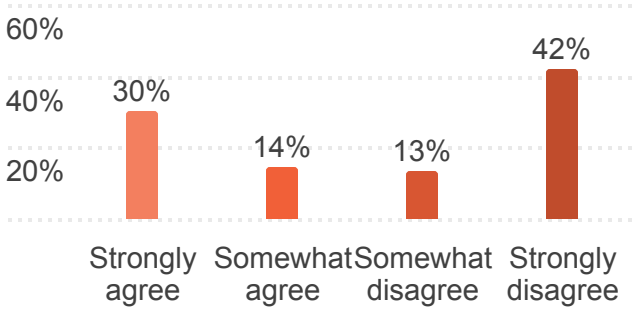
Students vaping is a problem at my child's school.



87 Responses

Field	Mean	Standard Deviation	Min	Max
Students vaping is a problem at my child's school.	2.4	1.2	1.0	4.0

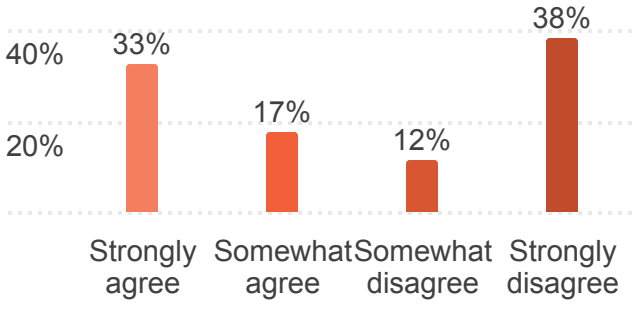
Students drinking alcohol is a problem at my child's school.



83 Responses

Field	Mean	Standard Deviation	Min	Max
Students drinking alcohol is a problem at my child's school.	2.7	1.3	1.0	4.0

Students using drugs is a problem at my child's school.

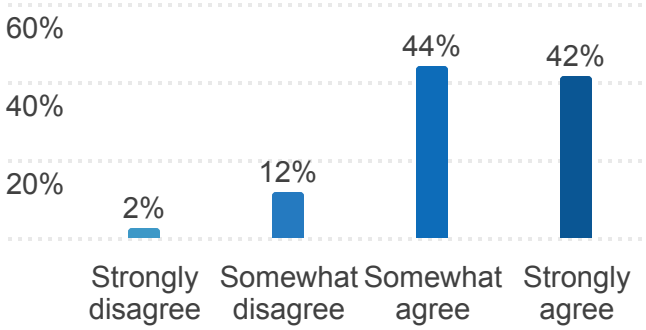


86 Responses

Field	Mean	Standard Deviation	Min	Max
Students using drugs is a problem at my child's school.	2.6	1.3	1.0	4.0

Services & Supports

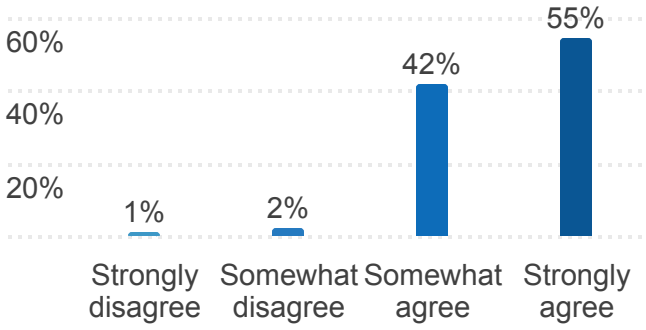
My child's school provides high quality services to help students with social or emotional needs.



84 Responses

Field	Mean	Standard Deviation	Min	Max
My child's school provides high quality services to help students with social or emotional needs.	3.3	0.8	1.0	4.0

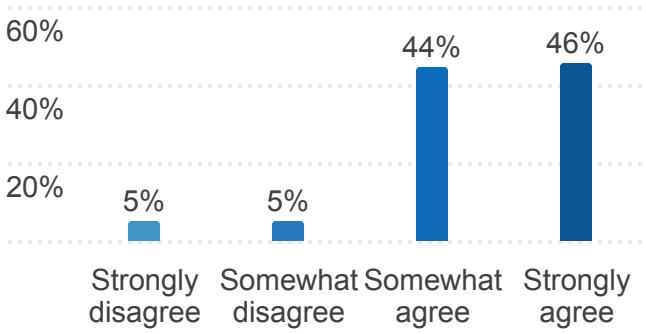
Support staff like counselors, psychologists, and wellness staff are available to my child if he/she needs them.



86 Responses

Field	Mean	Standard Deviation	Min	Max
Support staff like counselors, psychologists, and wellness staff are available to my child if he/she needs them.	3.5	0.6	1.0	4.0

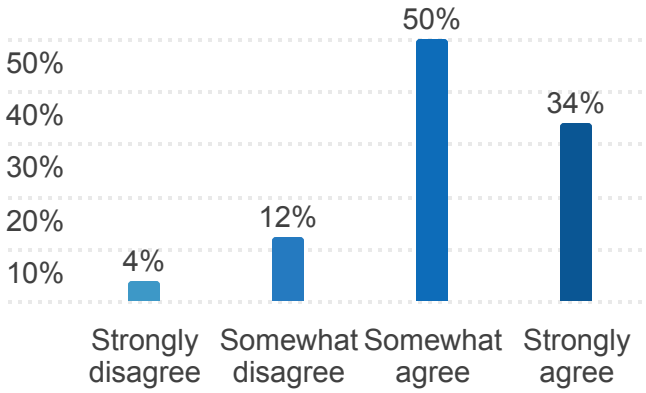
I know how to access support for my child's non-academic needs (e.g., housing, food, health care) within my school if I need them.



81 Responses

Field	Mean	Standard Deviation	Min	Max
I know how to access support for my child's non-academic needs within my school if I need them.	3.3	0.8	1.0	4.0

My child's school has sufficient resources to address and prevent substance use.

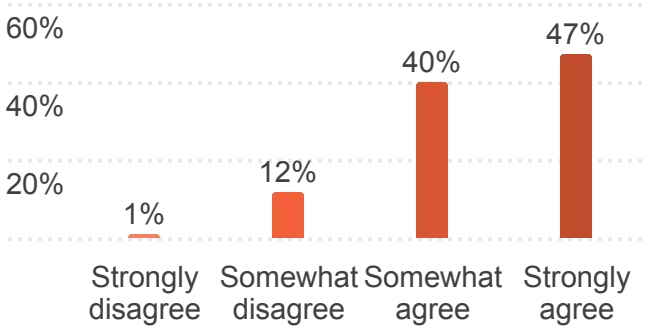


82 Responses

Field	Mean	Standard Deviation	Min	Max
My child's school has sufficient resources to address and prevent substance use.	3.1	0.8	1.0	4.0

Mental Health & Well-being

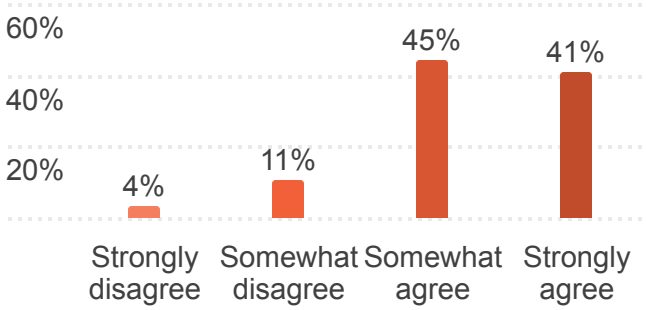
My child's school provides parents with information and resources to support children's mental health needs.



6 Responses

Field	Mean	Standard Deviation	Min	Max
My child's school places a priority on teaching students to manage their stress levels.	3.0	0.0	3.0	3.0

My child's school places a priority on addressing students' mental health needs.

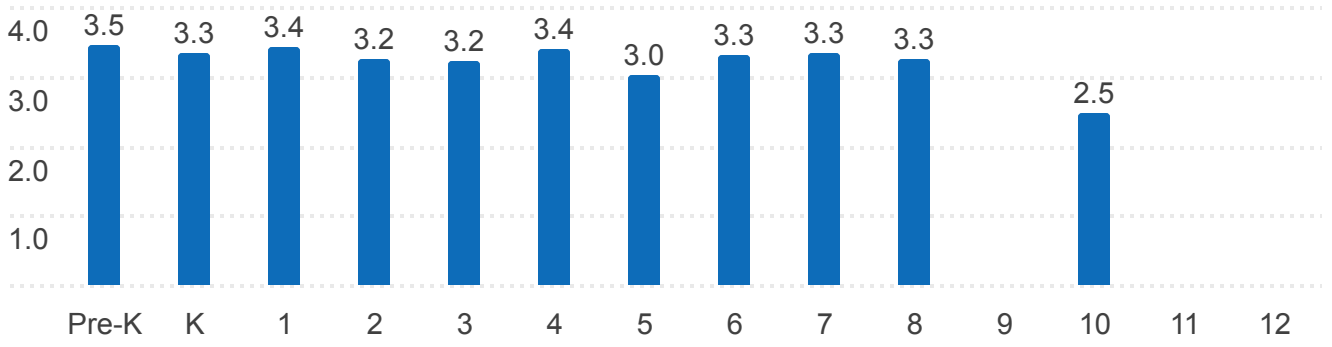


83 Responses

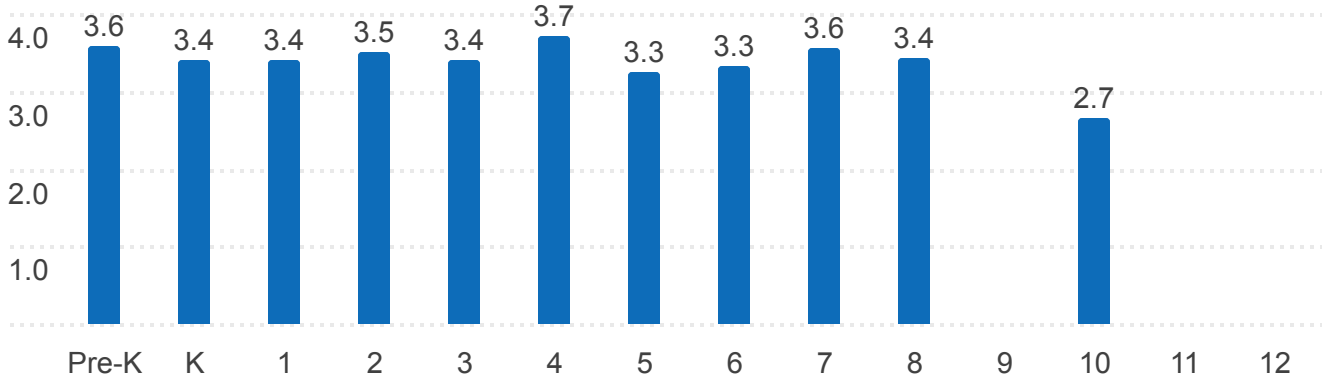
Field	Mean	Standard Deviation	Min	Max
My child's school places a priority on addressing students' mental health needs.	3.2	0.8	1.0	4.0

Average Climate Scales by Student Grade

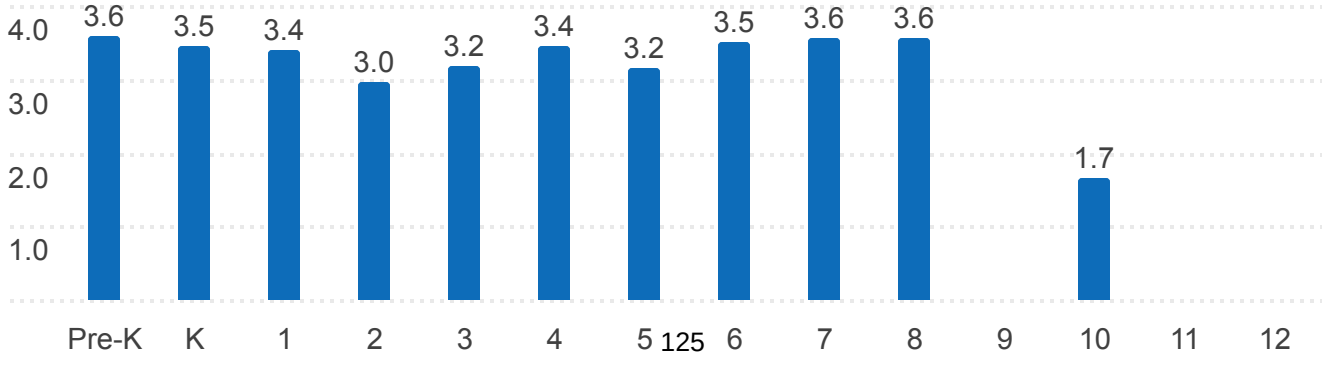
Climate Total



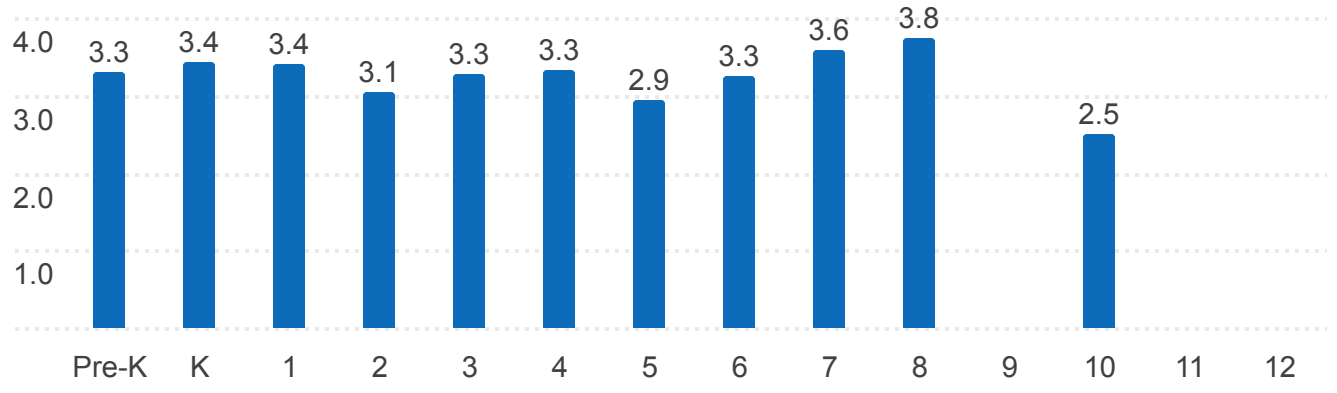
School Connectedness & Belonging



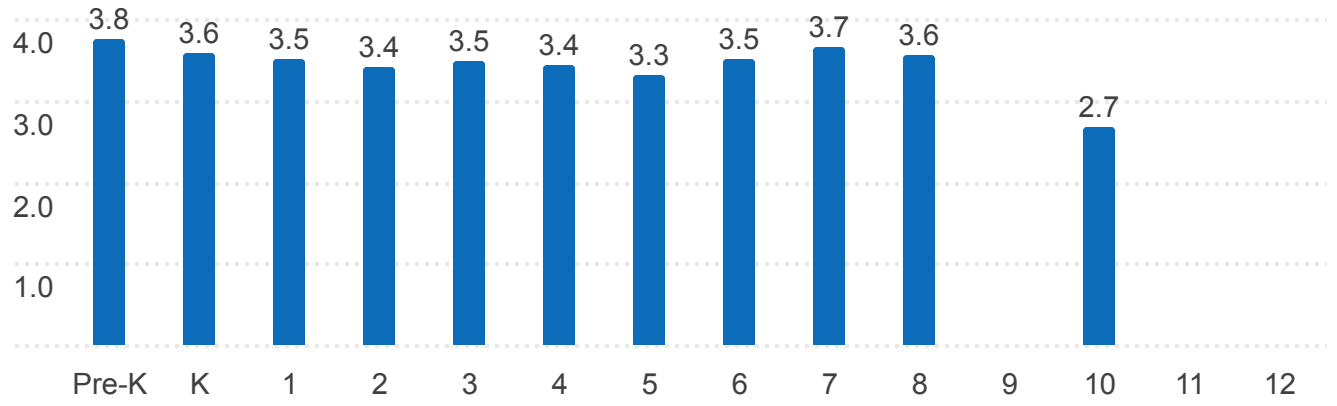
Staff - Student Relationships



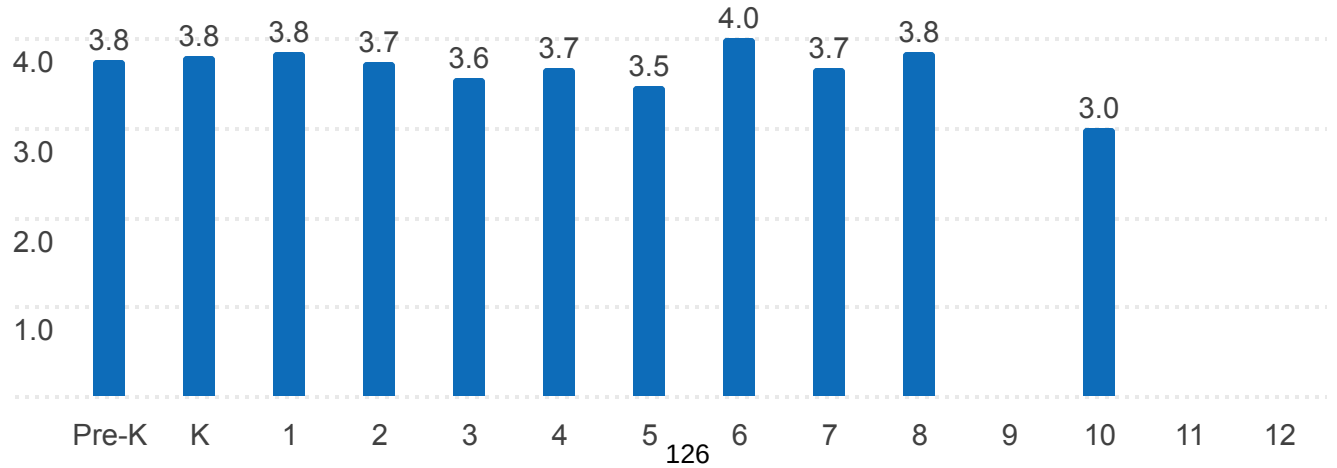
Parent - Staff Relationships



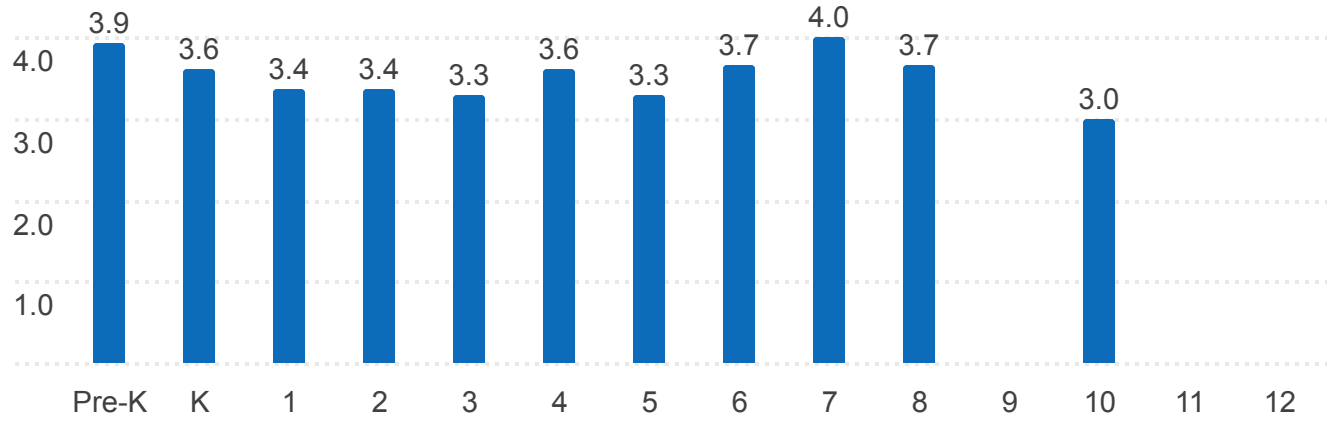
Family Involvement / Engagement



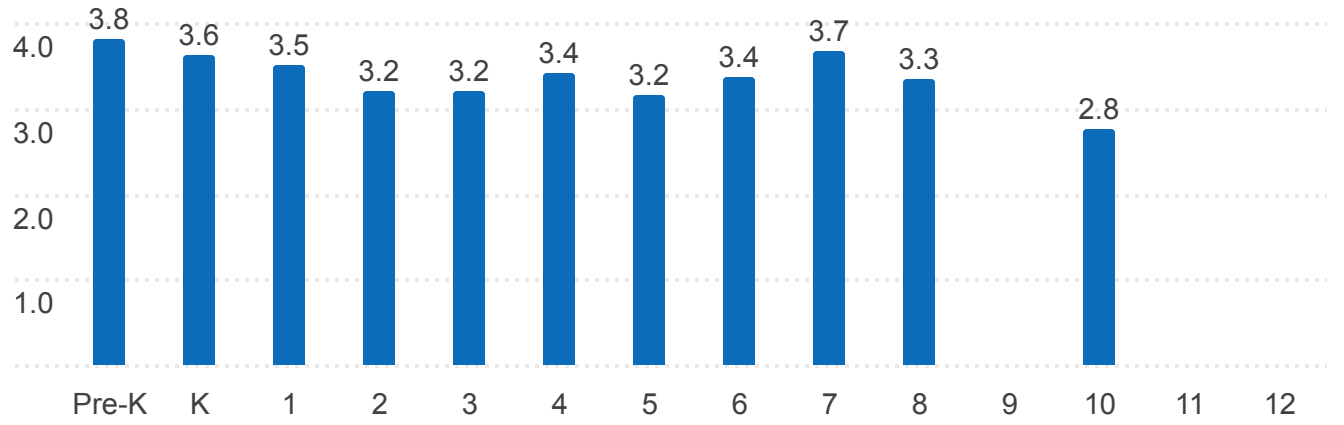
Physical Environment



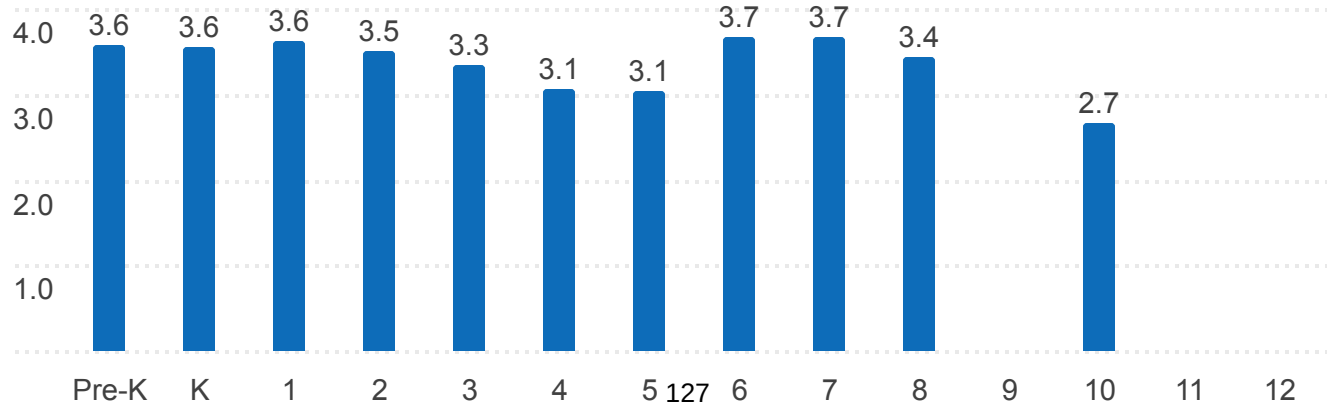
Academic Culture / Learning Environment



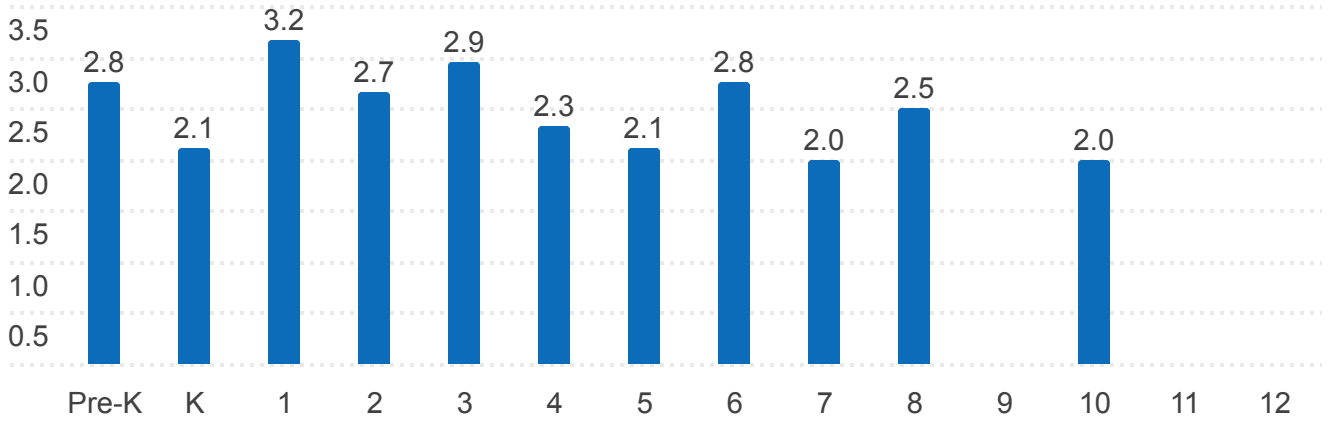
Discipline & Behavioral Expectations



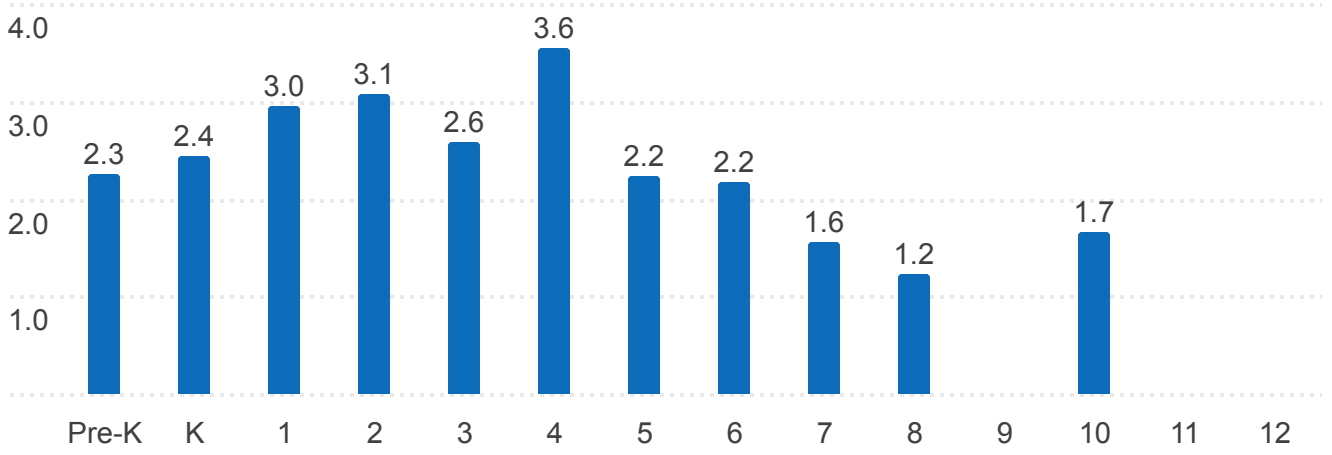
School Safety



Peer Conflict & Bullying

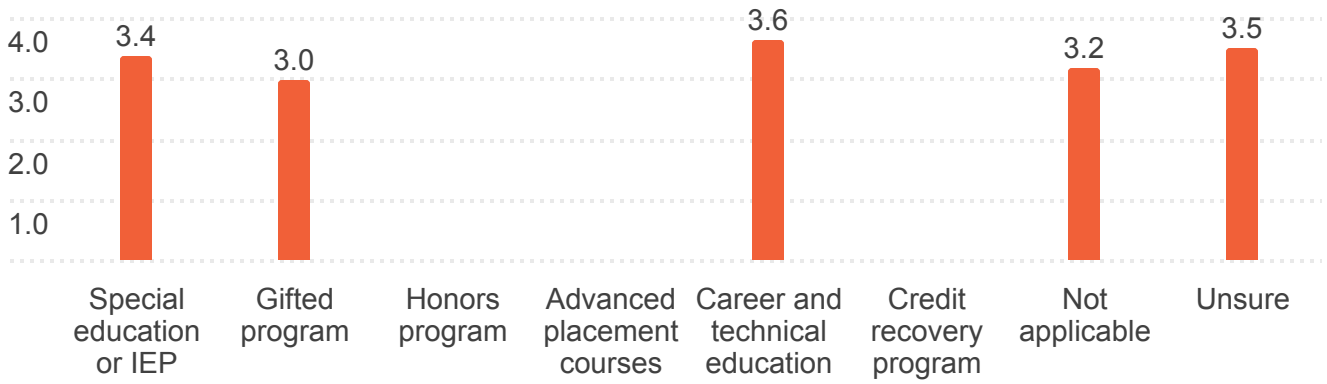


Substance Use

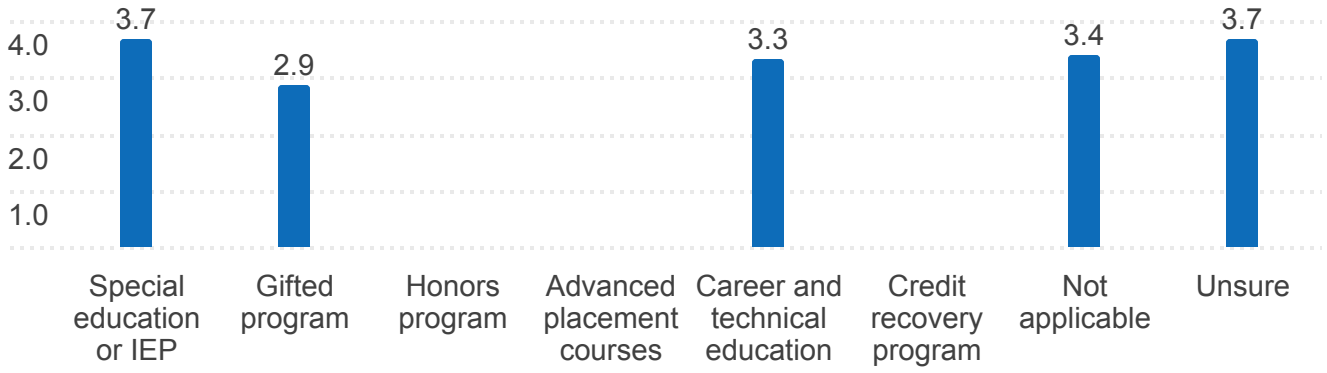


Average Climate Scales by Student Program Participation

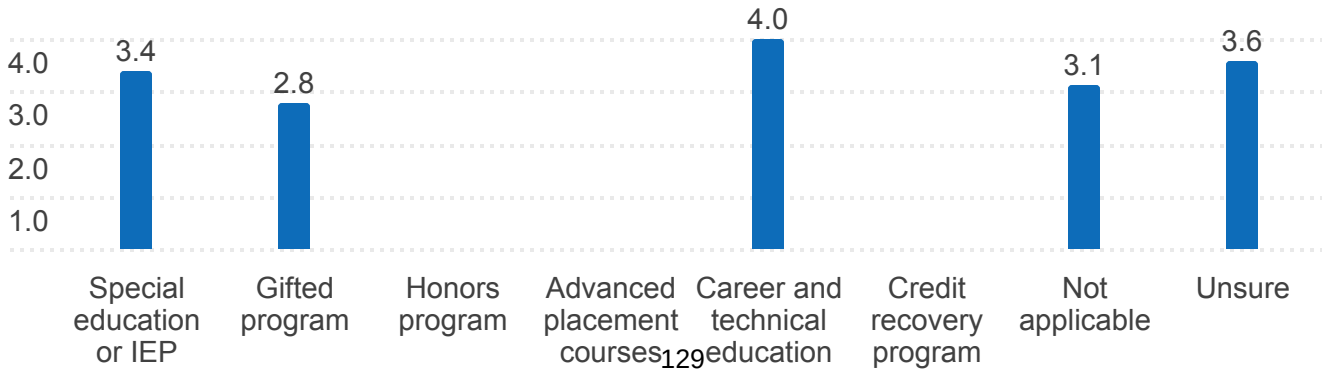
Climate Total



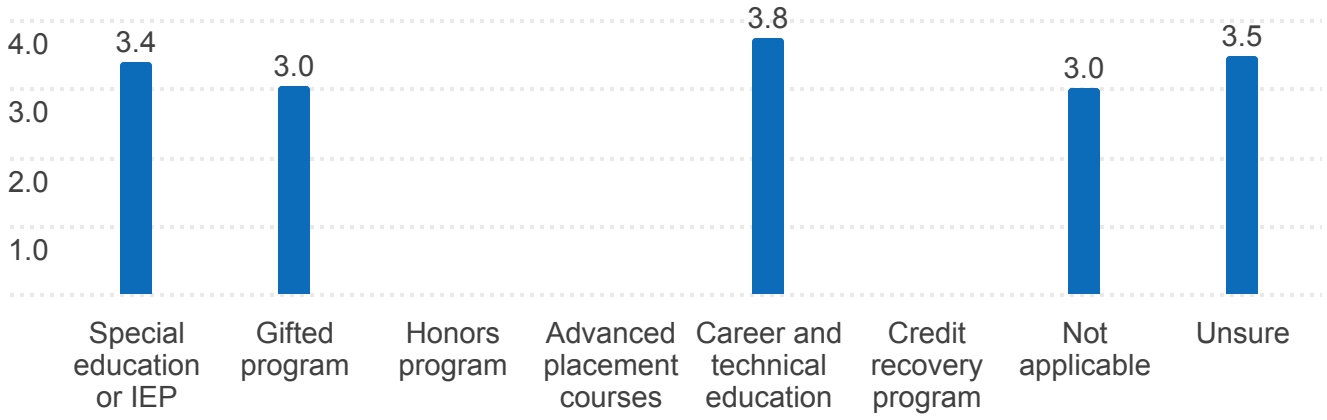
School Connectedness & Belonging



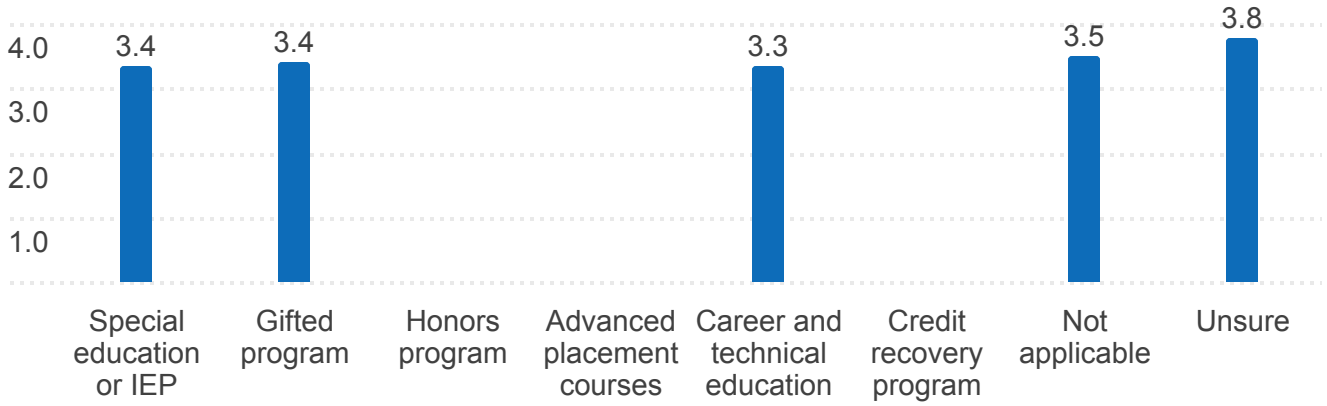
Staff - Student Relationships



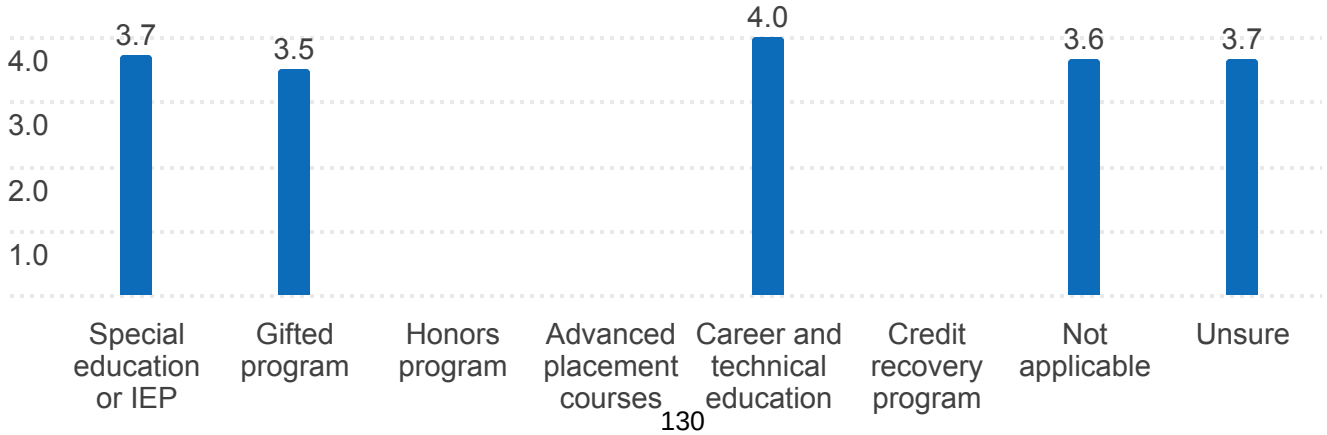
Parent - Staff Relationships



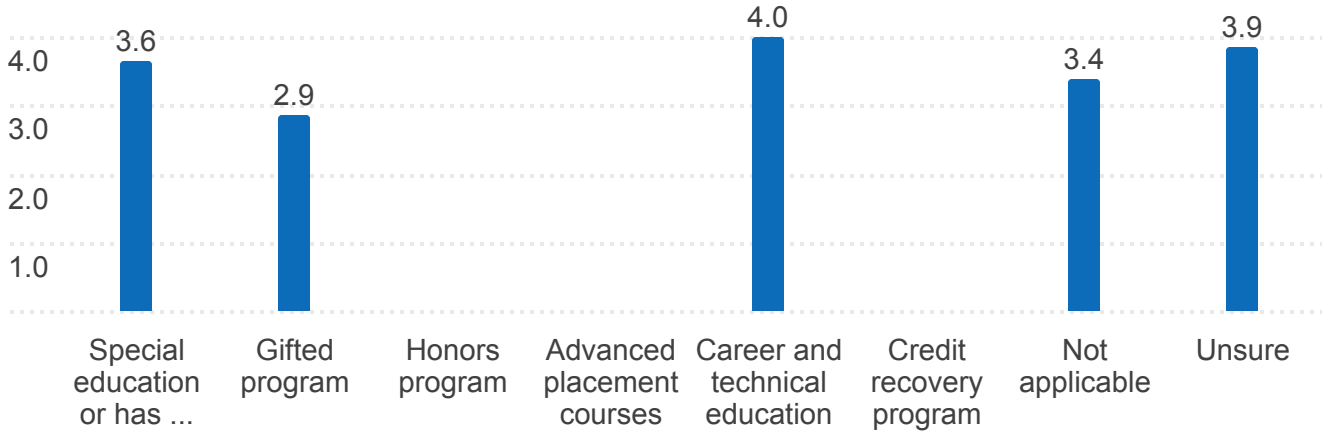
Family Involvement / Engagement



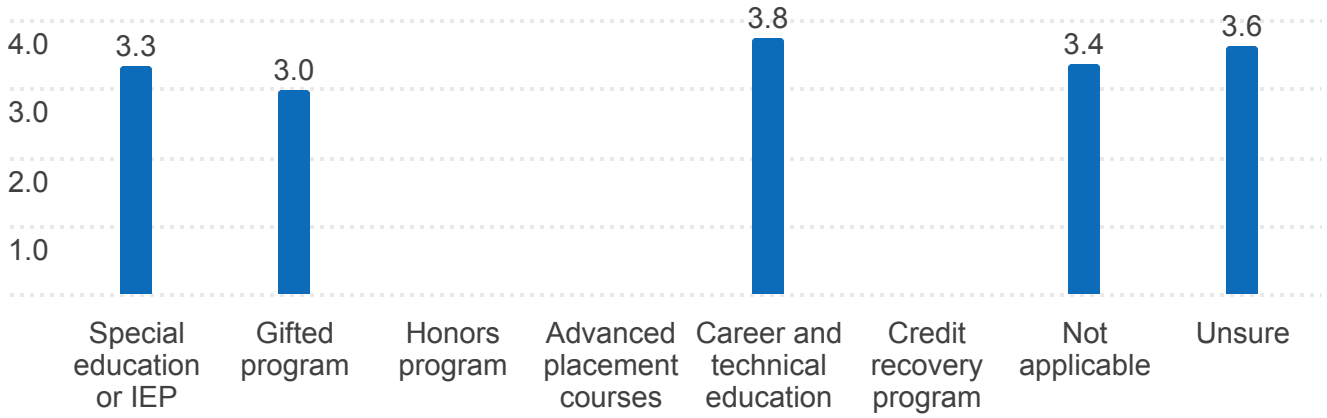
Physical Environment



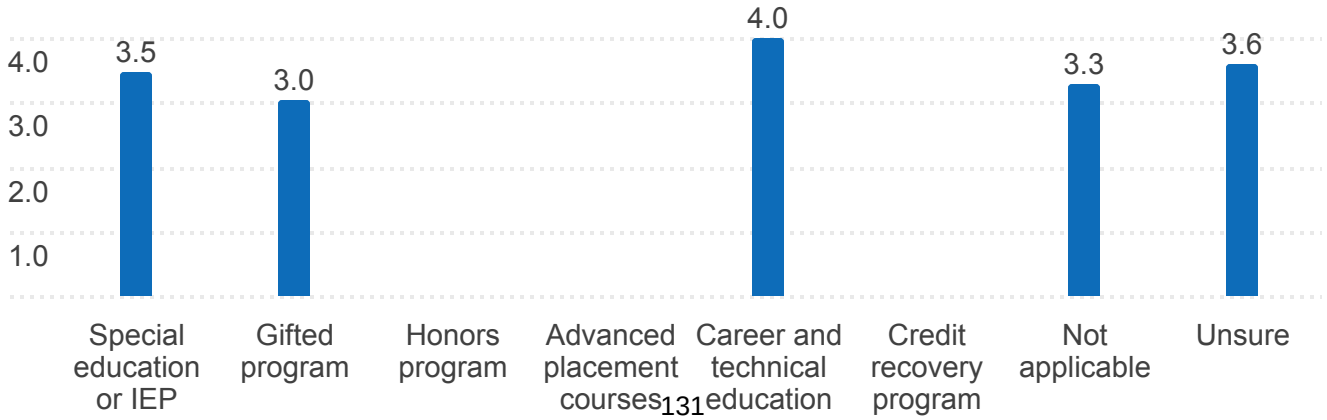
Academic Culture / Learning Environment



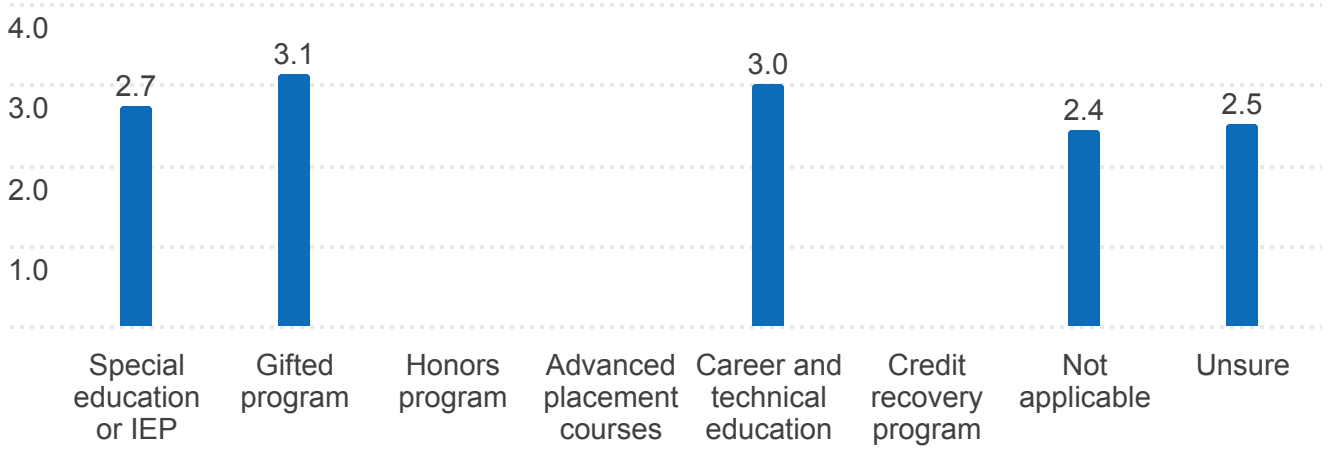
Discipline & Behavioral Expectations



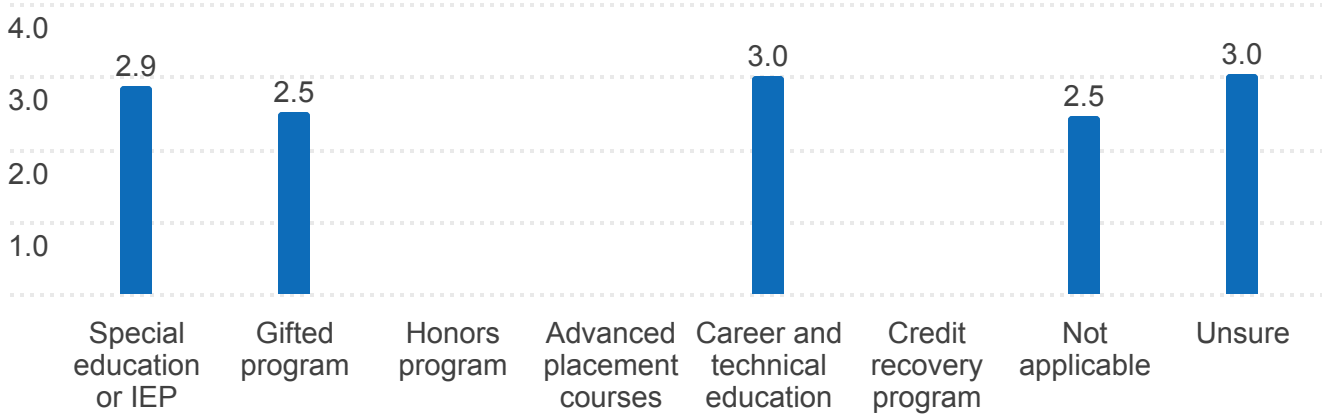
School Safety



Peer Conflict & Bullying

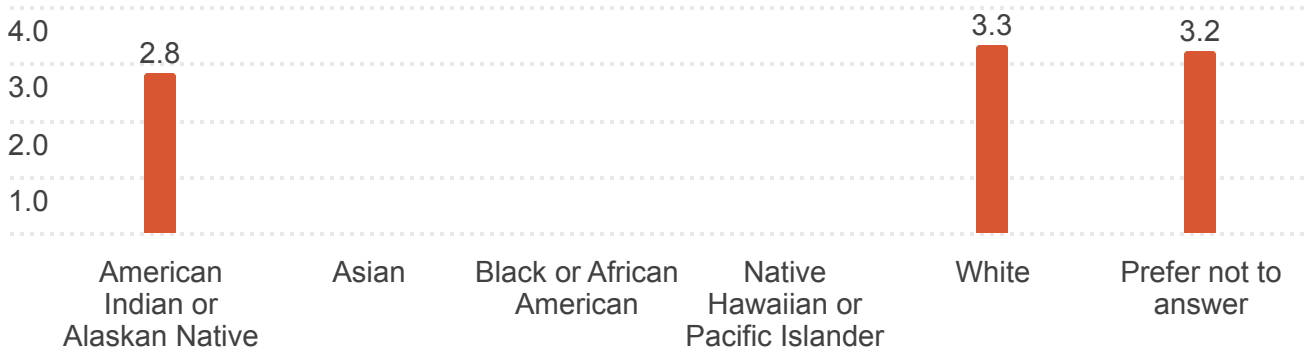


Substance Use

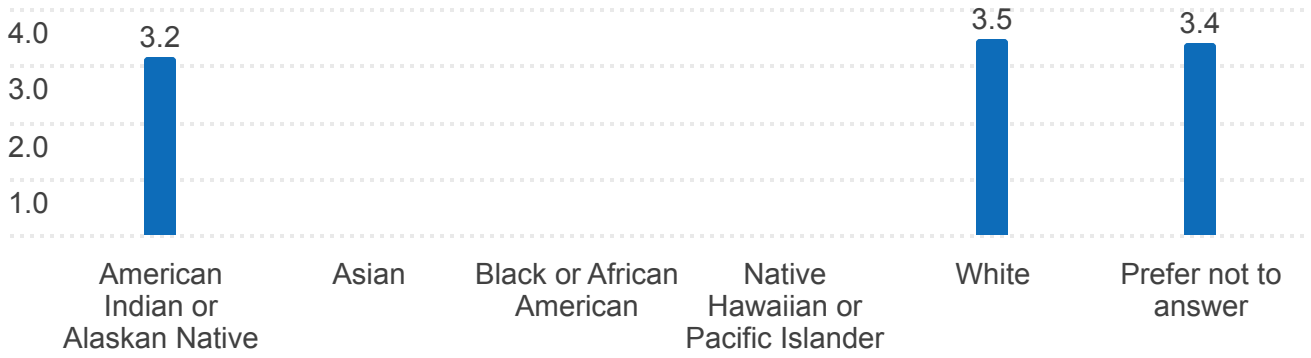


Average Climate Scales by Caregiver Race

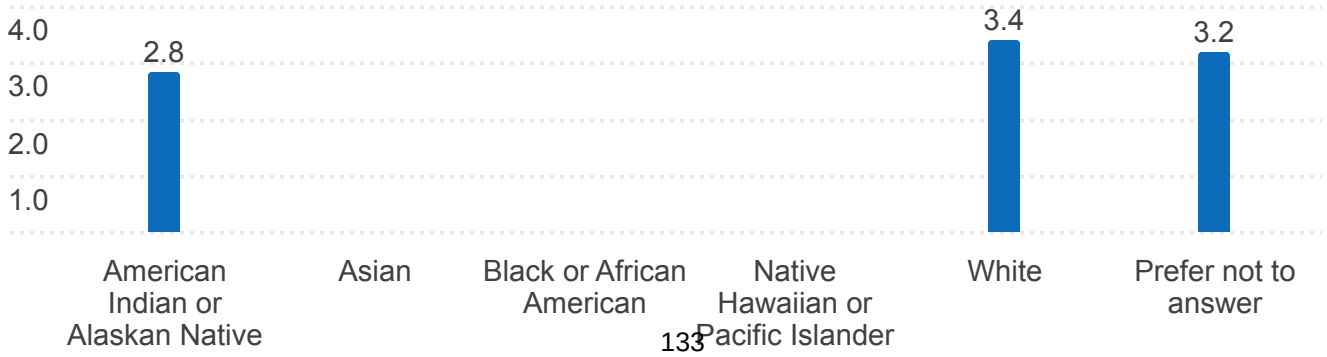
Climate Total



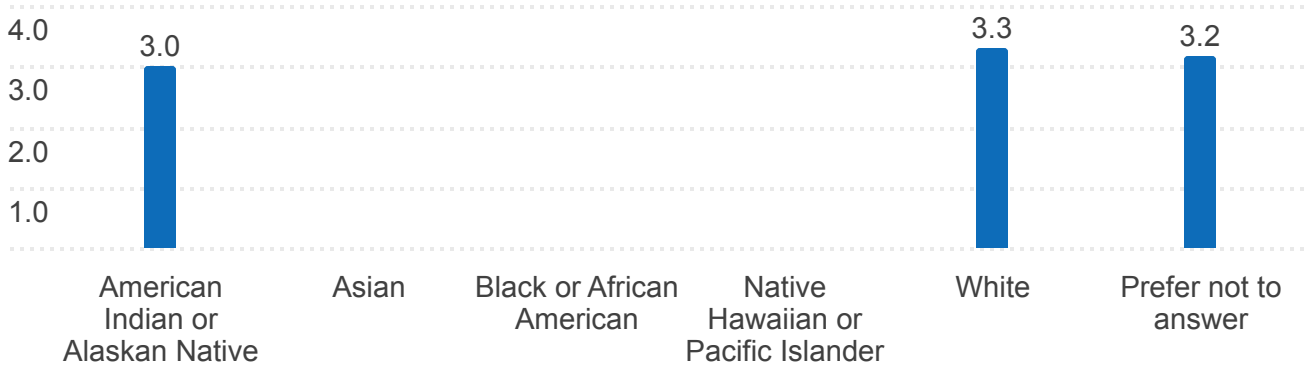
School Connectedness & Belonging



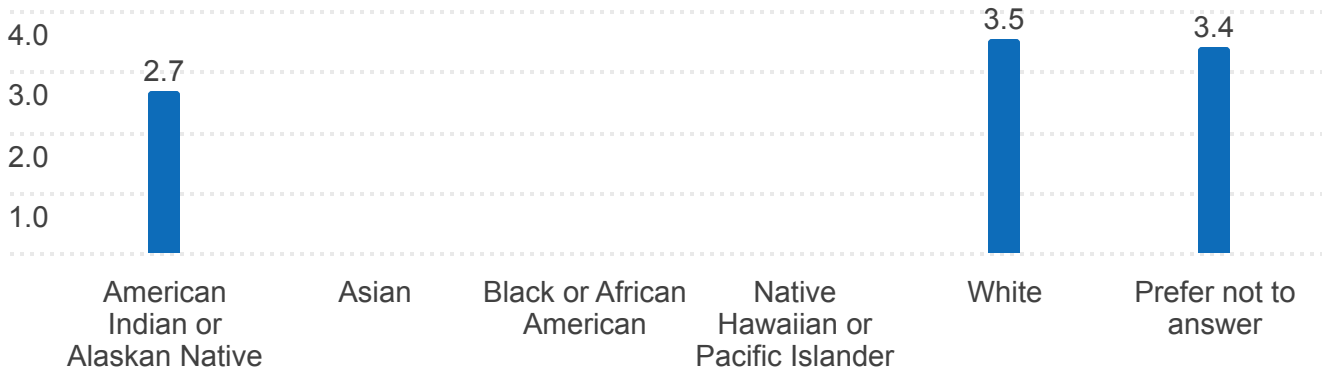
Staff - Student Relationships



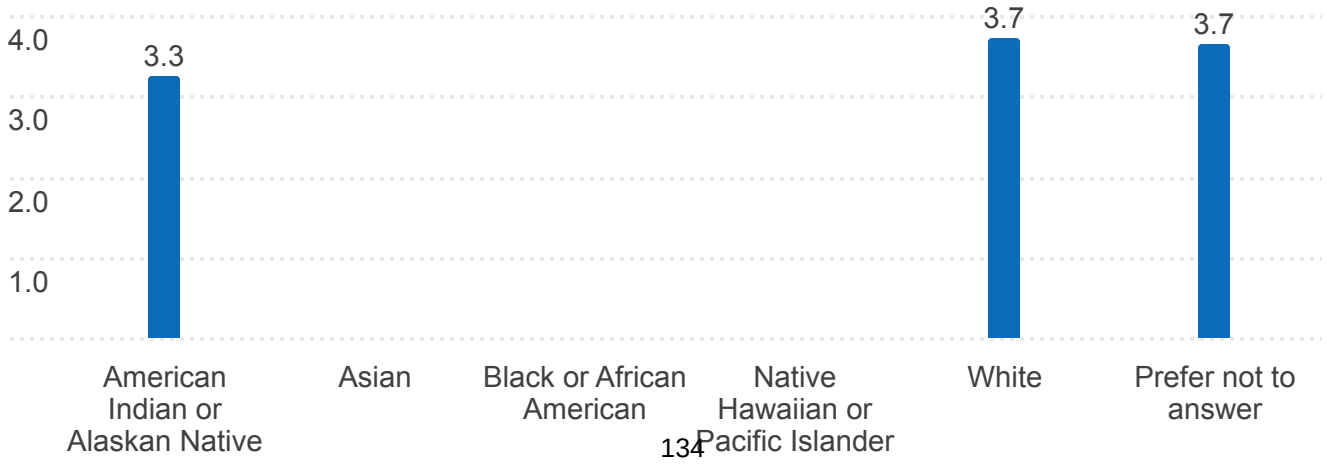
Parent - Staff Relationships



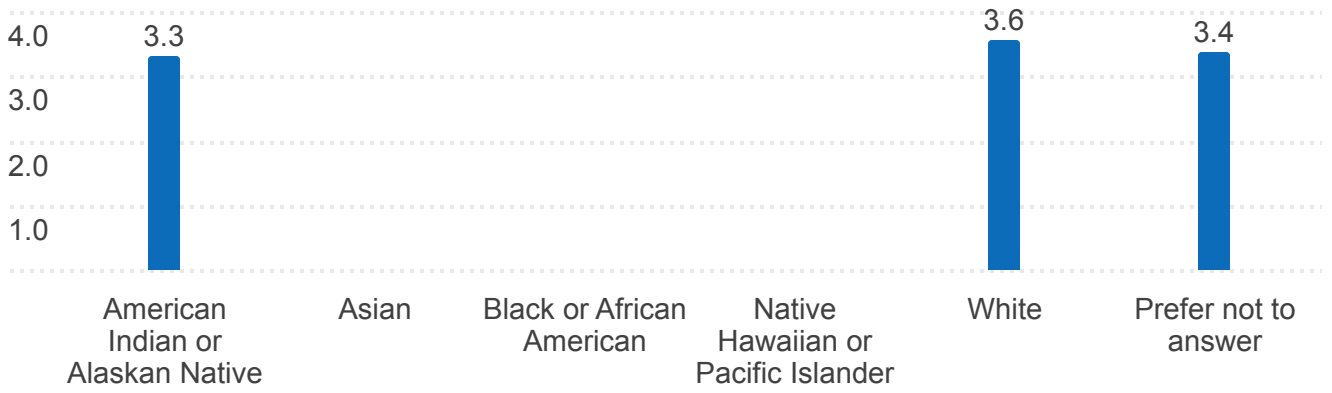
Family Involvement / Engagement



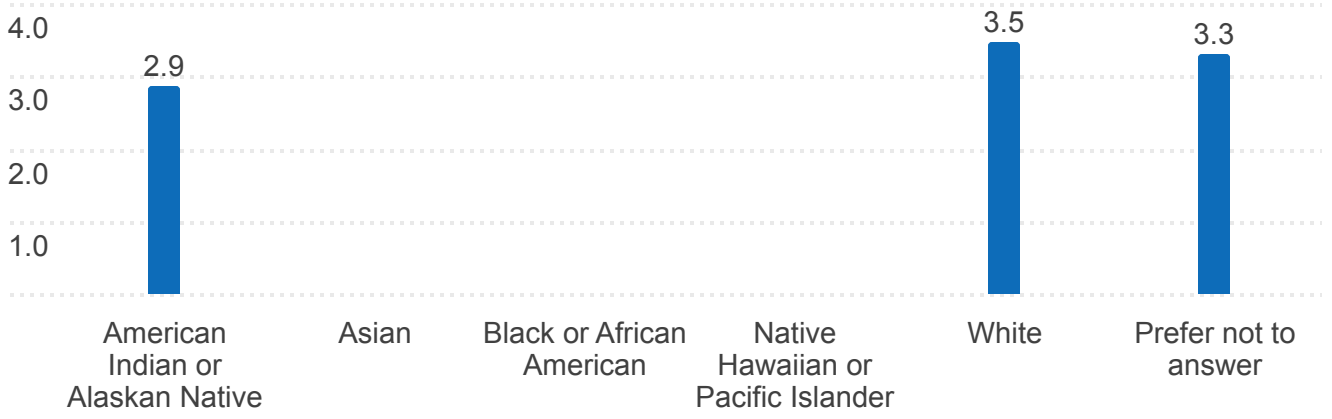
Physical Environment



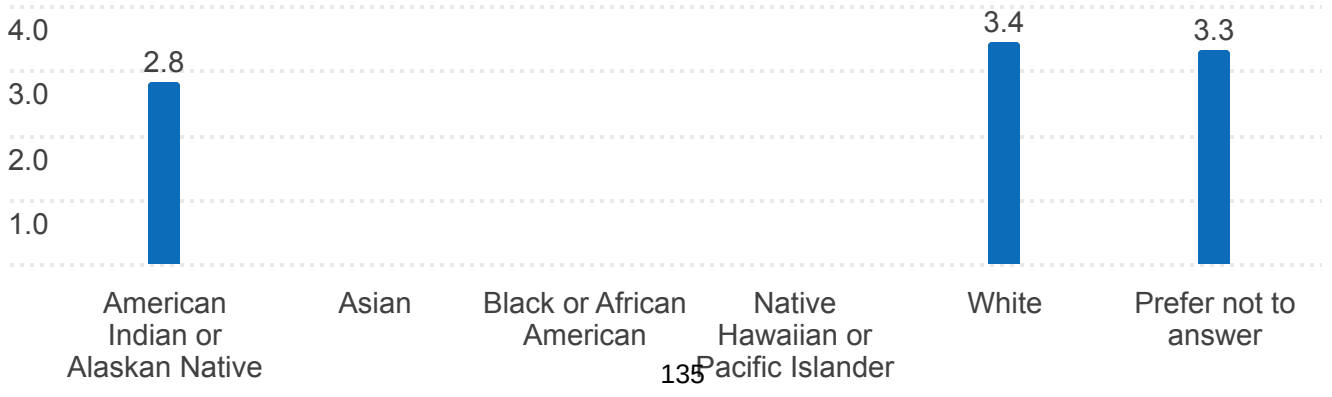
Academic Culture / Learning Environment



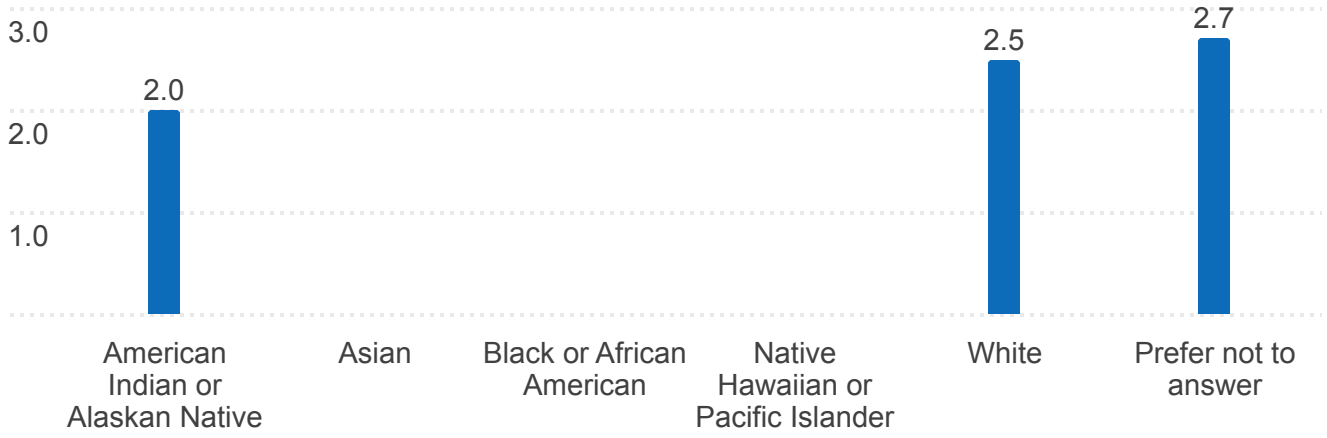
Discipline & Behavioral Expectations



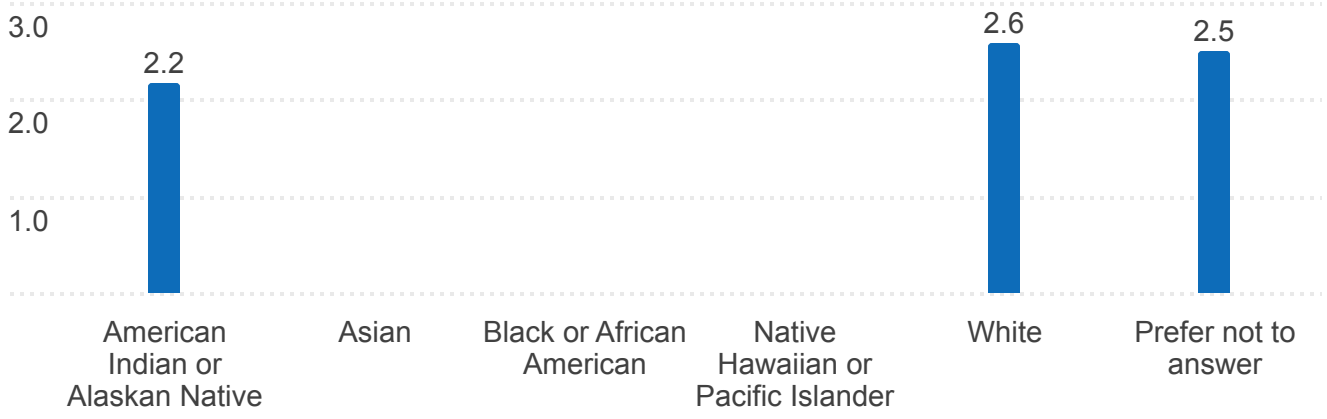
School Safety



Peer Conflict & Bullying

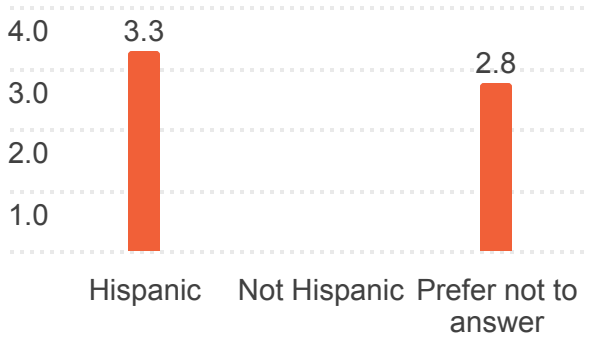


Substance Use

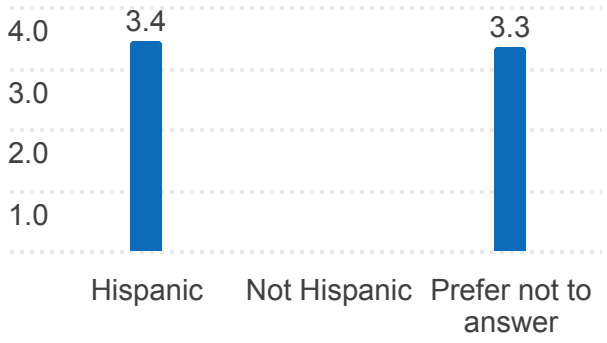


Average Climate Scales by Ethnicity

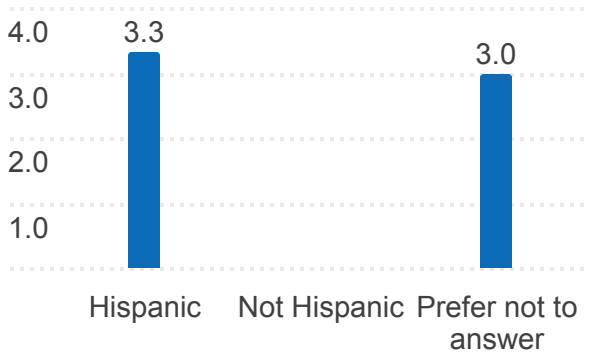
Climate Total



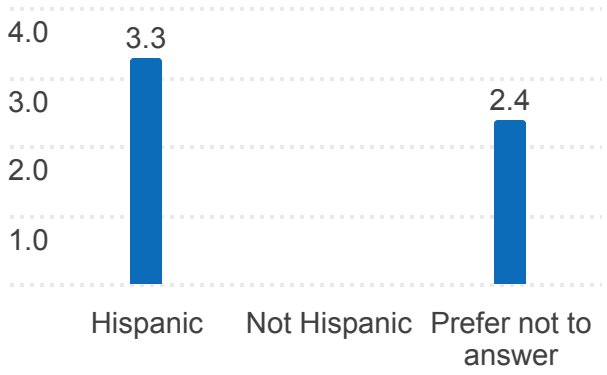
School Connectedness & Belonging



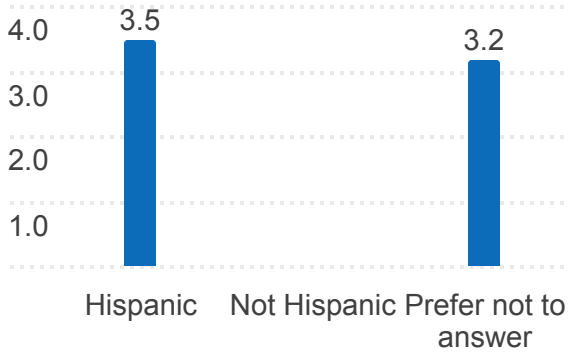
Staff - Student Relationships



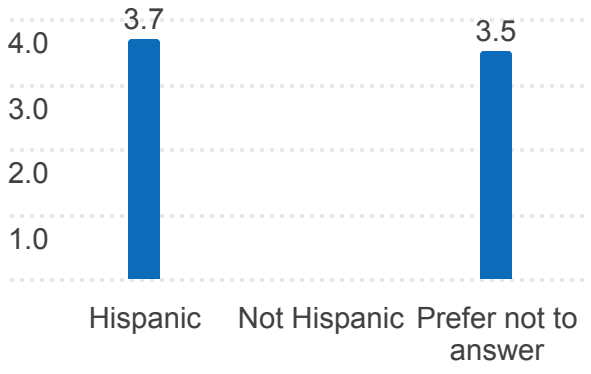
Parent - Staff Relationships



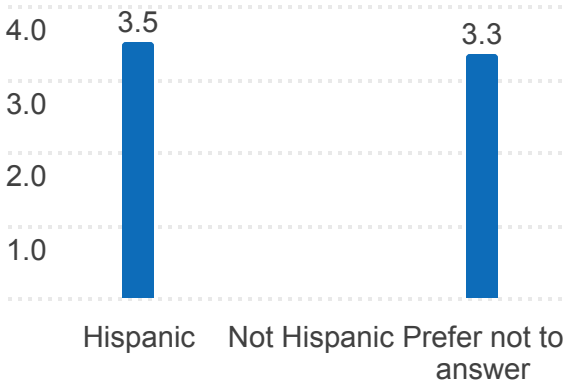
Family Involvement / Engagement



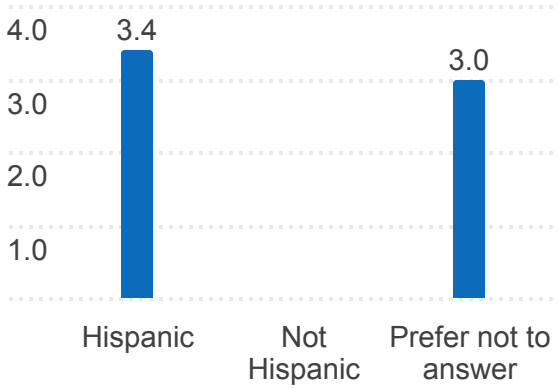
Physical Environment



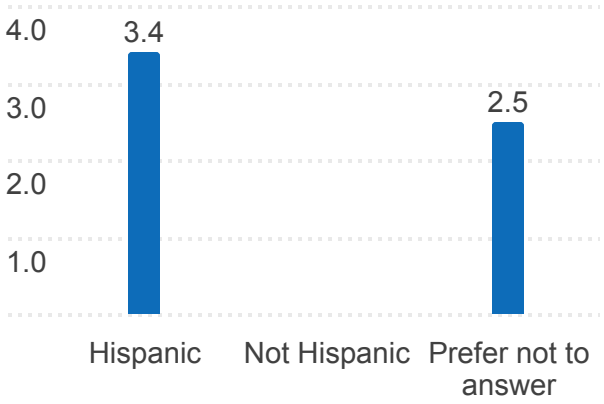
Learning Environment



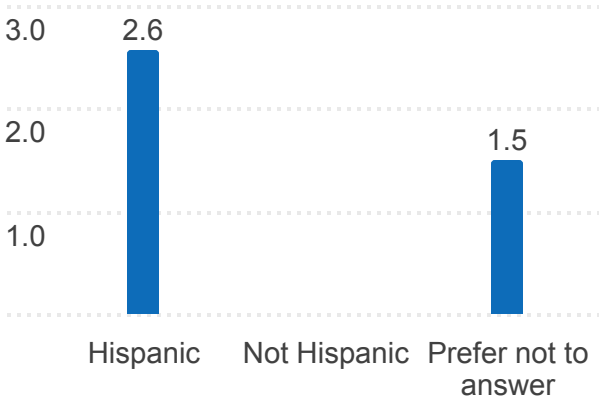
Discipline & Behavioral Expectations



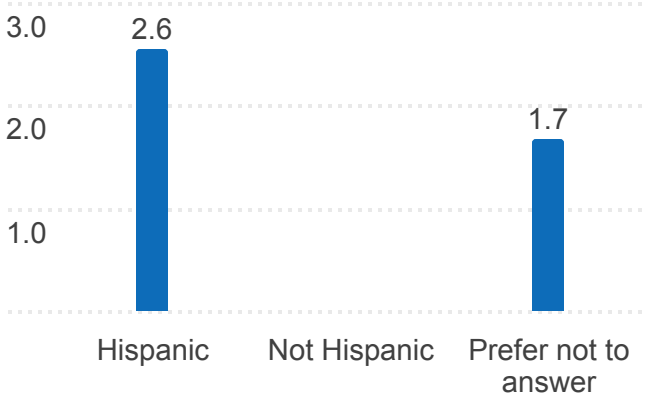
School Safety



Peer Conflict & Bullying



Substance Use



Texas School Climate Scale

Tornillo Intermediate - Staff Survey

Fall 2024-2025

The University of Texas at Austin
Texas Institute for Excellence in Mental Health
Steve Hicks School of Social Work

TCSS
TEXAS CENTER for STUDENT SUPPORTS

TEA
Texas Education Agency

Background

Research has shown that positive school climate is an important protective factor for children, helping to mitigate the negative impact of stressors and support resilience. A positive school climate has been shown to be associated with students reporting fewer risk-taking behaviors, fewer discipline issues, lower rates of bullying and victimization, fewer depressive symptoms, and greater self-esteem. A positive school climate also contributes to improved academic outcomes, increased motivation to learn, lower absenteeism, and higher graduation rates. A positive school climate also impacts educators; it is associated with lower emotional exhaustion, greater feelings of accomplishment, and improved retention. As a concept that is so important to the positive development of students, it is critical for schools to regularly measure school climate and utilize results in planning for universal (Tier 1) school interventions.

Texas School Climate Survey. The Texas School Climate Survey is a suite of four surveys to measure climate from the perspective of school personnel, family members, elementary students (grades 3-5), and secondary students (grades 6-12). Each survey asks respondents about their demographics and a series of questions related to the domains of Engagement, Environment, and Safety. The surveys use a 4-point Likert scale of agreement (from “Strongly Disagree” to “Strongly Agree”) and higher ratings reflect more positive perceptions of school climate.

The Elementary Student Survey includes 26 items across 8 conceptual subscales and the Secondary Student Survey includes 39 items across 9 conceptual scales. The School Personnel Survey includes 52 items across 12 conceptual subscales and the Parent / Caregiver Survey includes includes 37 items across 10 conceptual subscales. Since school climate factors vary between schools within the same district, school personnel who work across multiple participating schools and family members with children at multiple participating schools are asked to complete a survey for each school. Table 1 below describes the subscales in the Staff Survey.

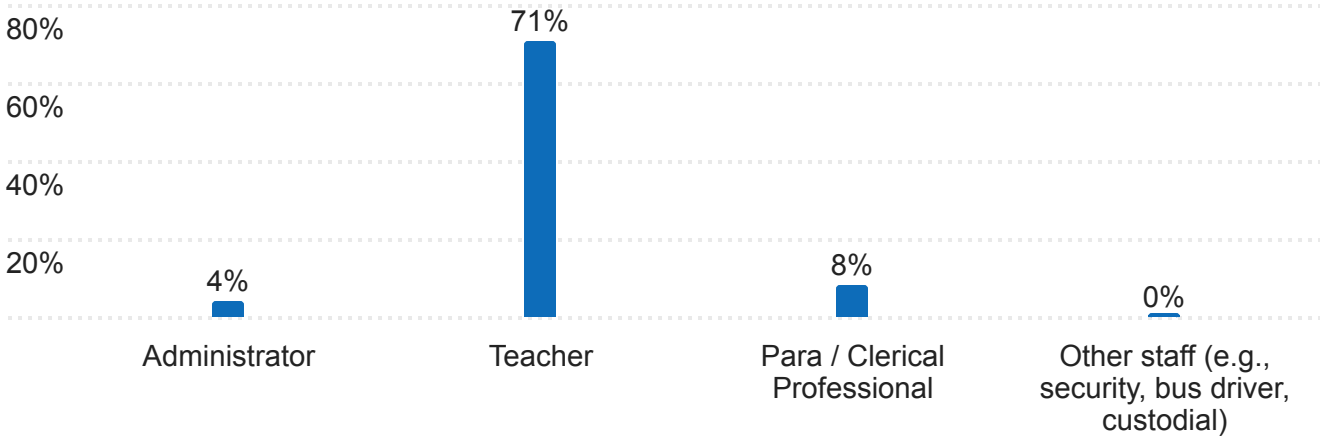
Table 1: School Personnel Subscales

Subscale	Description
Staff Connectedness & Morale	Staff perceptions of their connectedness to the school and positive morale among peers.
Administrative Support	Staff perceptions of communication and support between administrators and staff.
Staff-Student Relationships	Staff perceptions of the degree to which staff have developed supportive relationships with students and students show respect to teachers.
Peer Relationships / Prosocial Behavior	Staff perceptions of how well students get along with peers and treat each other.
Staff-Family Relationships	Staff perceptions of how staff communicate with family members and make them feel welcome at school.
Family Involvement / Engagement	Staff perceptions of how engaged families are in their child’s education.
Physical Environment	Staff perceptions of how well the school is maintained.
Academic Culture / Learning Environment	Staff perceptions of students’ motivation to learn and teachers’ efforts to promote their academic success.
Discipline & Behavioral Expectations	Staff perceptions of rules and disciplinary practices at the school.
School Safety	Staff perception of their safety and that of students and the effectiveness of the school’s safety measures.
Peer Conflict & Bullying	Staff perception of conflict, bullying, and cyberbullying behaviors at the school.
Substance Use	Staff perception of the degree to which students use alcohol, drugs and vaping products at school.

Demographics of Respondents

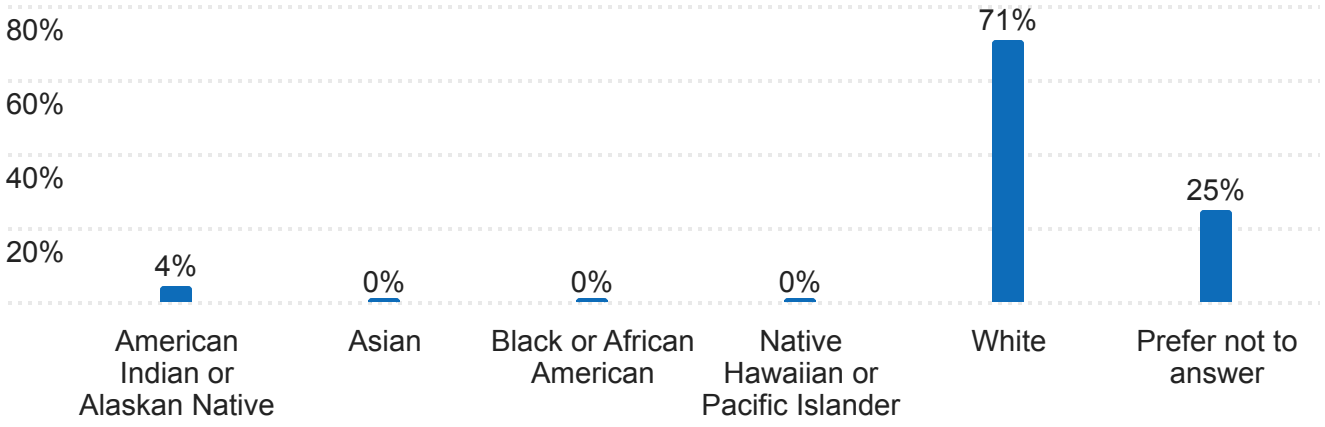
What is your primary job classification?

24 Responses



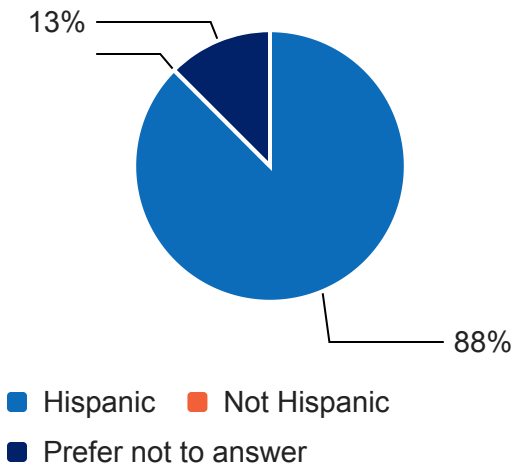
What is your race?

24 Responses



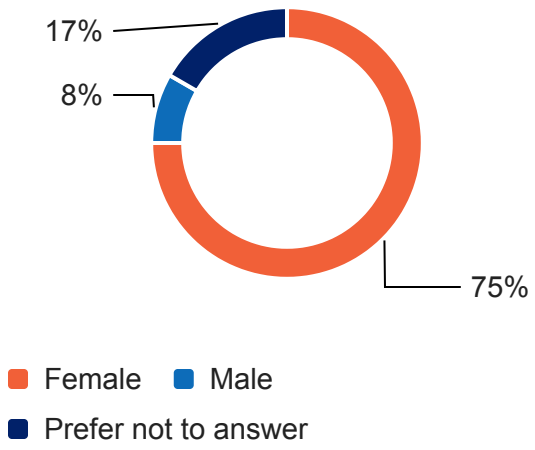
What is your ethnicity?

24 Responses



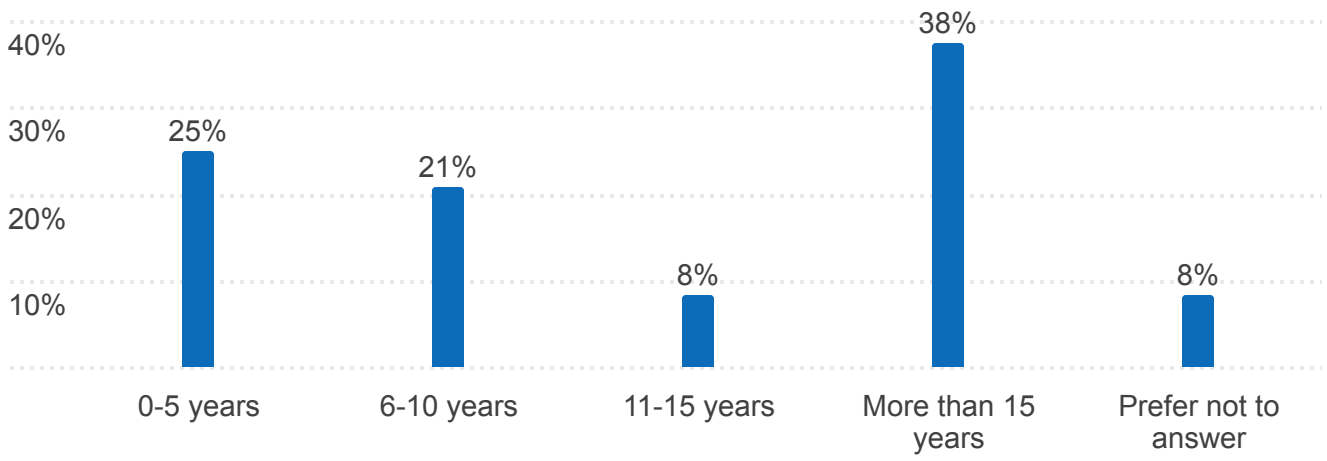
What is your gender?

24 Responses



How many years of work experience do you have?

24 Responses



Overview Results

Climate Total Score

24 Responses

Field	Mean	Standard Deviation	Min	Max
Climate	3.4	0.5	2.0	4.0

Climate Total

Staff Connectedness & Morale

24 Responses

Field	Mean	Standard Deviation	Min	Max
Connectedness	3.3	0.7	1.0	4.0

Staff Connectedness & Morale

Administrative Support

24 Responses

Field	Mean	Standard Deviation	Min	Max
Admin_Support	3.4	0.7	1.0	4.0

Administrative Support

Staff - Student Relationships

24 Responses

Field	Mean	Standard Deviation	Min	Max
Staff_Student	3.4	0.5	2.3	4.0

Staff - Student Relationships

Peer Relationships / Prosocial Behavior

24 Responses

Field	Mean	Standard Deviation	Min	Max
Peer Relations	3.3	0.5	2.3	4.0

Peer Relationships/Prosocial Behavior

Staff - Family Relationships

24 Responses

Field	Mean	Standard Deviation	Min	Max
Staff-Family	3.4	0.6	1.8	4.0

Staff - Family Relationships

Family Involvement / Engagement

24 Responses

Field	Mean	Standard Deviation	Min	Max
Family Involvement	3.0	0.7	1.7	4.0

Family Involvement / Engagement

Physical Environment

24 Responses

Field	Mean	Standard Deviation	Min	Max
Environment	3.6	0.5	2.7	4.0

Physical Environment

Academic Culture / Learning Environment

24 Responses

Field	Mean	Standard Deviation	Min	Max
Learning	3.4	0.4	2.5	4.0

Learning Environment

Discipline & Behavioral Expectations

24 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	3.3	0.7	1.4	4.0

Discipline & Behavioral Expectations

School Safety

24 Responses

Field	Mean	Standard Deviation	Min	Max
Safety	3.5	0.6	1.8	4.0

School Safety

Peer Conflict & Bullying

24 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying	3.3	0.7	1.0	4.0

Peer Conflict & Bullying

Substance Use

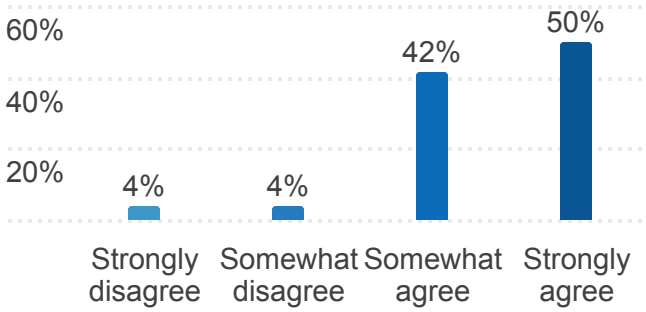
24 Responses

Field	Mean	Standard Deviation	Min	Max
Substance Use	3.4	0.5	2.3	4.0

Substance Use

Staff Connectedness & Morale

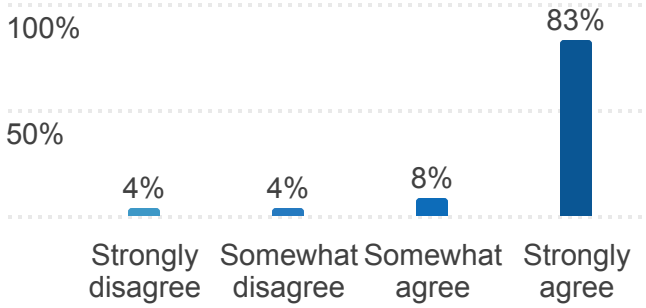
I feel supported by teachers and staff at my school.



24 Responses

Field	Mean	Standard Deviation	Min	Max
I feel supported by teachers and staff at my school.	3.4	0.8	1.0	4.0

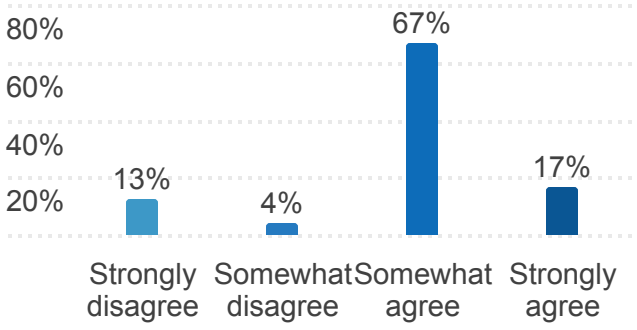
I am proud to work at my school.



24 Responses

Field	Mean	Standard Deviation	Min	Max
I am proud to work at my school.	3.7	0.7	1.0	4.0

Morale is high among teachers and staff at my school.

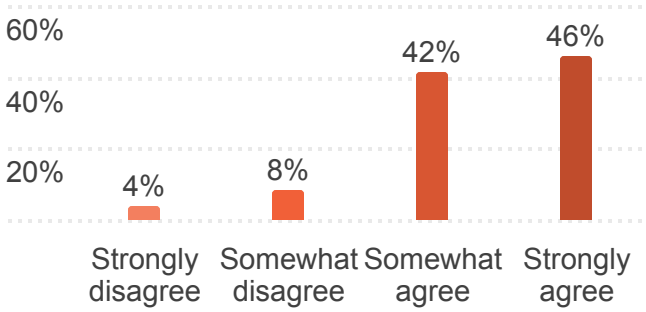


24 Responses

Field	Mean	Standard Deviation	Min	Max
Morale is high among teachers and staff at my school.	2.9	0.8	1.0	4.0

Administrative Support

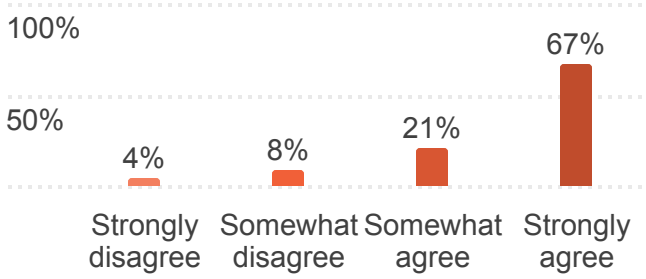
School administrators and staff communicate with each other effectively.



24 Responses

Field	Mean	Standard Deviation	Min	Max
School administrators and staff communicate with each other effectively.	3.3	0.8	1.0	4.0

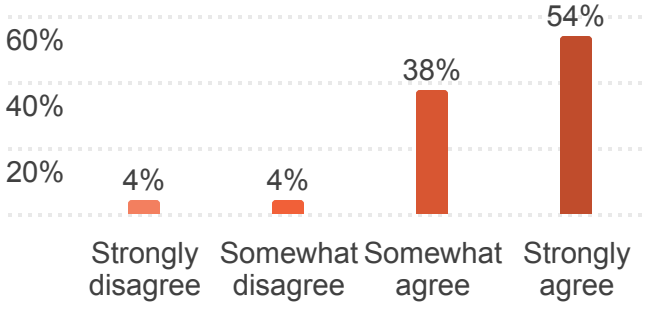
Teachers and staff at my school are well-supported by administrators.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school are well-supported by administrators.	3.5	0.8	1.0	4.0

School administrators recognize teachers and staff for a job well-done.

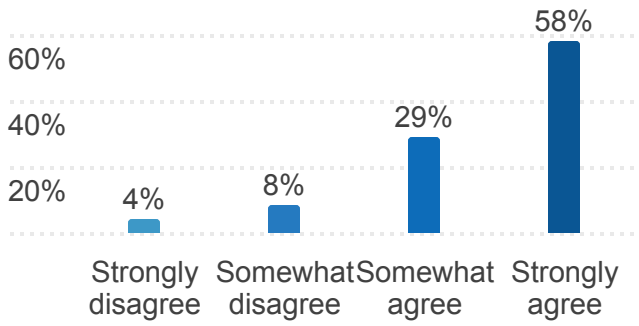


24 Responses

Field	Mean	Standard Deviation	Min	Max
School administrators recognize teachers and staff for a job well-done.	3.4	0.8	1.0	4.0

Staff - Student Relationships

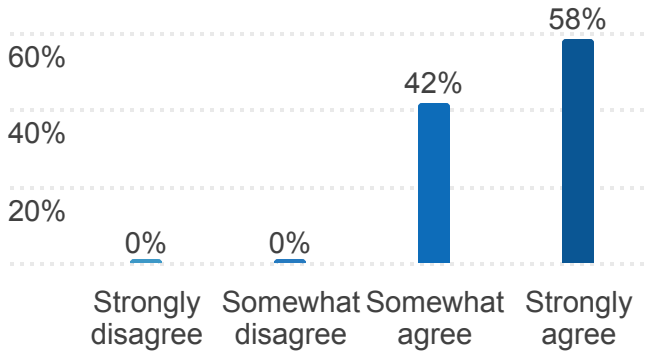
Teachers and staff at my school build strong relationships with students.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school build strong relationships with students.	3.4	0.8	1.0	4.0

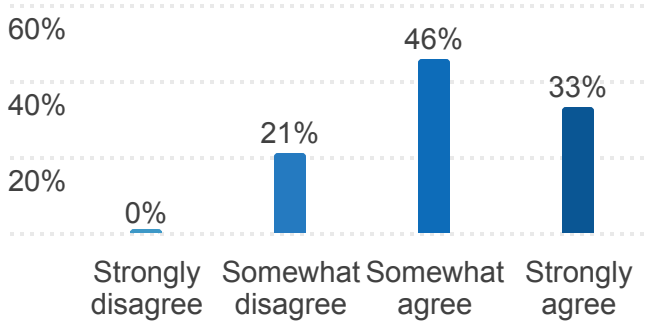
Teachers and staff at my school treat all students fairly.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school treat all students fairly.	3.6	0.5	3.0	4.0

Students show respect for their teachers.

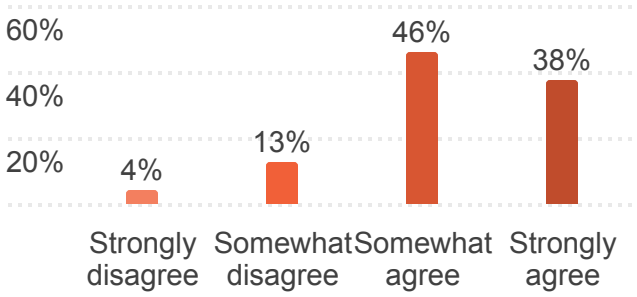


24 Responses

Field	Mean	Standard Deviation	Min	Max
Students show respect for their teachers.	3.1	0.7	2.0	4.0

Peer Relationships / Prosocial Behavior

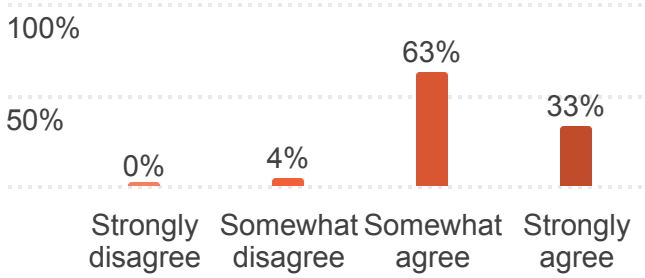
Students at my school treat peers who are different from them with respect.



24 Responses

Field	Min	Max	Mean	Standard Deviation
Students at my school treat peers who are different from them with respect.	1.0	4.0	3.2	0.8

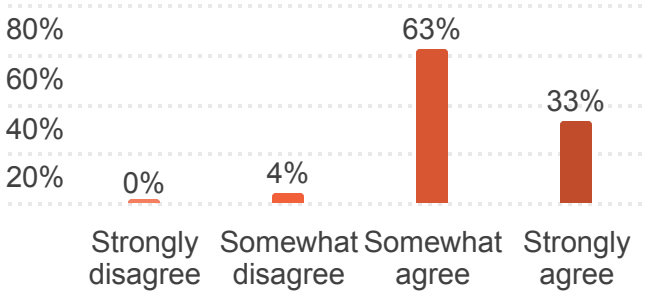
Students at my school treat each other with kindness.



24 Responses

Field	Min	Max	Mean	Standard Deviation
Students at my school treat each other with kindness.	2.0	4.0	3.3	0.5

Students at my school help each other when they need it.

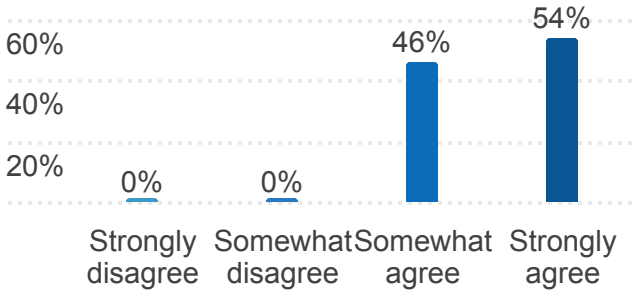


24 Responses

Field	Min	Max	Mean	Standard Deviation
Students at my school help each other when they need it.	2.0	4.0	3.3	0.5

Staff - Family Relationships

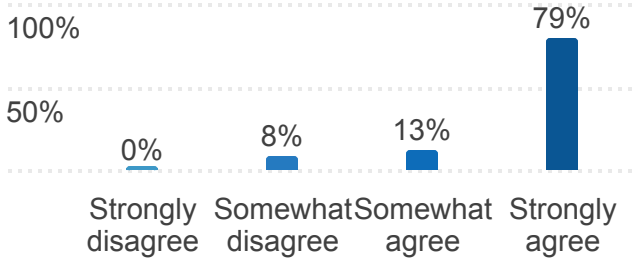
I have a good relationship with my students' families.



24 Responses

Field	Mean	Standard Deviation	Min	Max
I have a good relationship with my students' families.	3.5	0.5	3.0	4.0

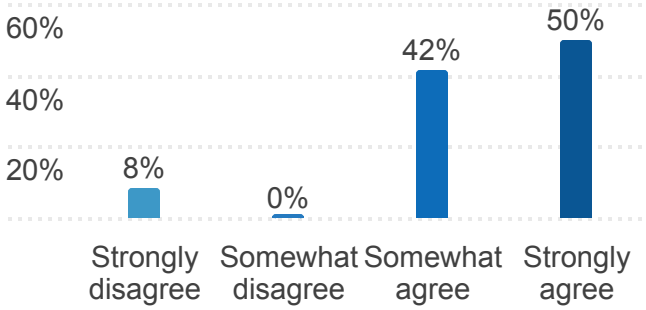
Parents are made to feel welcome in my school.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Parents are made to feel welcome in my school.	3.7	0.6	2.0	4.0

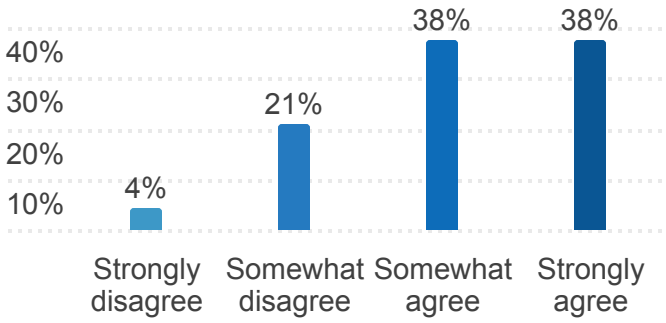
Staff at my school communicate with parents in a consistent and timely manner.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Staff at my school communicate with parents in a consistent and timely manner.	3.3	0.8	1.0	4.0

If a student has done something well or makes improvement, staff contact his/her parents.



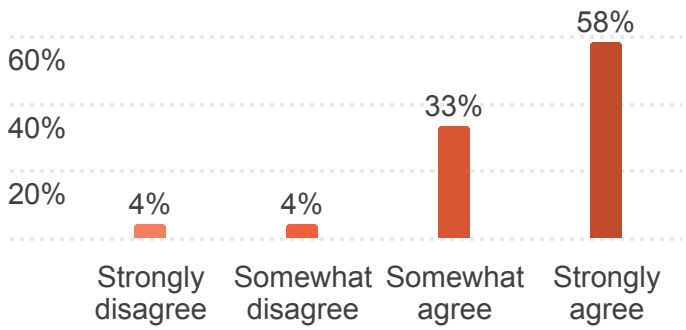
24 Response

Field	Min	Max	Mean	Standar Deviatic
If a student has done something well or makes improvement, staff contact his/her parents.	1.0	4.0	3.1	0

Family Involvement / Engagement

Teachers and staff at my school encourage parents to be active partners in educating their child.

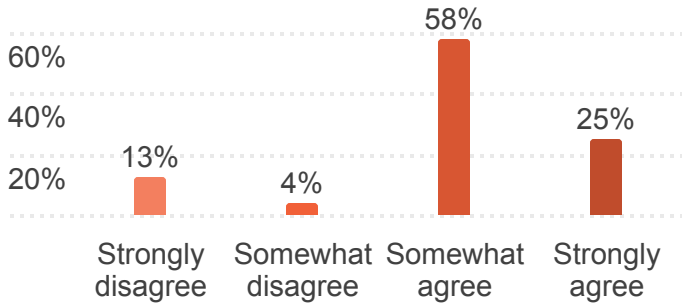
24 Responses



Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school encourage parents to be active partners in educating their child.	3.5	0.8	1.0	4.0

Parents care about how their child performs in school.

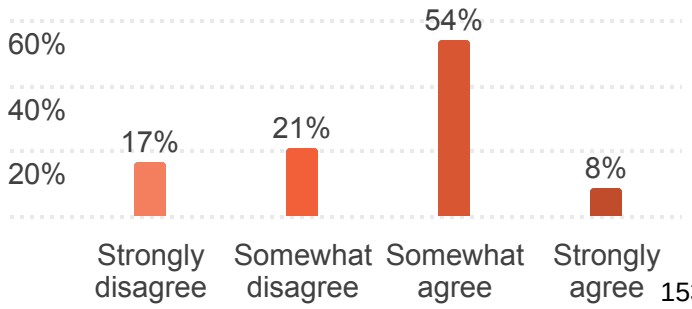
24 Responses



Field	Mean	Standard Deviation	Min	Max
Parents care about how their child performs in school.	3.0	0.9	1.0	4.0

Parents are actively involved in my school.

24 Responses

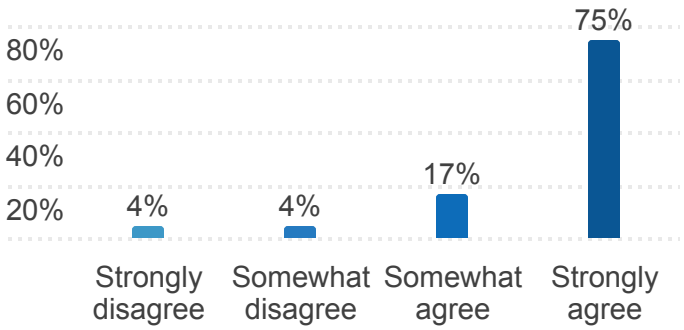


Field	Mean	Standard Deviation	Min	Max
Parents are actively involved in my school.	2.5	0.9	1.0	4.0

Physical Environment

My school is clean and well-maintained.

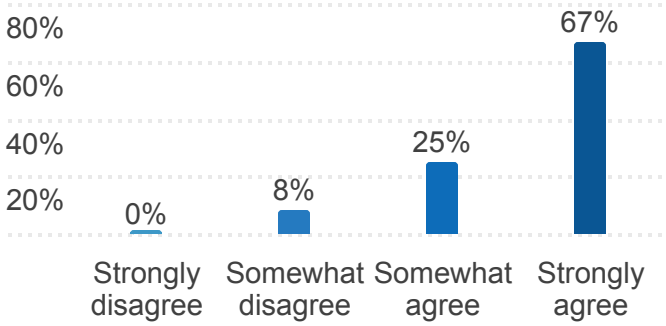
24 Responses



Field	Mean	Standard Deviation	Min	Max
My school is clean and well-maintained.	3.6	0.8	1.0	4.0

Teachers at my school keep their classrooms clean and organized.

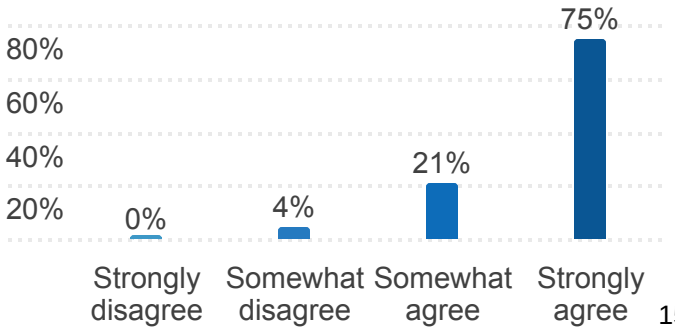
24 Responses



Field	Mean	Standard Deviation	Min	Max
Teachers at my school keep their classrooms clean and organized.	3.6	0.6	2.0	4.0

Instructional materials are up to date and in good condition.

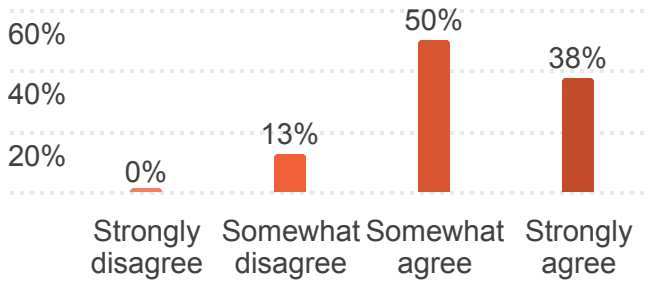
24 Responses



Field	Mean	Standard Deviation	Min	Max
Instructional materials are up to date and in good condition.	3.7	0.5	2.0	4.0

Academic Culture / Learning Environment

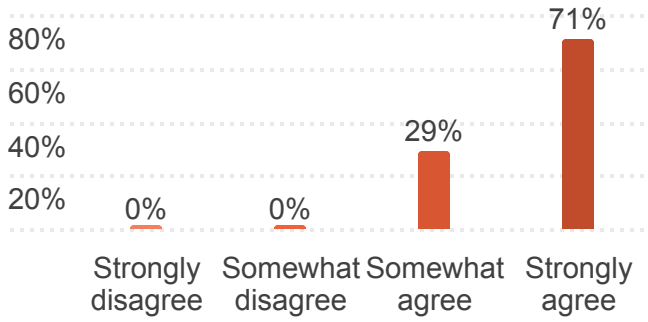
Students are motivated to learn at my school.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Students are motivated to learn at my school.	3.3	0.7	2.0	4.0

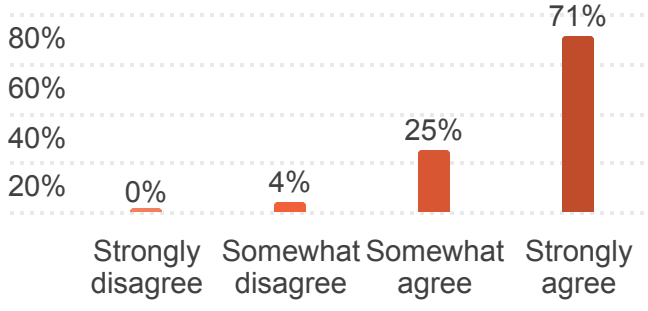
Teachers at my school work hard to make sure that students do their best.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers at my school work hard to make sure that students do their best.	3.7	0.5	3.0	4.0

Teachers at my school promote academic success for all students.

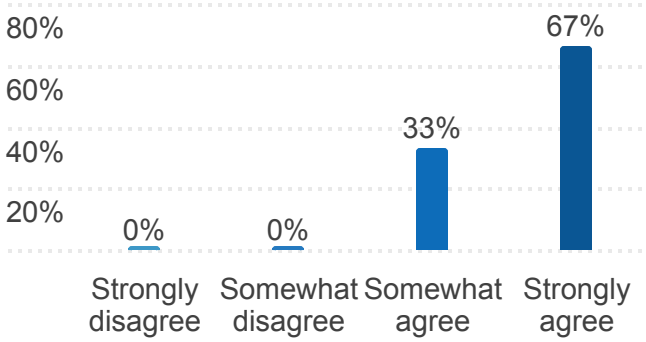


24 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers at my school promote academic success for all students.	3.7	0.6	2.0	4.0

Discipline & Behavioral Expectations

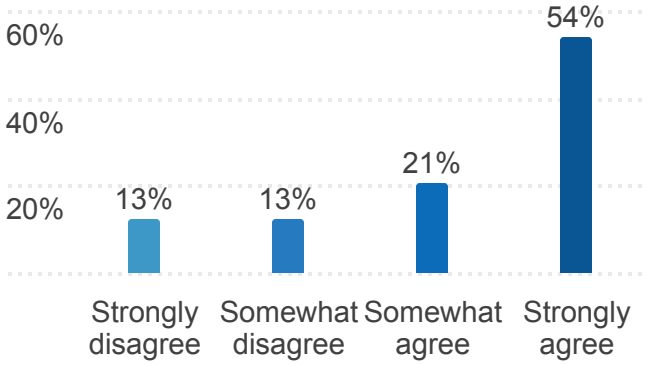
Teachers and staff at my school recognize students for good behavior.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school recognize students for good behavior.	3.7	0.5	3.0	4.0

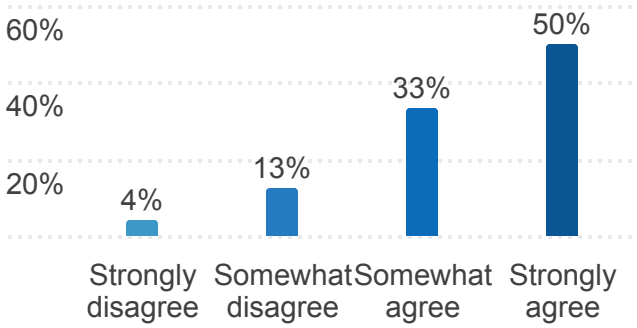
My school effectively handles student discipline and behavior problems.



24 Responses

Field	Mean	Standard Deviation	Min	Max
My school effectively handles student discipline and behavior problems.	3.2	1.1	1.0	4.0

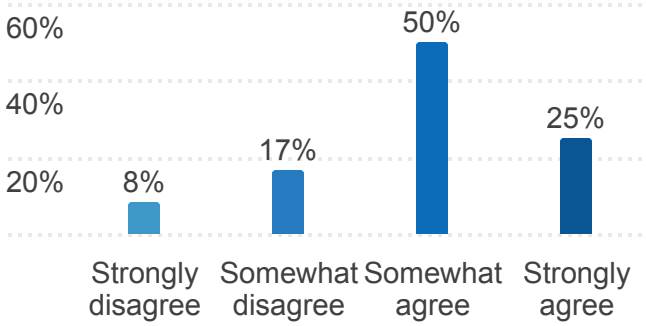
School rules are applied consistently to all students.



24 Responses

Field	Mean	Standard Deviation	Min	Max
School rules are applied consistently to all students.	3.3	0.8	1.0	4.0

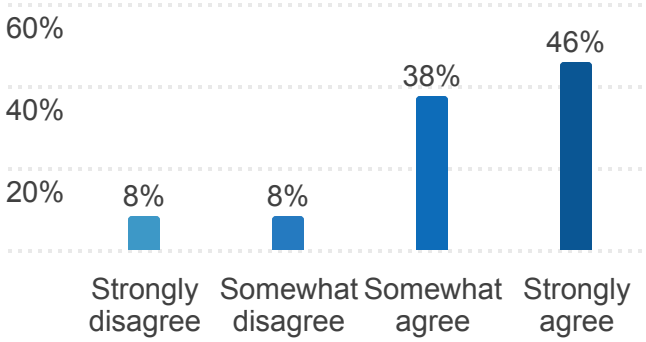
Students at my school meet behavioral expectations.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school meet behavioral expectations.	2.9	0.9	1.0	4.0

Discipline practices at my school improve student behavior and reduce disruptions.

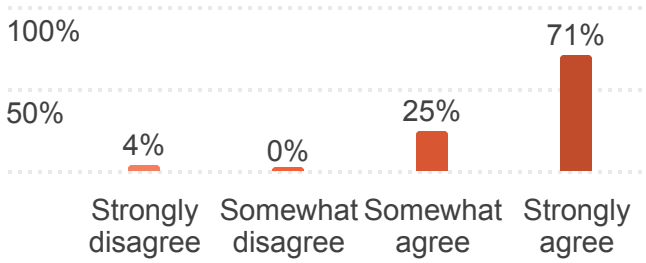


24 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline practices at my school improve student behavior and reduce disruptions.	3.2	0.9	1.0	4.0

School Safety

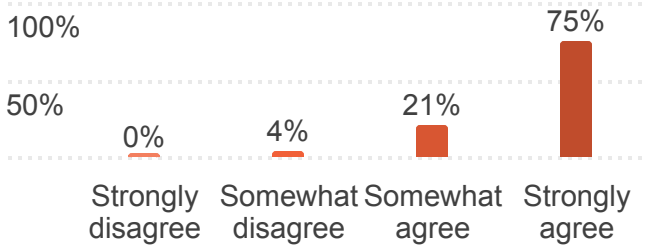
I feel safe at school.



24 Responses

Field	Mean	Standard Deviation	Min	Max
I feel safe at school.	3.6	0.7	1.0	4.0

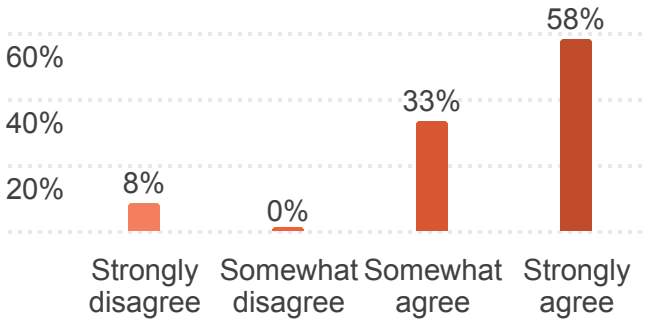
My school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills).



24 Responses

Field	Mean	Standard Deviation	Min	Max
My school or school district provides effective training in safety procedures to staff.	3.7	0.5	2.0	4.0

If I report unsafe or dangerous behaviors, I trust the problem will be addressed.

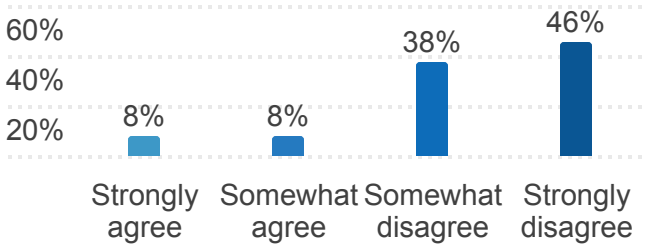


24 Responses

Field	Mean	Standard Deviation	Min	Max
If I report unsafe or dangerous behaviors, I trust the problem will be addressed.	3.4	0.9	1.0	4.0

Peer Conflict and Bullying

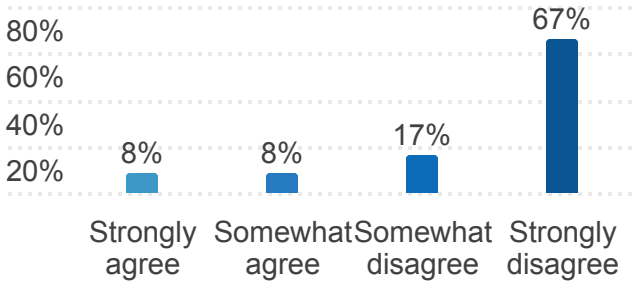
I think that bullying is a problem at this school.



24 Responses

Field	Mean	Standard Deviation	Min	Max
I think that bullying is a problem at this school.	3.2	0.9	1.0	4.0

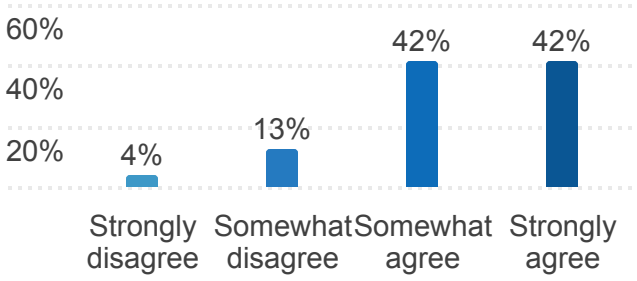
Bullying of students over the internet or through texting is a problem at this school (cyberbullying).



24 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying of students over the internet or through texting is a problem at this school (cyberbullying).	3.4	1.0	1.0	4.0

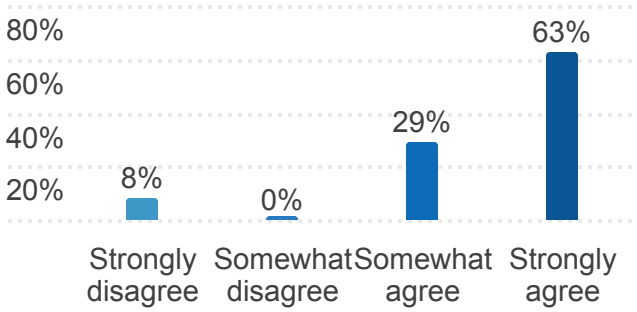
My school uses effective strategies for bullying prevention.



24 Responses

Field	Mean	Standard Deviation	Min	Max
My school uses effective strategies for bullying prevention.	3.2	0.8	1.0	4.0

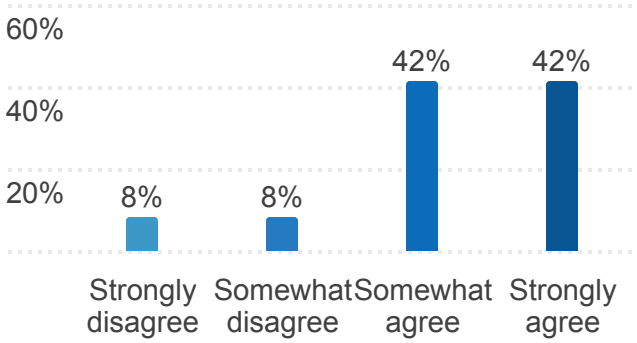
Staff at my school take effective measures to stop bullying.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Staff at my school take effective measures to stop bullying.	3.5	0.9	1.0	4.0

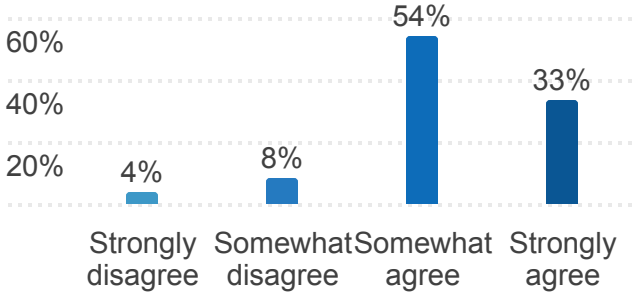
My school uses effective strategies for conflict resolution.



24 Responses

Field	Mean	Standard Deviation	Min	Max
My school uses effective strategies for conflict resolution.	3.2	0.9	1.0	4.0

Students at my school would help another student who was being bullied or harassed.

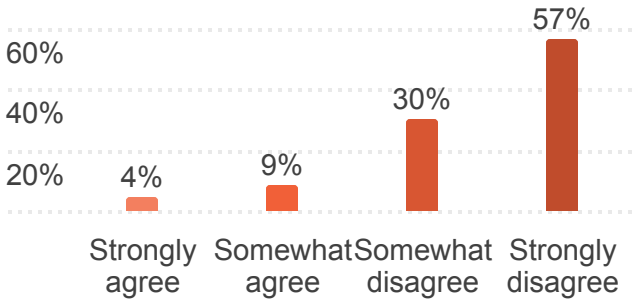


24 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school would help another student who was being bullied or harassed.	3.2	0.7	1.0	4.0

Substance Use

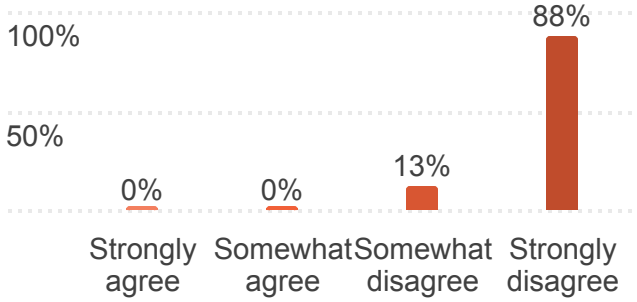
Students vaping is a problem at my school.



23 Responses

Field	Mean	Standard Deviation	Min	Max
Students vaping is a problem at my school.	3.4	0.8	1.0	4.0

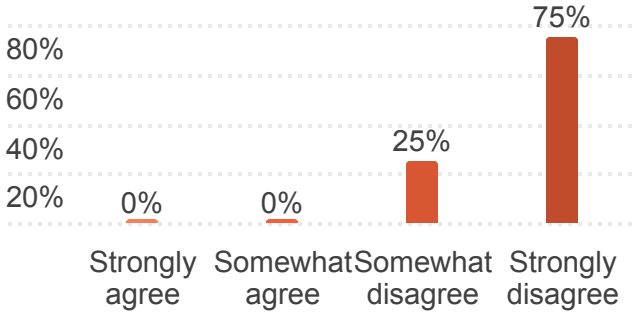
Students drinking alcohol is a problem at my school.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Students drinking alcohol is a problem at my school.	3.9	0.3	3.0	4.0

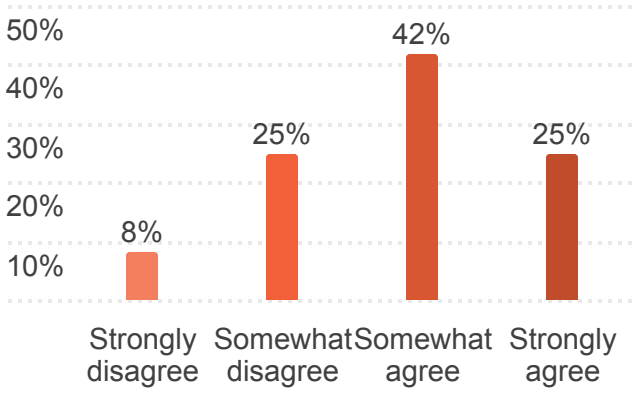
Students using drugs is a problem at my school.



24 Responses

Field	Mean	Standard Deviation	Min	Max
Students using drugs is a problem at my school.	3.8	0.4	3.0	4.0

My school has effective programs that address substance use among students.

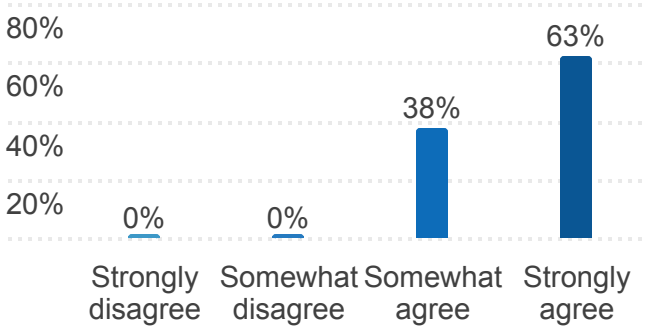


24 Responses

Field	Mean	Standard Deviation	Min	Max
My school has effective programs that address substance use among students.	2.8	0.9	1.0	4.0

Services & Supports

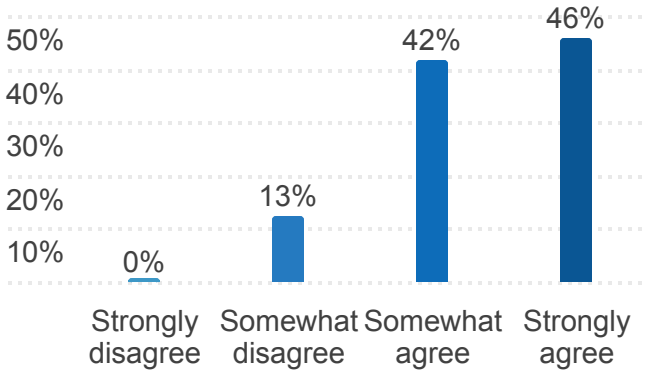
My school is able to ensure students' basic needs are met (e.g., clothing, food, housing).



24 Responses

Field	Mean	Standard Deviation	Min	Max
My school is able to ensure students' basic needs are met (e.g., clothing, food, housing).	3.6	0.5	3.0	4.0

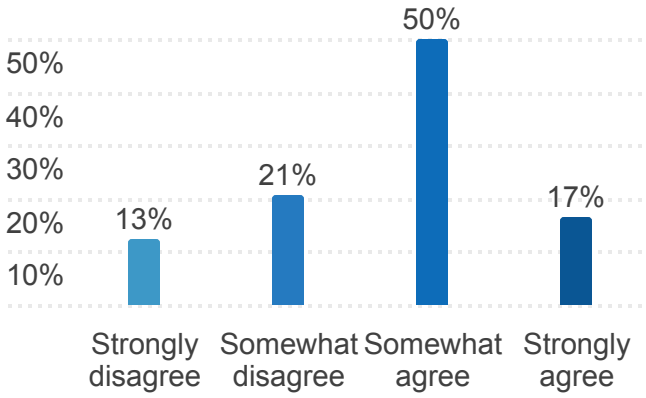
My school collaborates well with community organizations to help address students' mental health needs.



24 Responses

Field	Mean	Standard Deviation	Min	Max
My school collaborates well with community organizations to help address students' mental health needs.	3.3	0.7	2.0	4.0

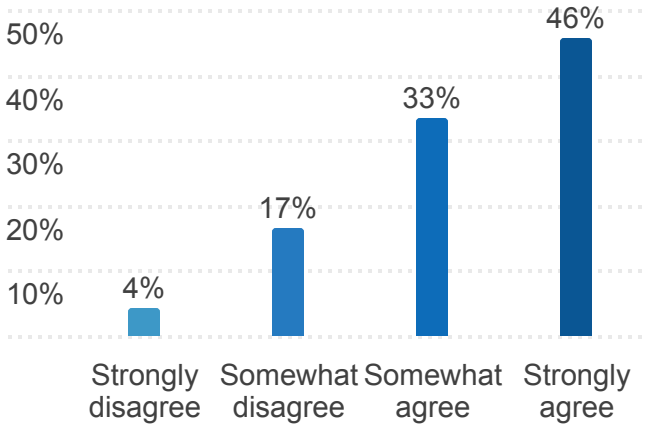
My school offers programs to support teacher and staff mental health and well-being.



24 Responses

Field	Mean	Standard Deviation	Min	Max
My school offers programs to support teacher and staff mental health and well-being.	2.7	0.9	1.0	4.0

Leaders at my school prioritize educator well-being.

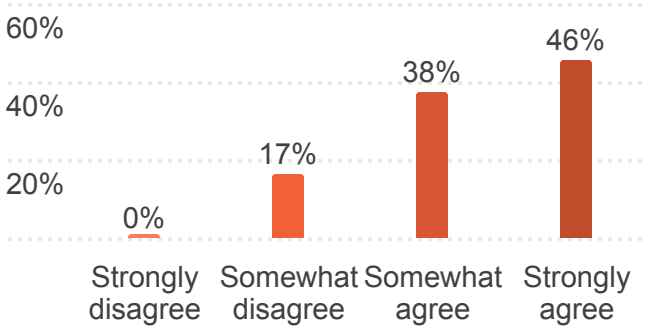


24 Responses

Field	Mean	Standard Deviation	Min	Max
Leaders at my school prioritize educator well-being.	3.2	0.9	1.0	4.0

Mental Health & Well-being

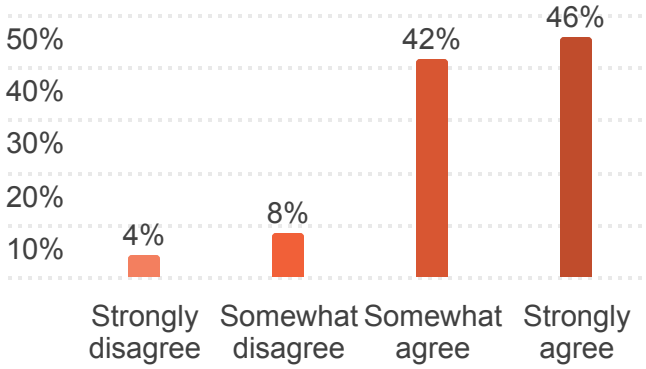
My school provides parents with advice and resources to support their children's mental health needs.



24 Responses

Field	Mean	Standard Deviation	Min	Max
My school provides parents with advice and resources to support their children's mental health needs.	3.3	0.7	2.0	4.0

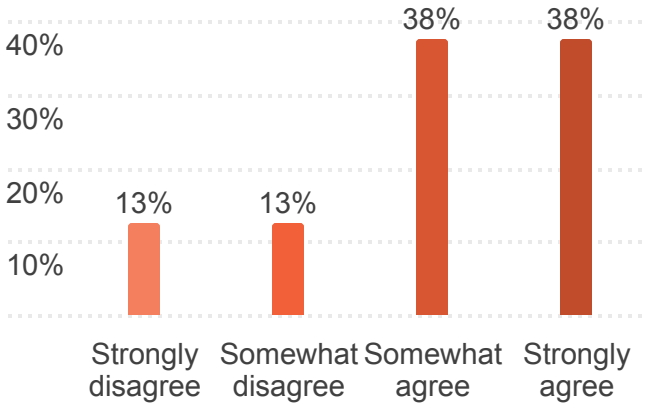
My school places a priority on addressing students' mental health needs



24 Responses

Field	Mean	Standard Deviation	Min	Max
My school places a priority on addressing students' mental health needs	3.3	0.8	1.0	4.0

I have the training I need to identify students with mental health concerns.

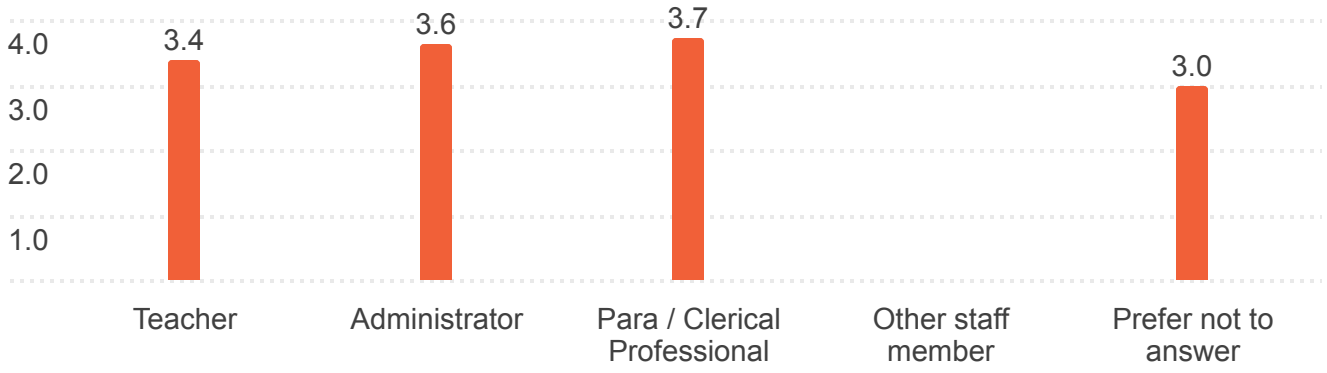


24 Responses

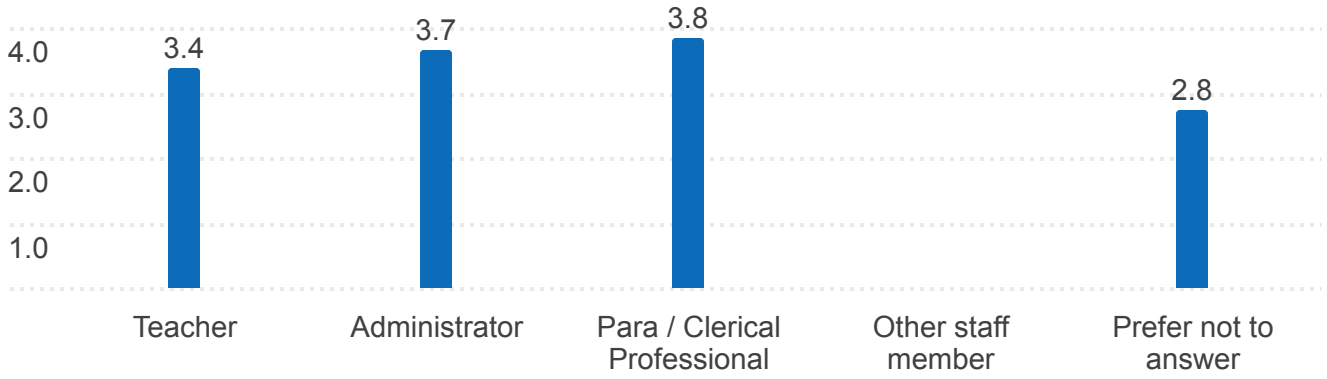
Field	Mean	Standard Deviation	Min	Max
I have the training I need to identify students with mental health concerns.	3.0	1.0	1.0	4.0

Climate Scales by Professional Role

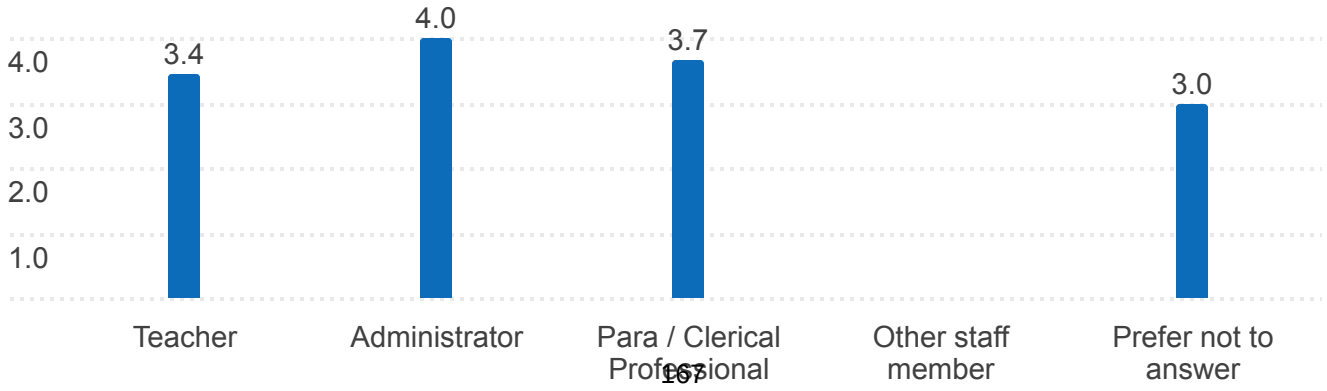
Climate Total



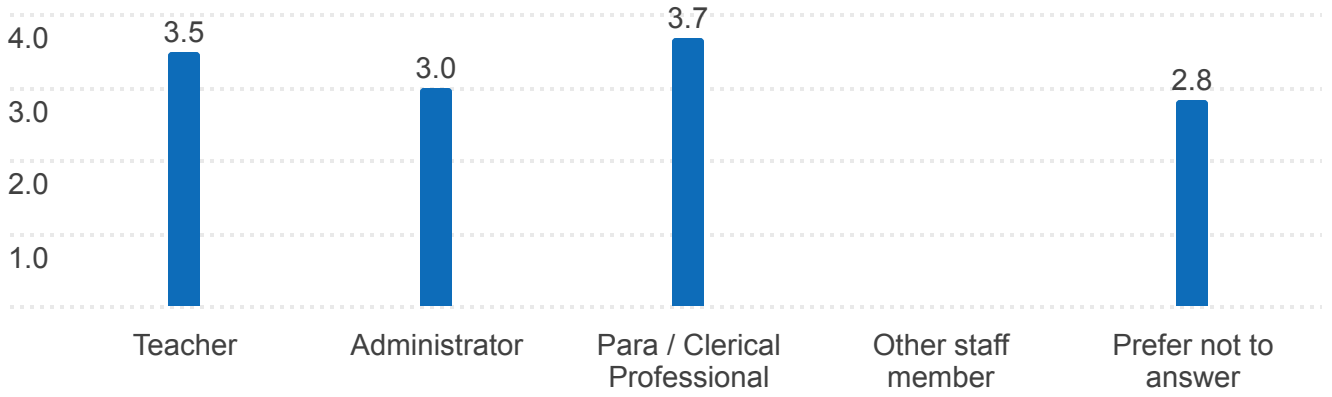
Staff Connection and Morale



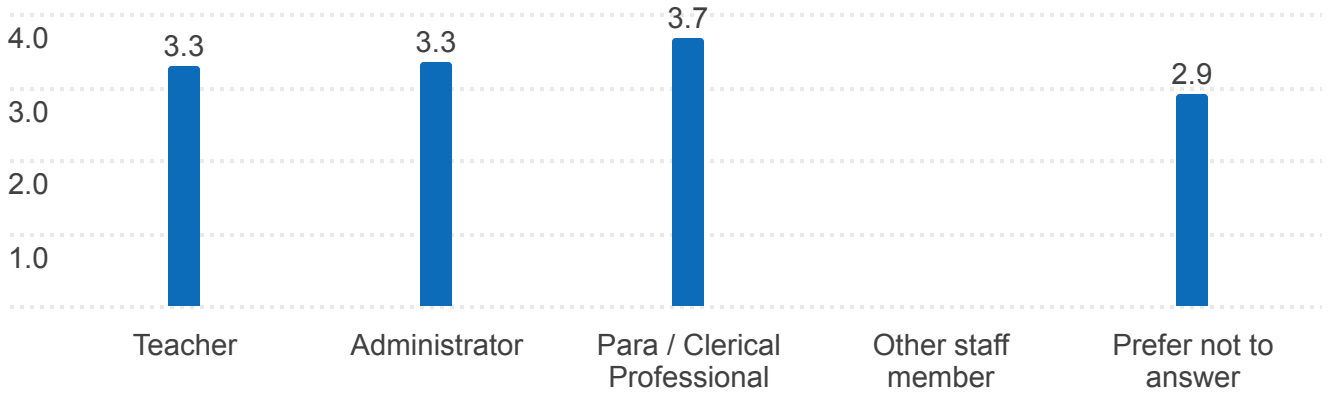
Administrative Support



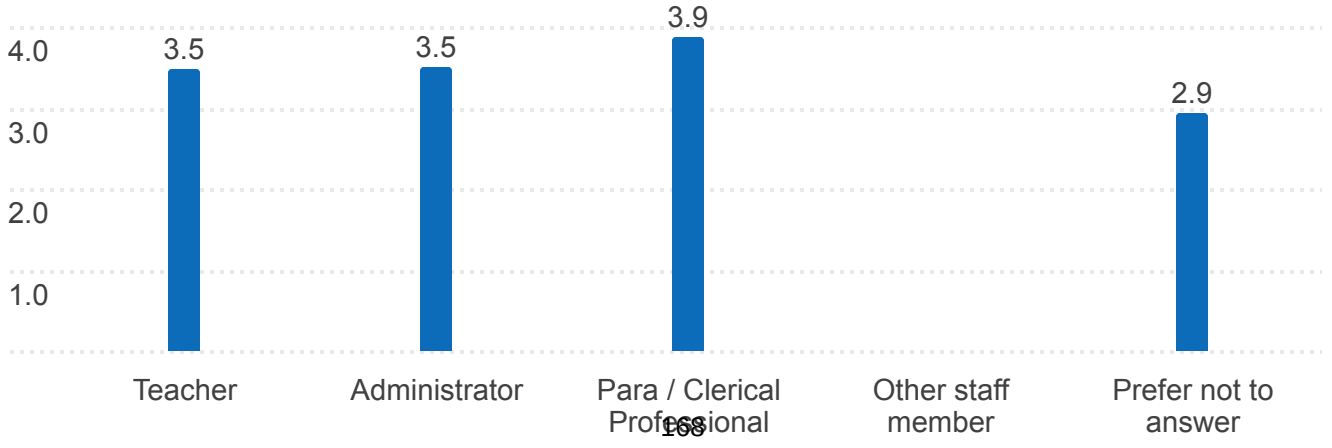
Staff - Student Relationships



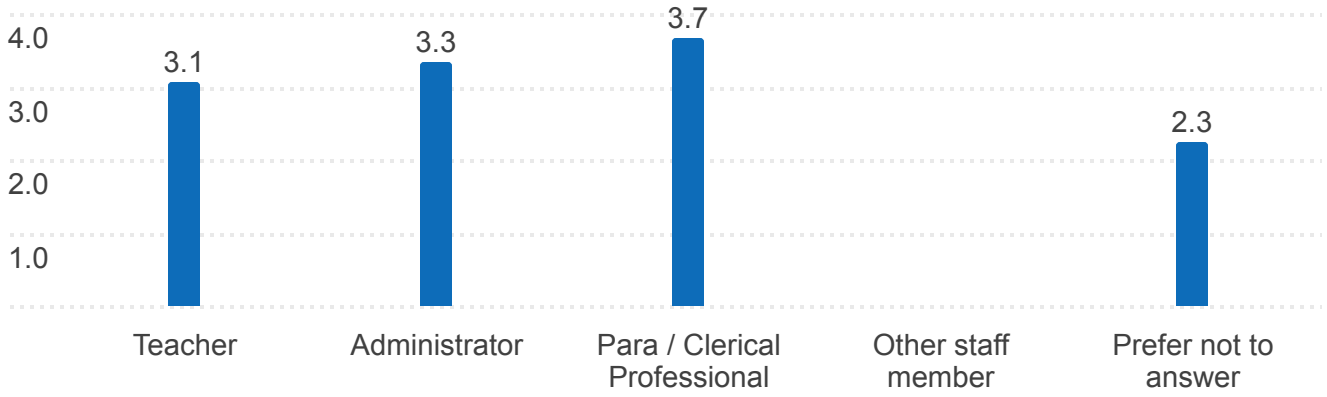
Peer Relationships / Prosocial Behavior



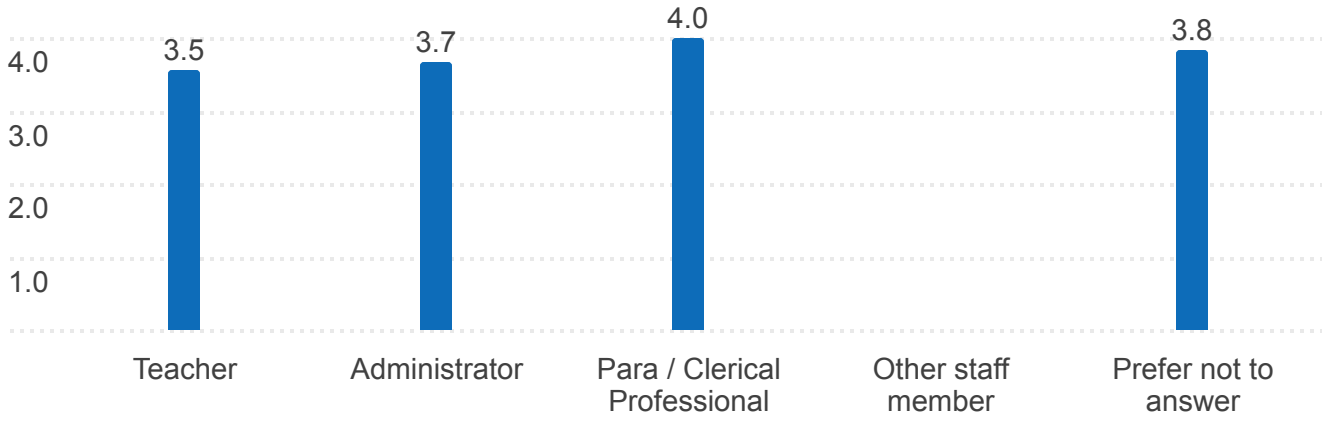
Staff - Family Relationships



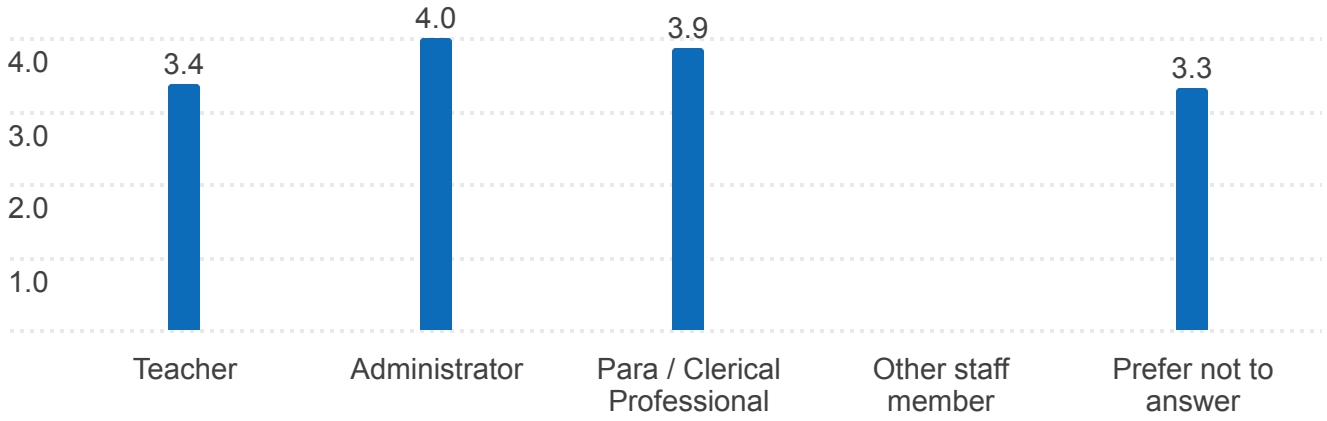
Family Involvement / Engagement



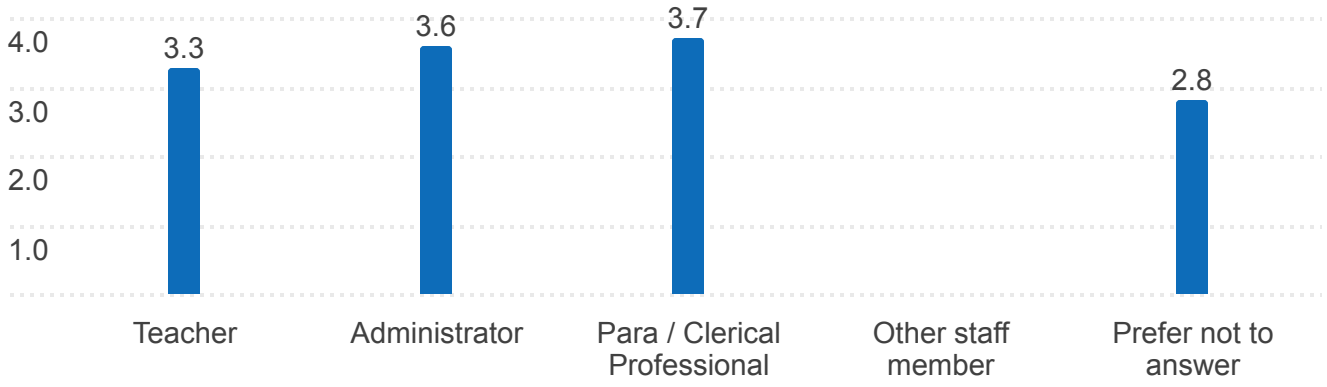
Physical Environment



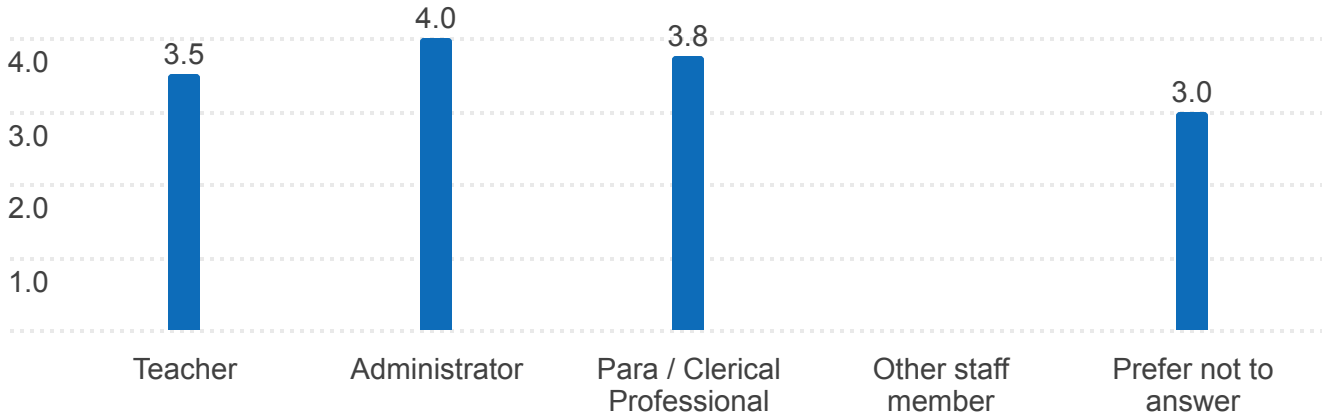
Learning Environment



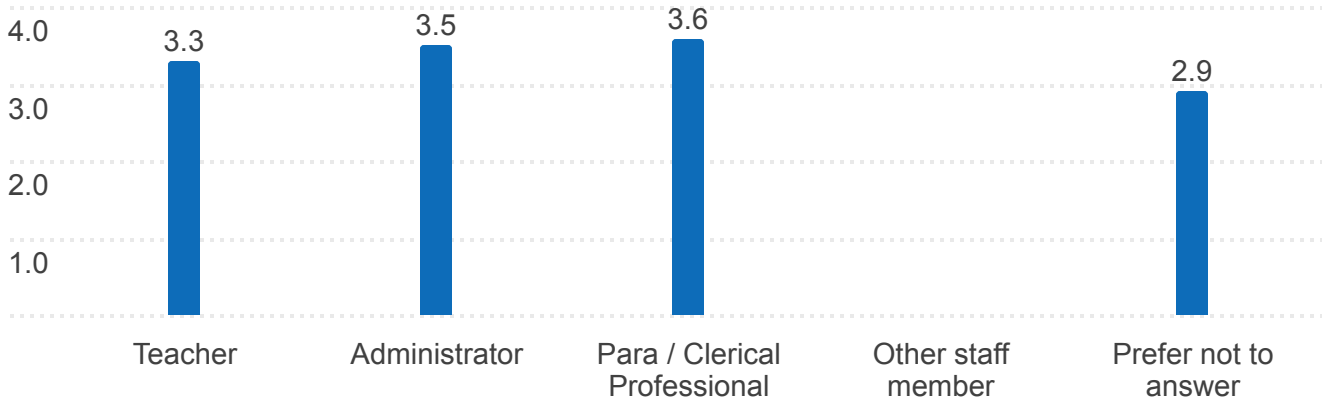
Discipline & Behavioral Expectations



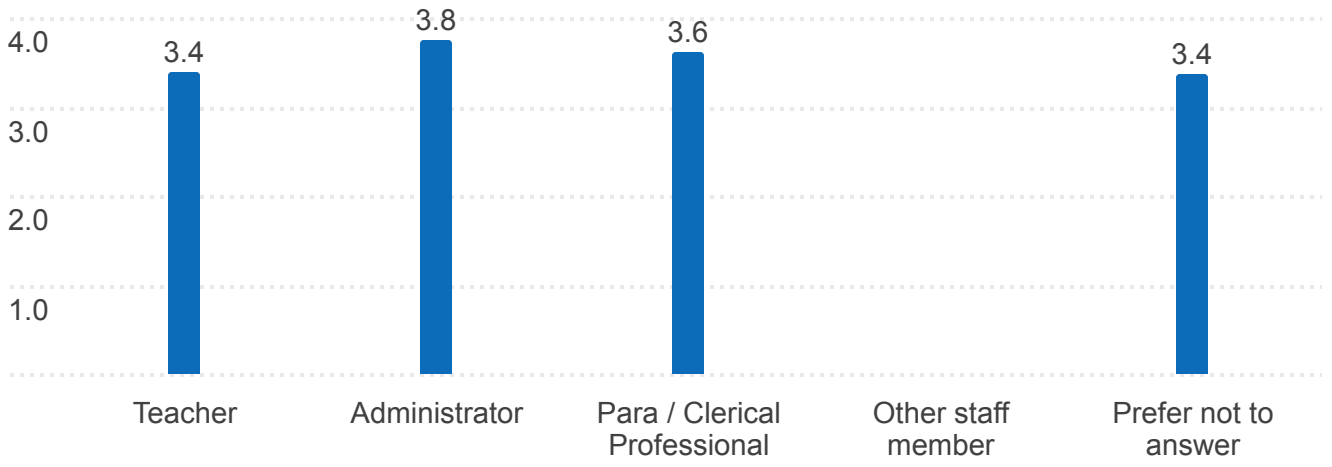
School Safety



Peer Conflict & Bullying

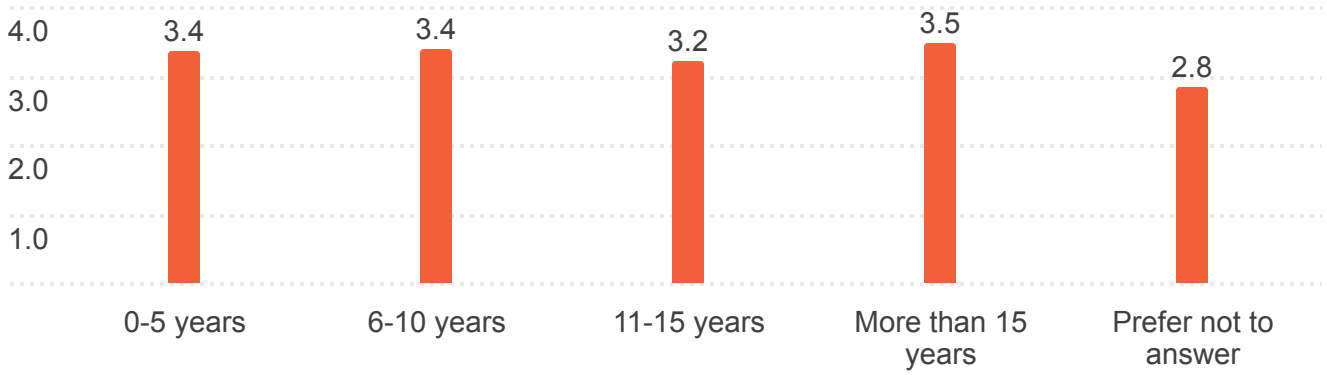


Substance Use

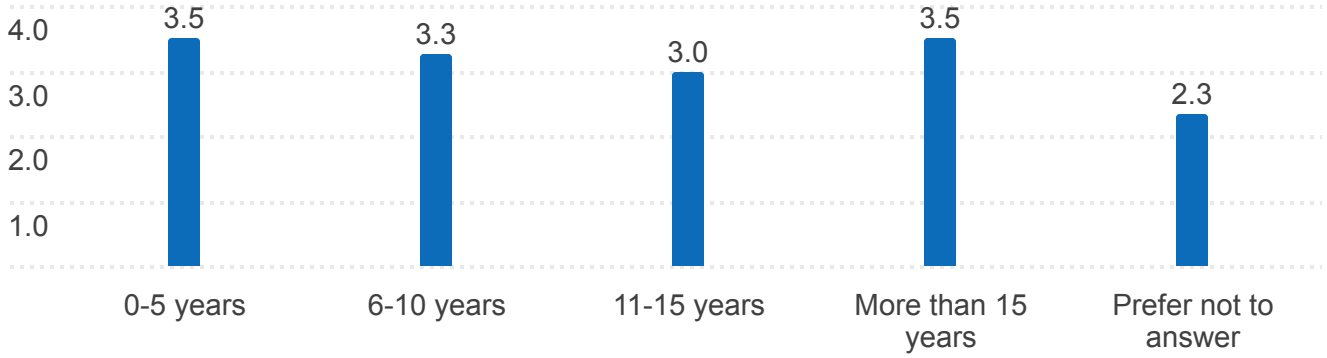


Average Climate Scales by Staff Years of Work Experience

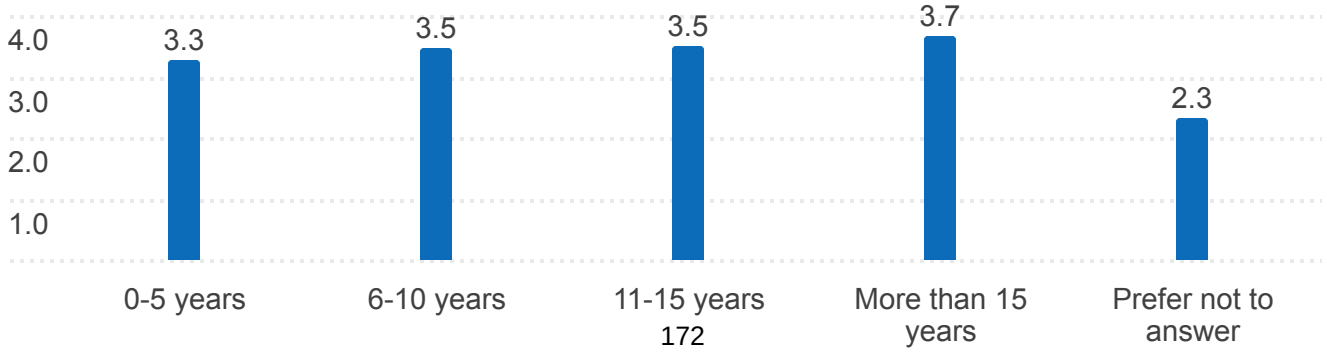
Climate Total



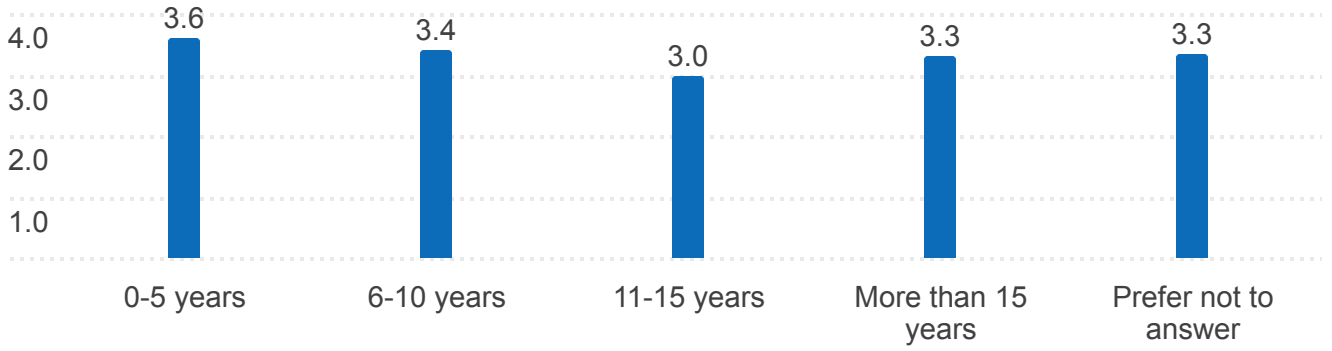
Staff Connectedness & Morale



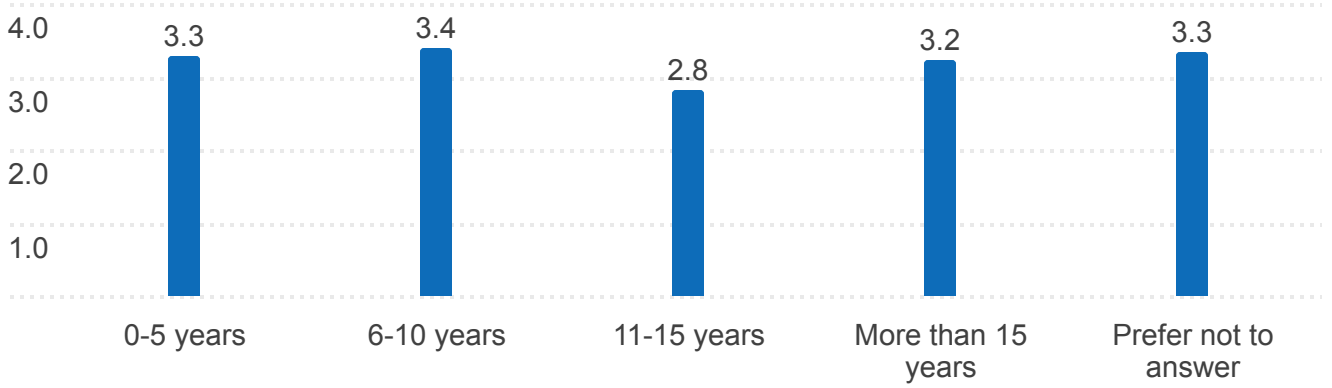
Administrative Support



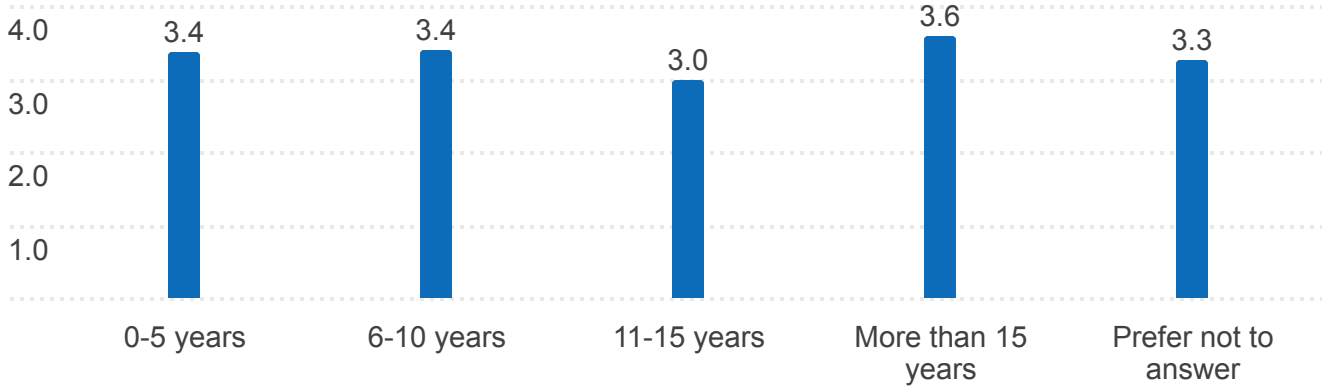
Staff - Student Relationships



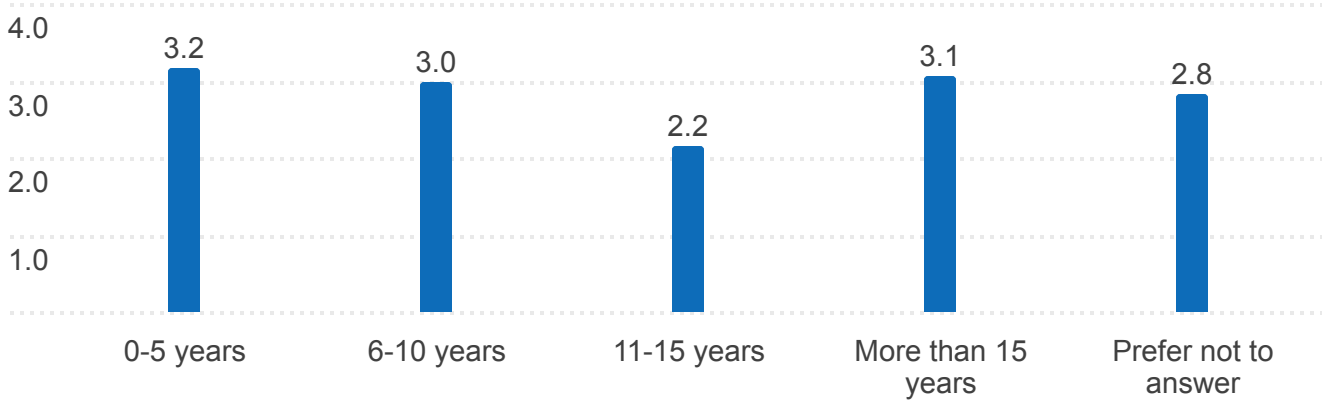
Peer Relationships / Prosocial Behavior



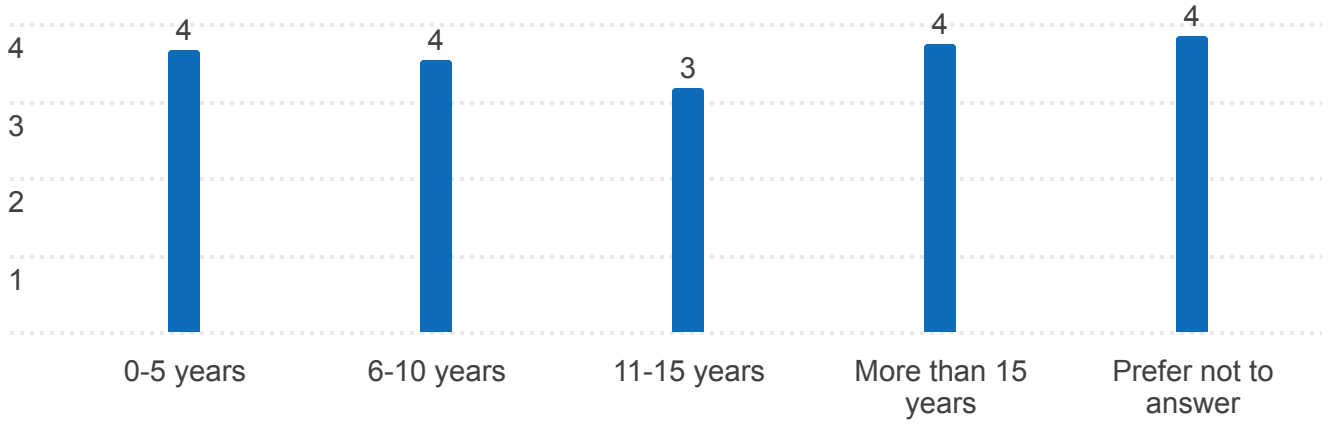
Staff - Family Relationships



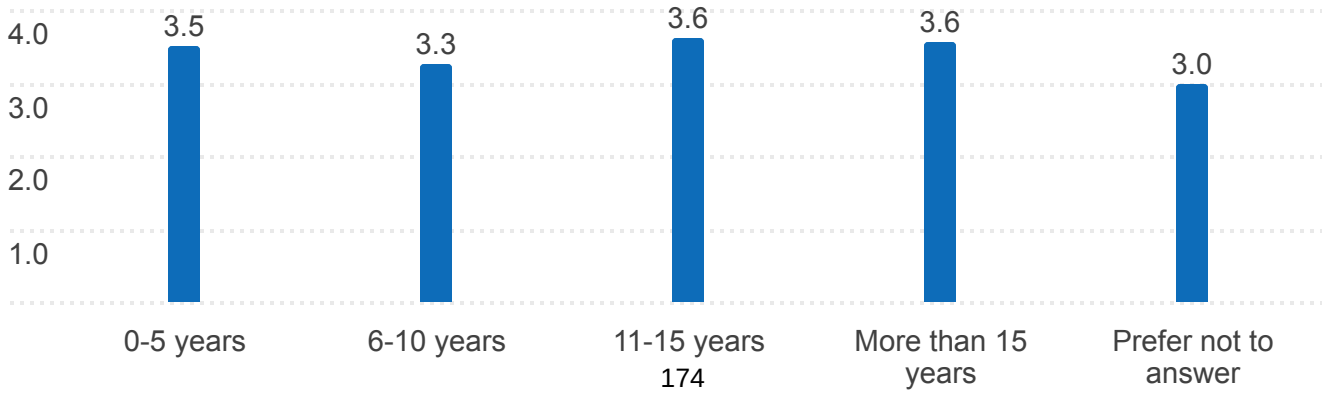
Family Involvement / Engagement



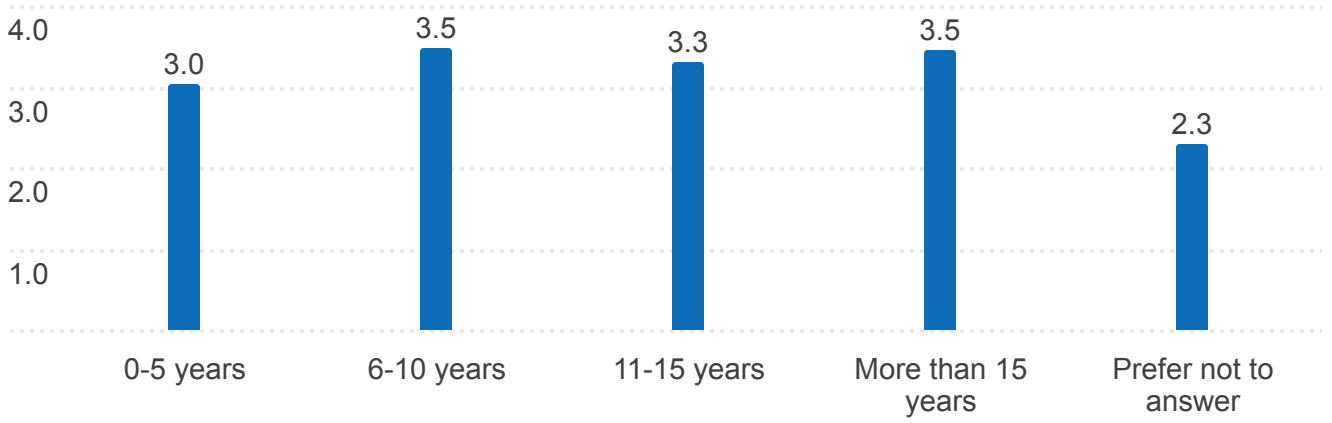
Physical Environment



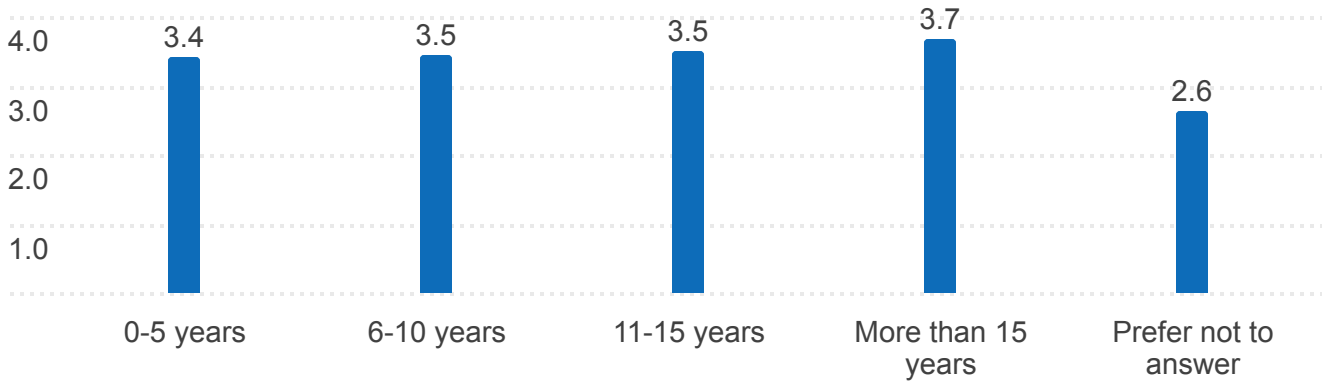
Academic Culture / Learning Environment



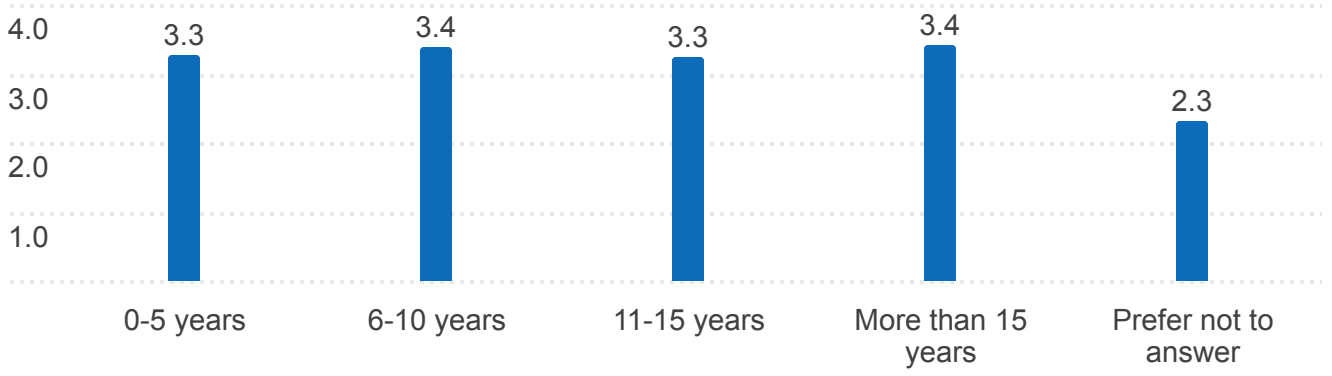
Discipline & Behavioral Expectations



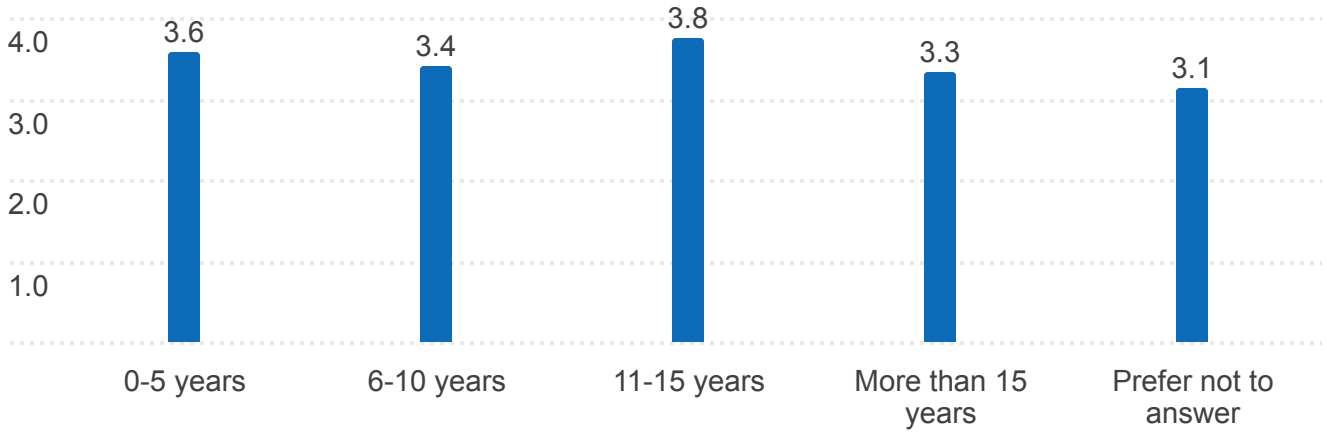
School Safety



Peer Conflict & Bullying

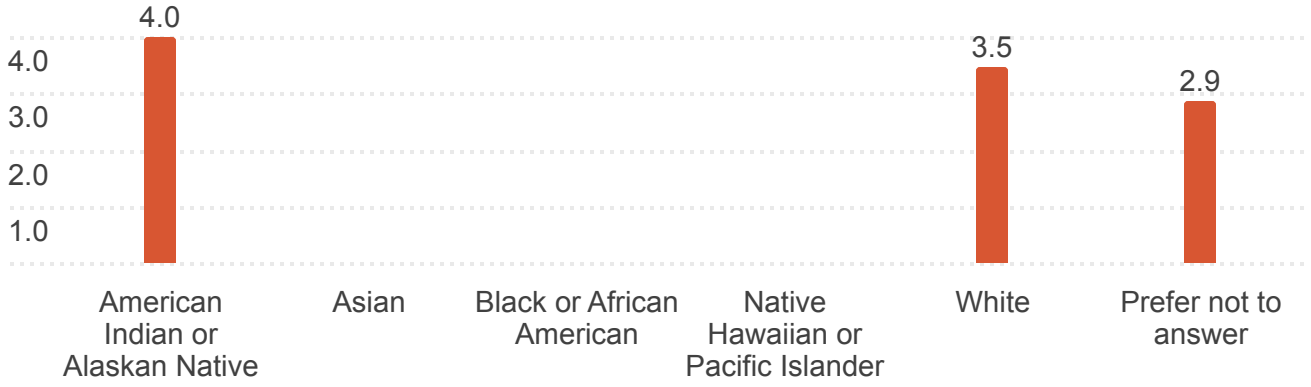


Substance Use

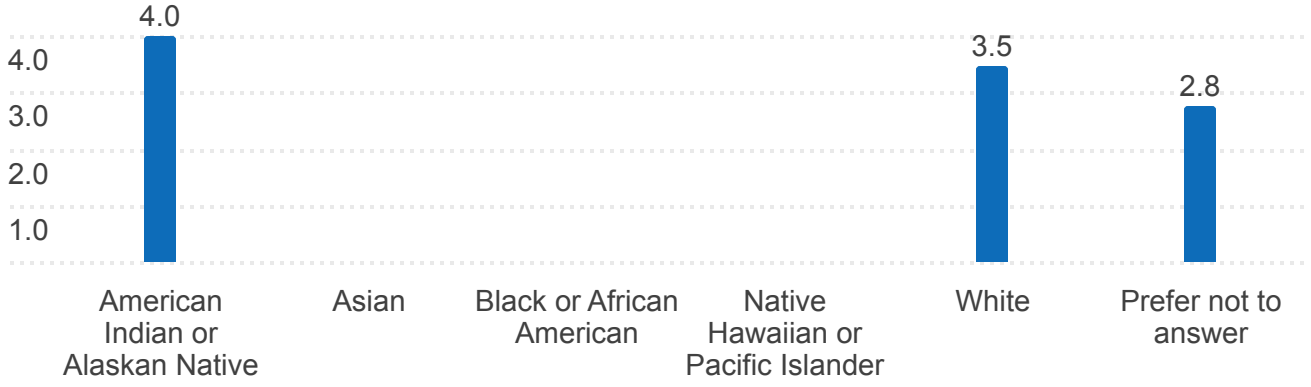


Average Climate Scales by Staff Race

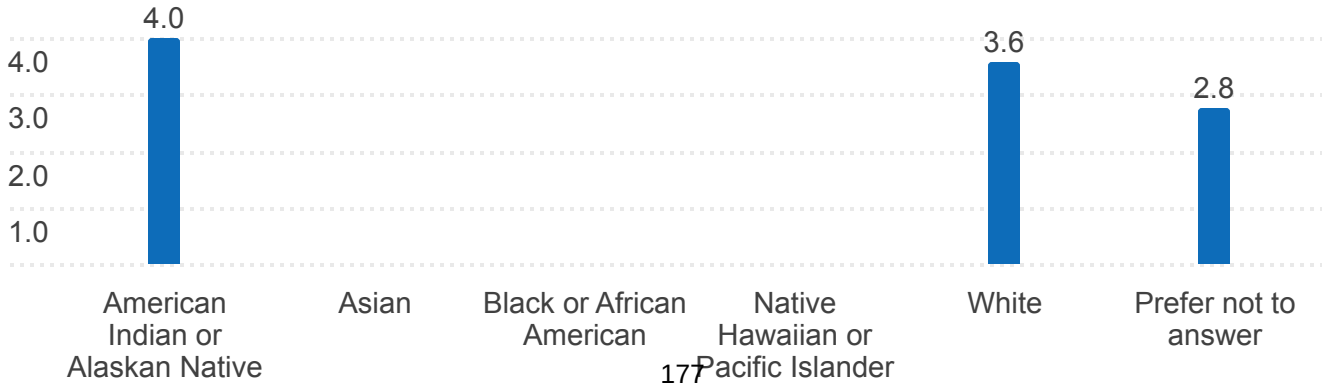
Climate Total



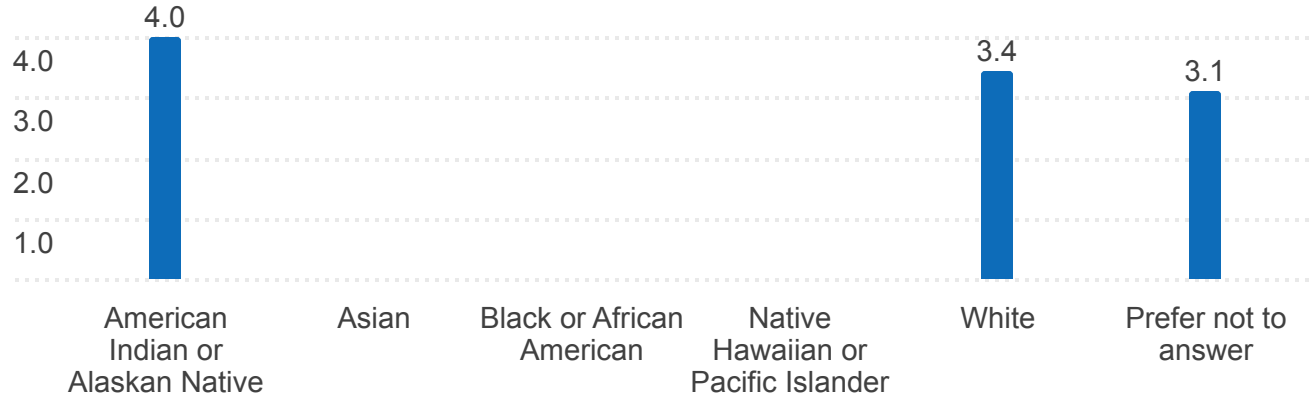
Staff Connectedness & Morale



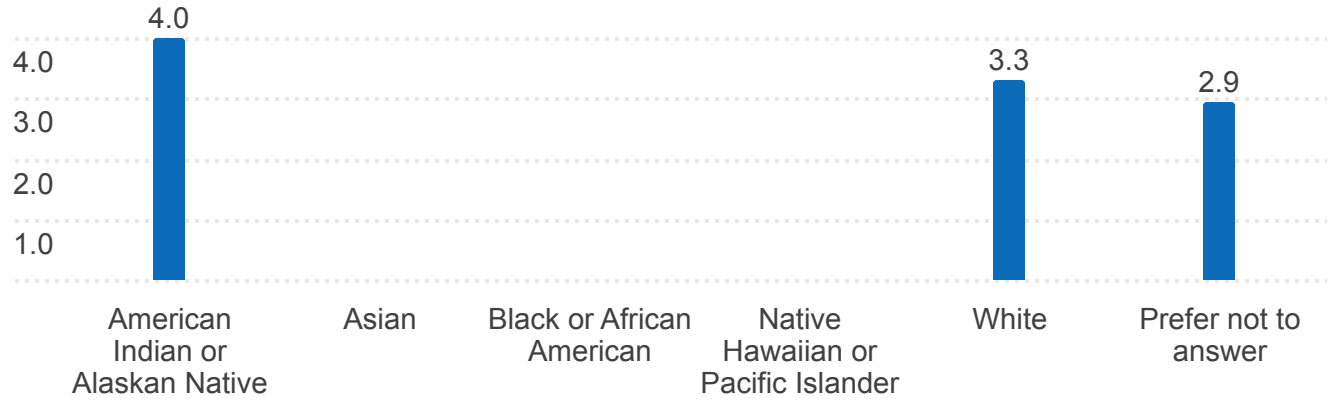
Administrative Support



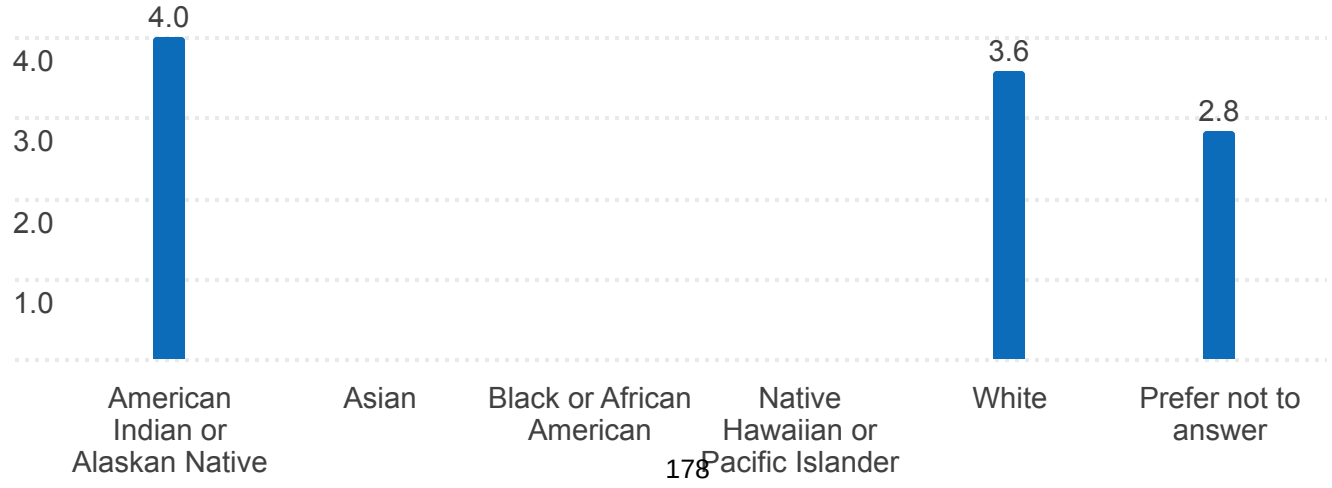
Staff - Student Relationships



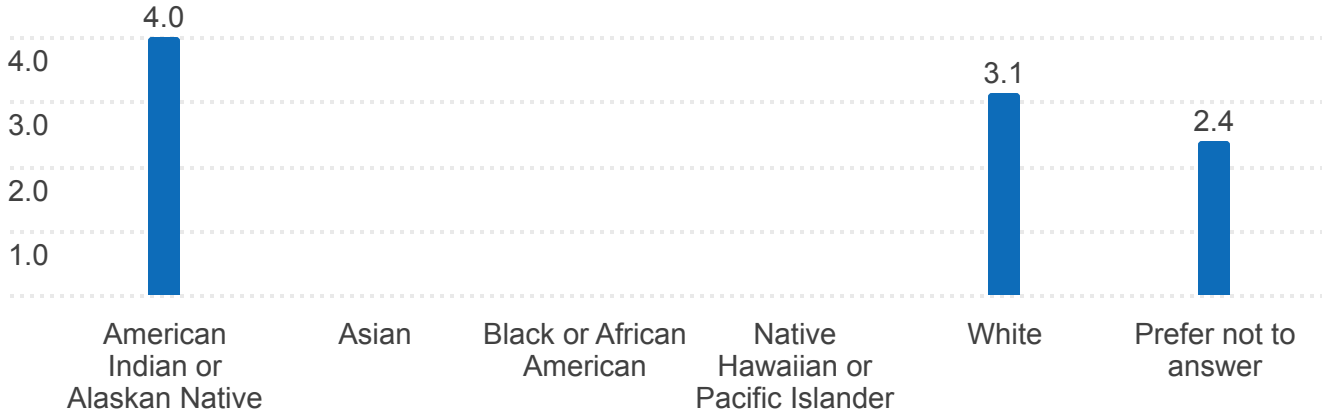
Peer Relationships / Prosocial Behavior



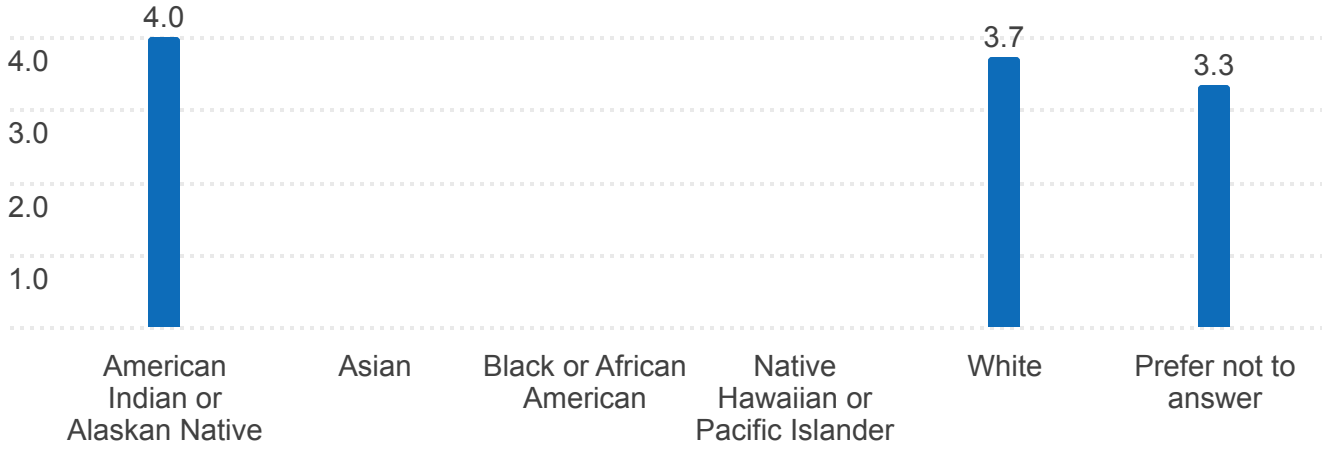
Staff - Family Relationships



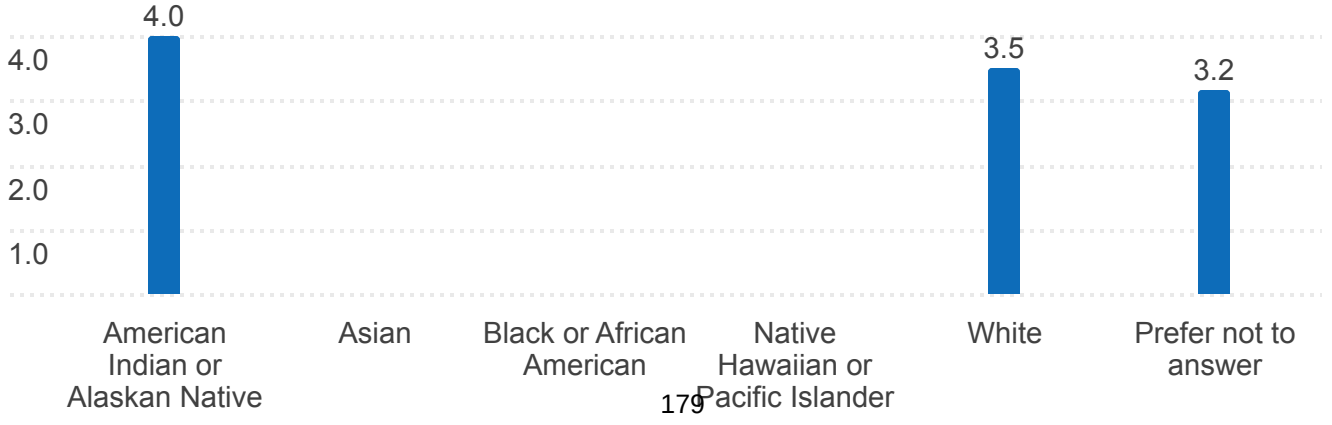
Family Involvement / Engagement



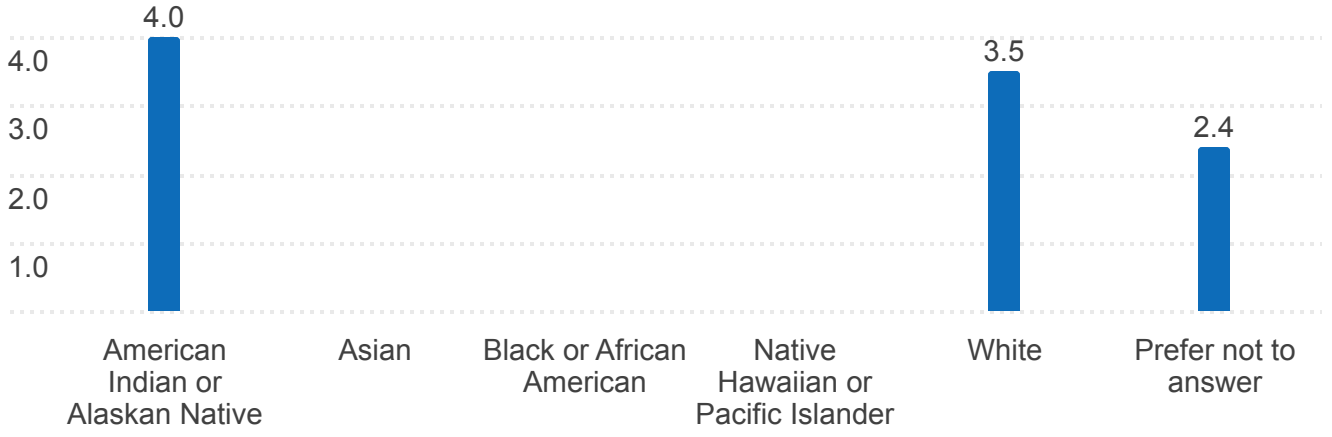
Physical Environment



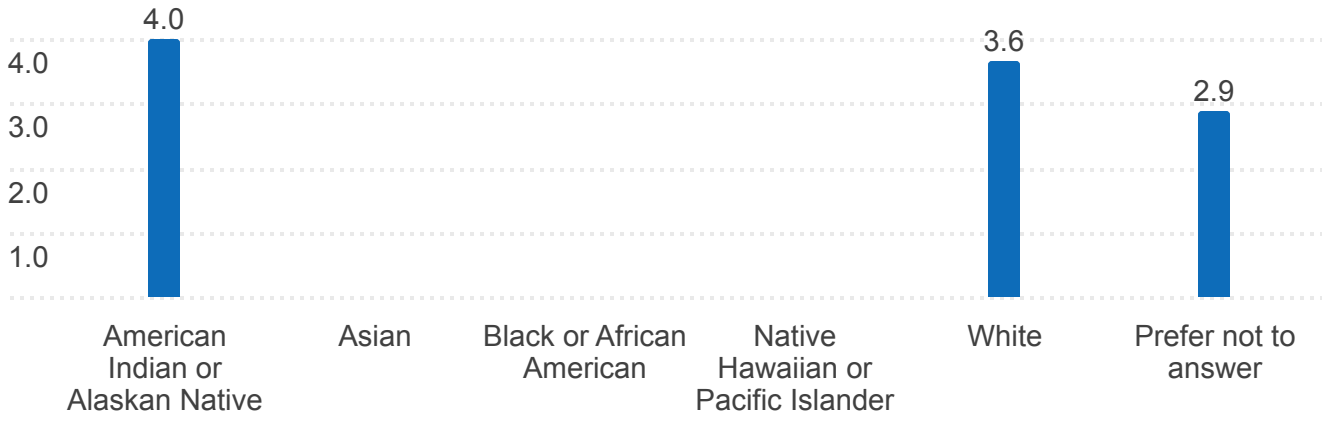
Academic Culture / Learning Environment



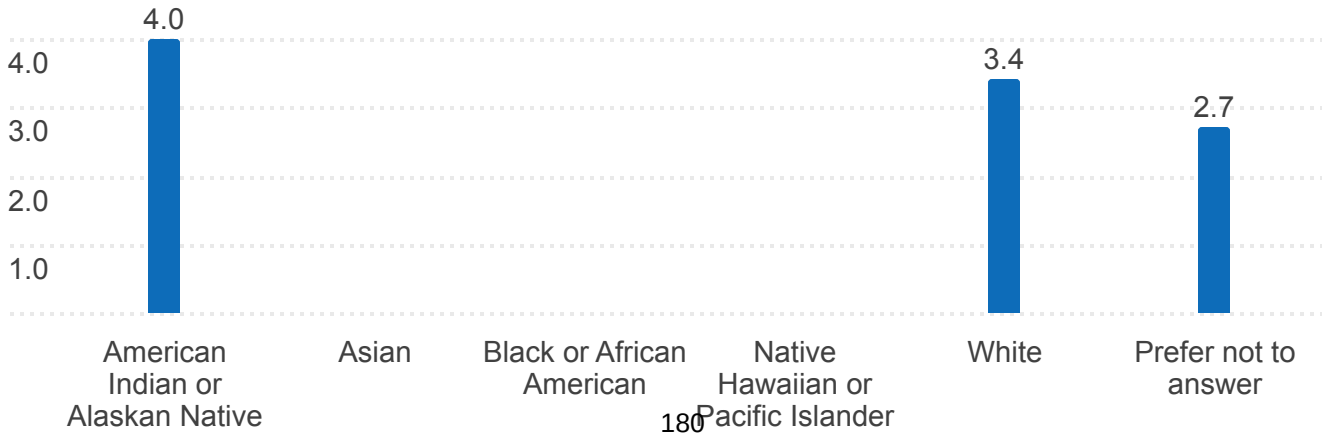
Discipline & Behavioral Expectations



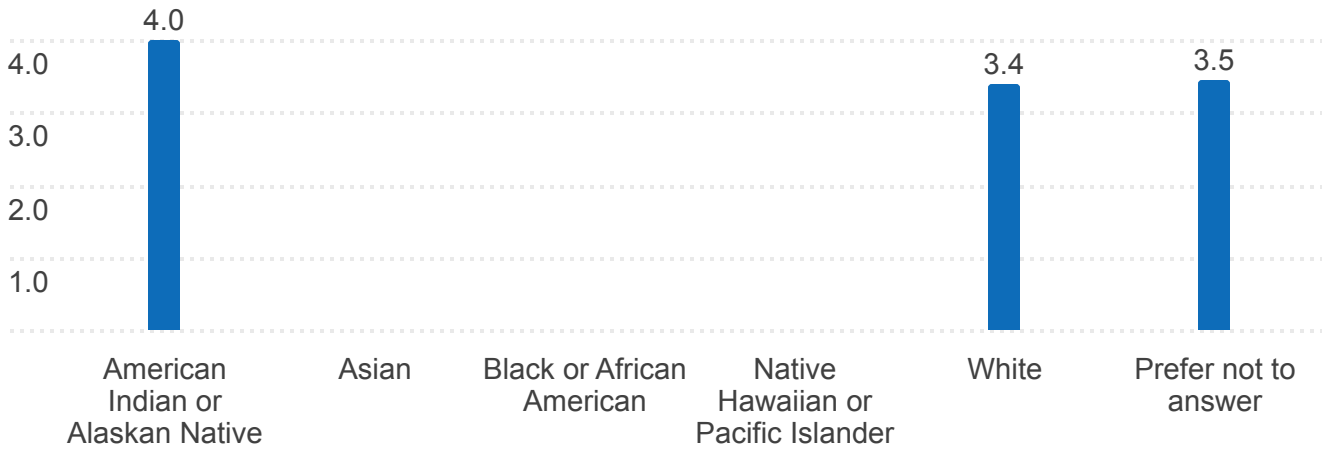
School Safety



Peer Conflict & Bullying

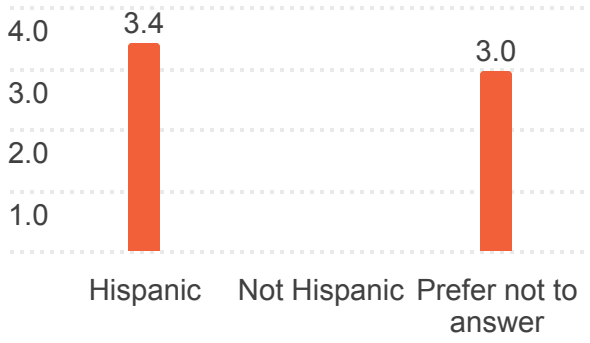


Substance Use

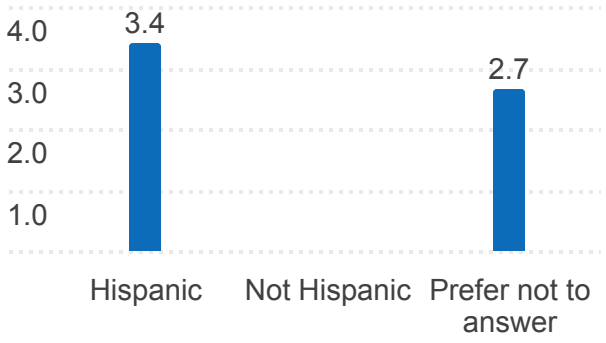


Average Climate Scales by Ethnicity

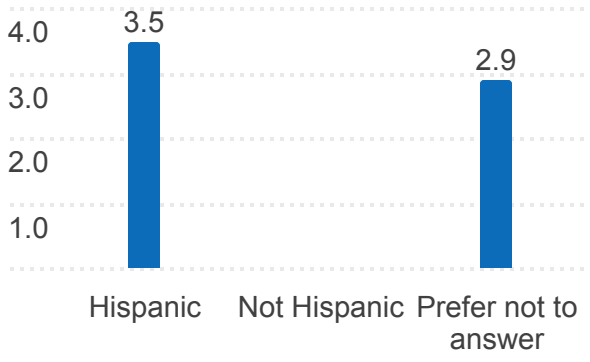
Climate Total



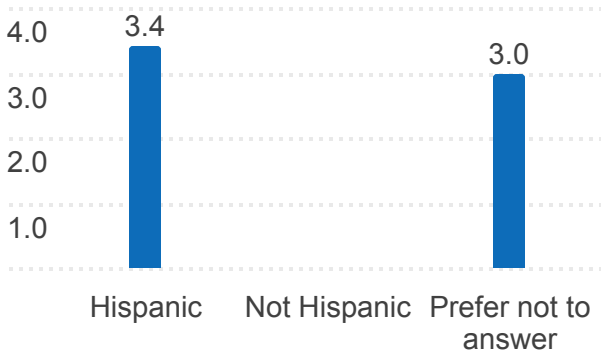
Staff Connectedness & Morale



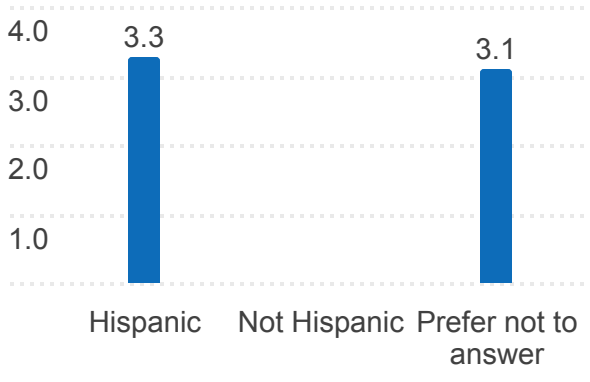
Administrative Support



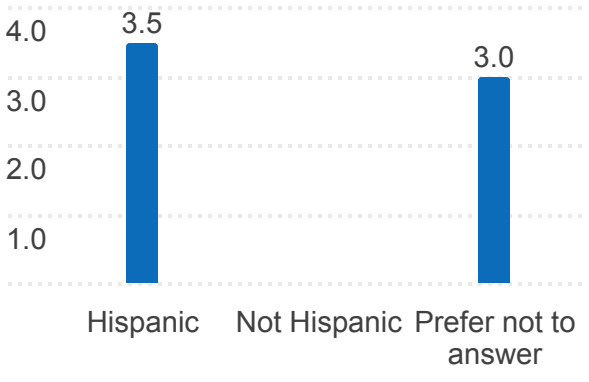
Staff - Student Relationships



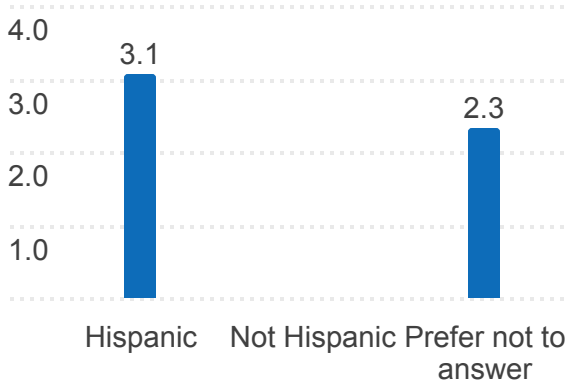
Peer Relationships/Prosocial Behavior



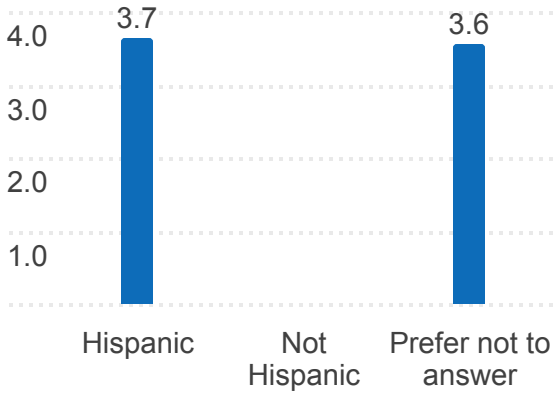
Staff - Family Relationships



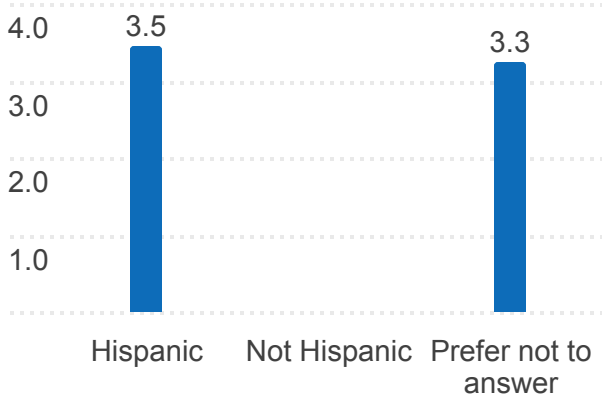
Family Involvement / Engagement



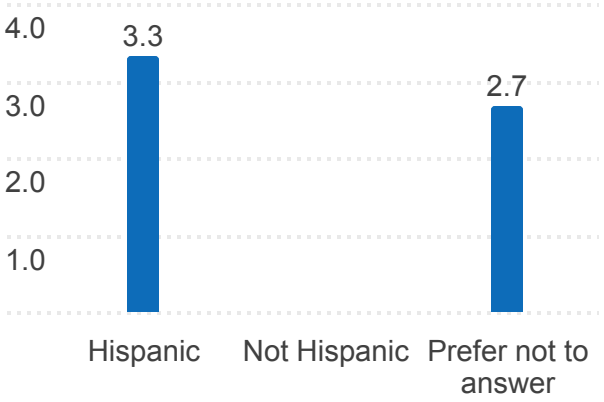
Physical Environment



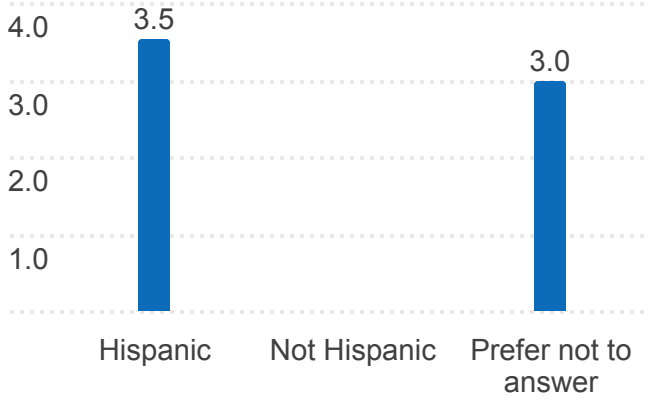
Academic Culture / Learning Environ



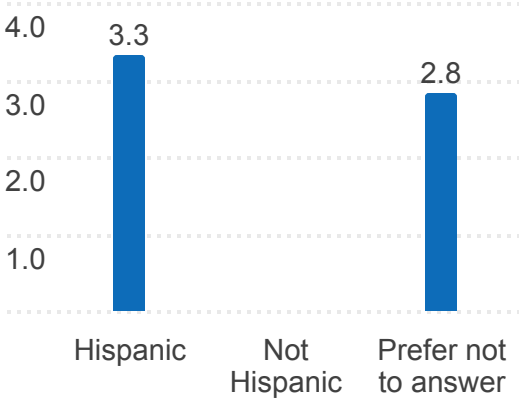
Discipline & Behavioral Expectations



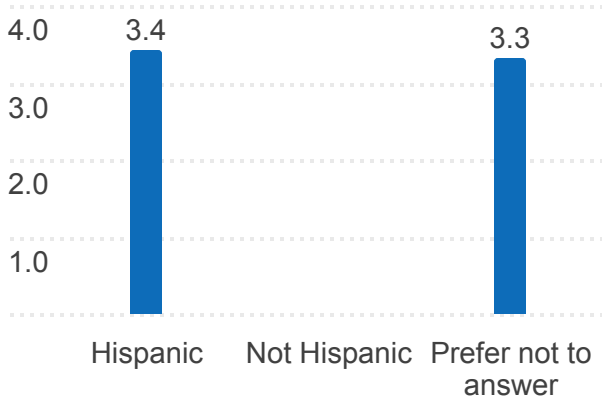
School Safety



Peer Conflict & Bullying



Substance Use



Texas School Climate Scale

Tornillo Junior High - Secondary Student Survey

Fall 2024-2025

The University of Texas at Austin
Texas Institute for Excellence in Mental Health
Steve Hicks School of Social Work

TCSS
TEXAS CENTER for STUDENT SUPPORTS

TEA
Texas Education Agency

Background

Research has shown that positive school climate is an important protective factor for children, helping to mitigate the negative impact of stressors and support resilience. A positive school climate has been shown to be associated with students reporting fewer risk-taking behaviors, fewer discipline issues, lower rates of bullying and victimization, fewer depressive symptoms, and greater self-esteem. A positive school climate also contributes to improved academic outcomes, increased motivation to learn, lower absenteeism, and higher graduation rates. A positive school climate also impacts educators; it is associated with lower emotional exhaustion, greater feelings of accomplishment, and improved retention. As a concept that is so important to the positive development of students, it is critical for schools to regularly measure school climate and utilize results in planning for universal (Tier 1) school interventions.

Texas School Climate Survey. The Texas School Climate Survey is a suite of four surveys to measure climate from the perspective of school personnel, family members, elementary students (grades 3-5), and secondary students (grades 6-12). Each survey asks respondents about their demographics and a series of questions related to the domains of Engagement, Environment, and Safety. The surveys use a 4-point Likert scale of agreement (from “Strongly Disagree” to “Strongly Agree”) and higher ratings reflect more positive perceptions of school climate.

The Elementary Student Survey includes 26 items across 8 conceptual subscales and the Secondary Student Survey includes 39 items across 9 conceptual scales. The School Personnel Survey includes 52 items across 12 conceptual subscales and the Parent / Caregiver Survey includes includes 37 items across 10 conceptual subscales. Since school climate factors vary between schools within the same district, school personnel who work across multiple participating schools and family members with children at multiple participating schools are asked to complete a survey for each school. Table 1 below describes the subscales in the Secondary Student Survey.

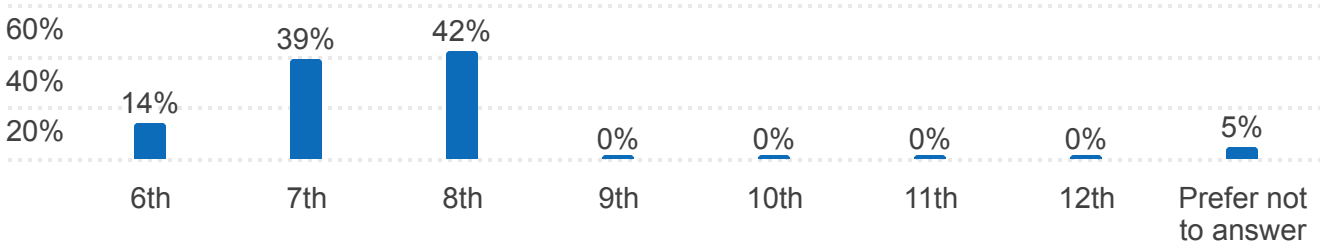
Table 1: Secondary Student Survey Subscales

Subscale	Description
School Connectedness & Belonging	Students’ perceptions of how well they fit in and whether they feel a sense of belonging at school.
Staff - Student Relationships	Students’ perceptions of how much adults at school care about them and offer support.
Peer Relationships / Prosocial Behavior	Students’ perceptions of how well students get along with peers and treat each other.
Family Involvement / Engagement	Students’ perceptions of their caregivers’ involvement with their education.
Academic Culture / Learning Environment	Students’ perceptions of motivation to learn and academic expectations.
Physical Environment	Students’ perceptions of how well their school is maintained.
Discipline & Behavioral Expectations	Students’ perceptions of school rules and disciplinary practices.
School Safety	Students’ perceptions of their own emotional and physical safety at school.
Peer Conflict & Bullying	Students’ perceptions of negative peer interactions and response to bullying behaviors at school.
Substance Use	Students’ perceptions of the degree to which students use alcohol, drugs and vaping products at school.

Demographics of Respondents

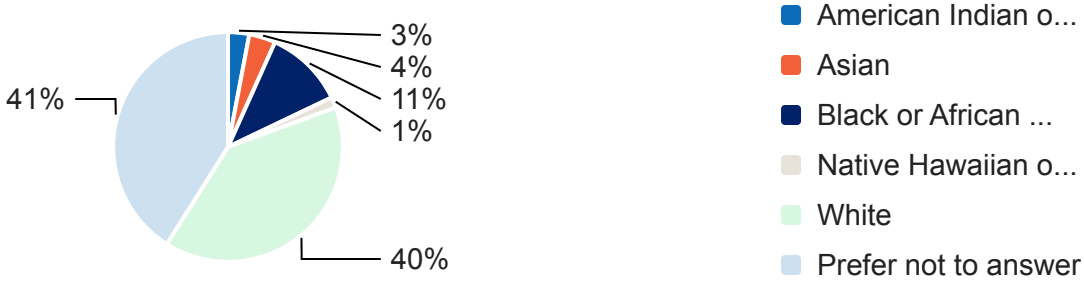
What grade are you in?

111 Responses



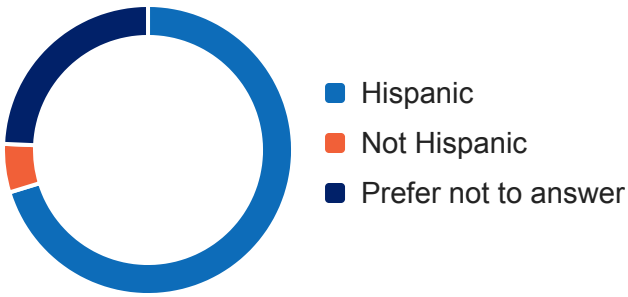
What is your race?

111 Responses



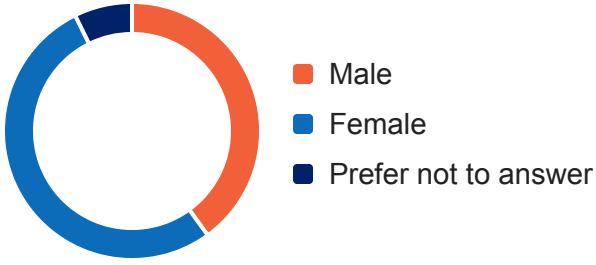
What is your ethnicity?

111 Responses



What is your gender?

110 Responses



Overview Results

Climate Total

114 Responses

Field	Mean	Standard Deviation	Min	Max
Climate	3.0	0.6	0.0	4.0

Climate Total

School Connectedness & Belonging

114 Responses

Field	Mean	Standard Deviation	Min	Max
Connectedness	3.0	0.7	0.0	4.0

School Connectedness

Staff - Student Relationships

114 Responses

Field	Mean	Standard Deviation	Min	Max
Staff - Student	3.1	0.8	0.0	4.0

Staff - Student Relationships

Peer Relationships/Prosocial Behavior

114 Responses

Field	Mean	Standard Deviation	Min	Max
Peer Relationships	2.8	0.8	0.0	4.0

Peer Relationships/ Prosocial Beh

Family Involvement / Engagement

114 Responses

Field	Mean	Standard Deviation	Min	Max
Family	3.4	0.7	0.0	4.0

Family Involvement

Physical Environment

114 Responses

Field	Mean	Standard Deviation	Min	Max
Physical Environment	3.0	0.8	0.0	4.0

Physical Environment

Academic Culture/ Learning Environ

114 Responses

Field	Mean	Standard Deviation	Min	Max
Learning Environment	3.1	0.7	0.0	4.0

Academic Culture/ Learning Environ

Discipline & Behavioral Expectations

114 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	3.2	0.7	0.0	4.0

Discipline & Behavioral Expectations

School Safety

114 Responses

Field	Mean	Standard Deviation	Min	Max
School Safety	3.0	0.7	0.0	4.0

School Safety

Peer Conflict & Bullying

114 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying	2.5	0.7	0.0	4.0

Peer Conflict & Bullying

Substance Use

114 Responses

Field	Mean	Standard Deviation	Min	Max
Substance Use	3.3	0.8	0.0	4.0

Substance Use

Mental Health & Well-being

114 Responses

Field	Mean	Standard Deviation	Min	Max
Mental Health	3.0	0.8	0.0	4.0

Mental Health & Well-being

Building Skills

114 Responses

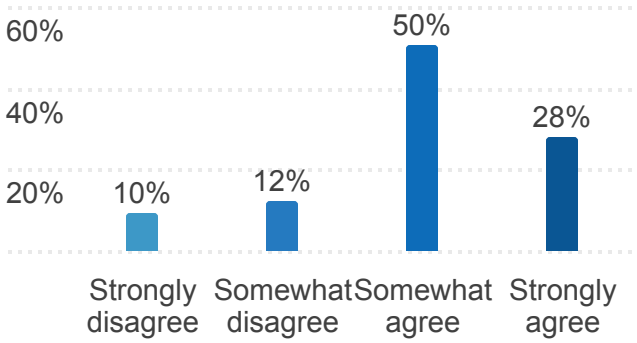
Field	Mean	Standard Deviation	Min	Max
Building Skills	3.1	0.7	0.0	4.0

Building Skills

School Connectedness & Belonging

I feel like I belong at this school.

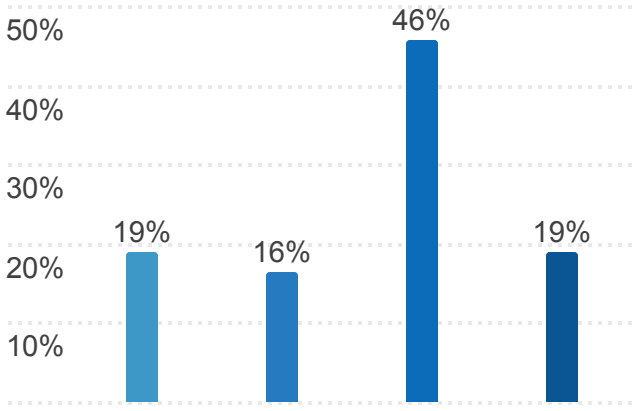
115 Responses



Field	Mean	Standard Deviation	Min	Max
I feel like I belong at this school.	3.0	0.9	1.0	4.0

Most days I look forward to going to school.

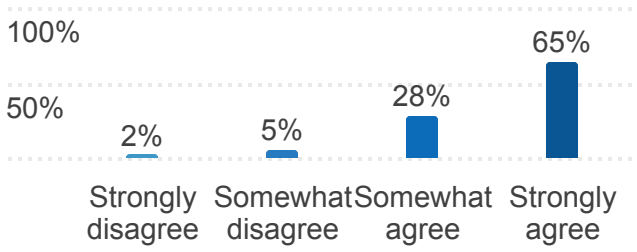
116 Responses



Field	Mean	Standard Deviation	Min	Max
Most days I look forward to going to school.	2.6	1.0	1.0	4.0

I have one or more good friends at my school.

116 Responses

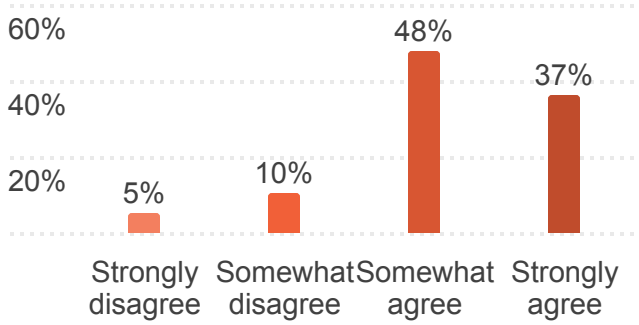


Field	Mean	Standard Deviation	Min	Max
I have one or more good friends at my school.	3.6	0.7	1.0	4.0

Staff - Student Relationships

Adults at my school care about me.

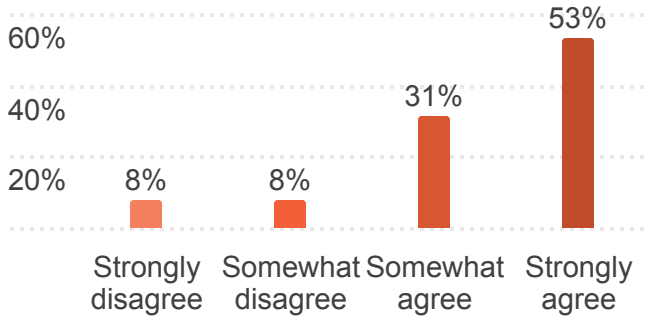
115 Responses



Field	Mean	Standard Deviation	Min	Max
Adults at my school care about me.	3.2	0.8	1.0	4.0

I know an adult at school who I can talk with if I need help.

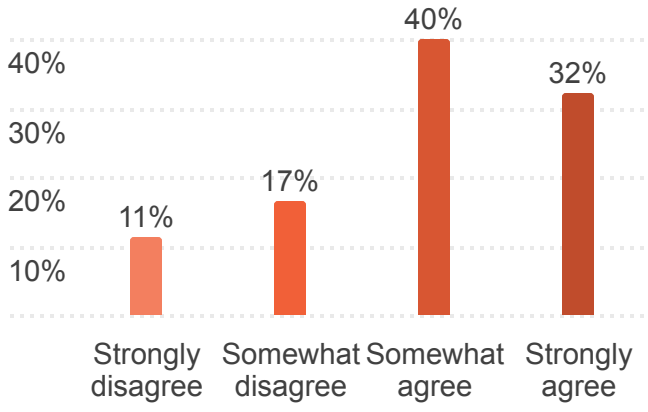
115 Responses



Field	Mean	Standard Deviation	Min	Max
I know an adult at school who I can talk with if I need help.	3.3	0.9	1.0	4.0

Adults at my school treat all students fairly.

115 Responses

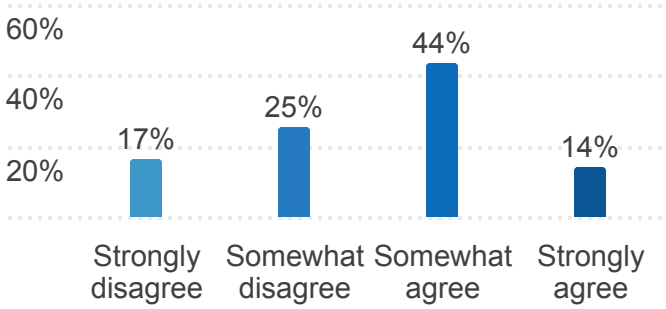


Field	Mean	Standard Deviation	Min	Max
Adults at my school treat all students fairly.	2.9	1.0	1.0	4.0

Peer Relationships / Prosocial Behavior

Students at my school are kind to each other.

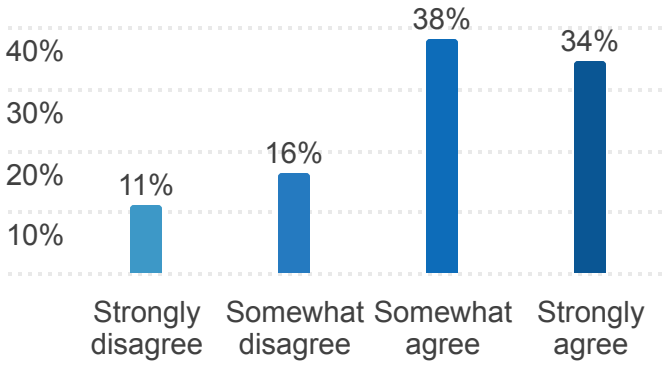
114 Responses



Field	Mean	Standard Deviation	Min	Max
Students at my school are kind to each other.	2.6	0.9	1.0	4.0

Students at my school treat others who are different from them with respect.

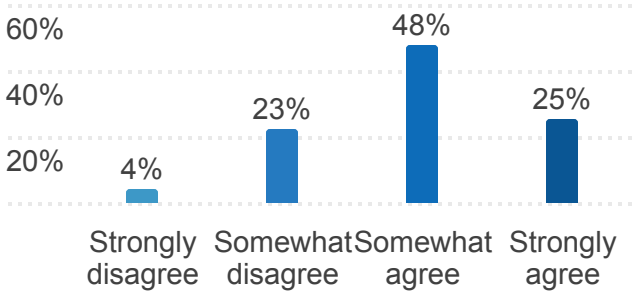
116 Responses



Field	Mean	Standard Deviation	Min	Max
Students at my school treat others who are different from them with respect.	3.0	1.0	1.0	4.0

Students at my school help each other when they need it.

115 Responses

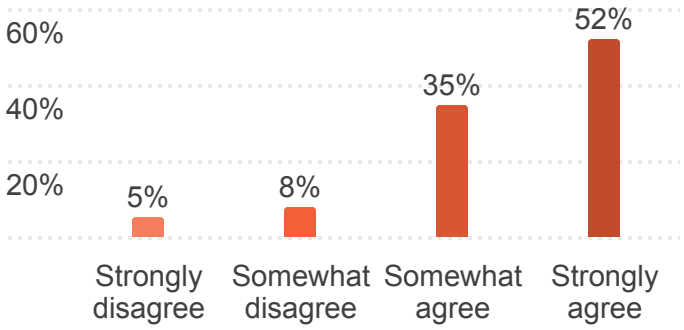


Field	Mean	Standard Deviation	Min	Max
Students at my school help each other when they need it.	2.9	0.8	1.0	4.0

Family Involvement / Engagement

My parents talk to me about what I do in school.

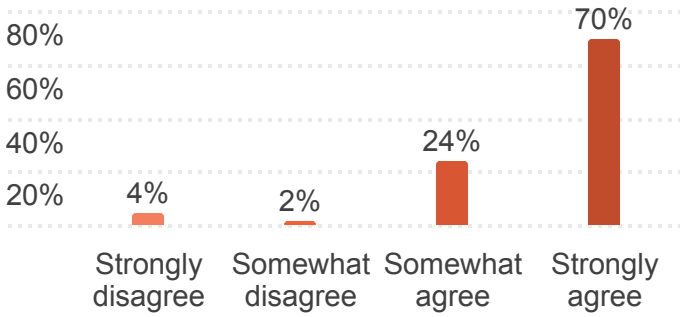
115 Responses



Field	Mean	Standard Deviation	Min	Max
My parents talk to me about what I do in school.	3.3	0.8	1.0	4.0

My parents encourage me to work hard in school.

116 Responses

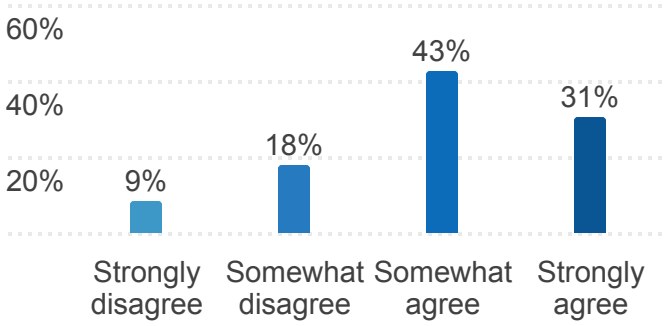


Field	Mean	Standard Deviation	Min	Max
My parents encourage me to work hard in school.	3.6	0.7	1.0	4.0

Physical Environment

My school is neat and clean.

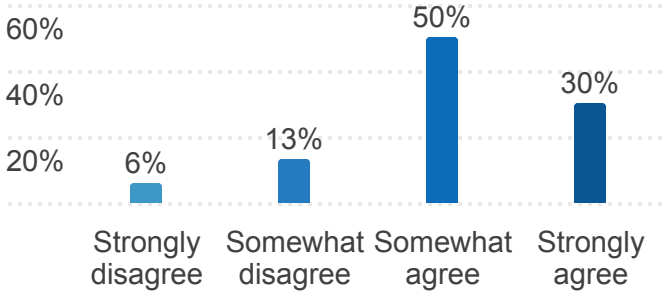
117 Responses



Field	Mean	Standard Deviation	Min	Max
My school is neat and clean.	3.0	0.9	1.0	4.0

The way my school looks is pleasant and welcoming.

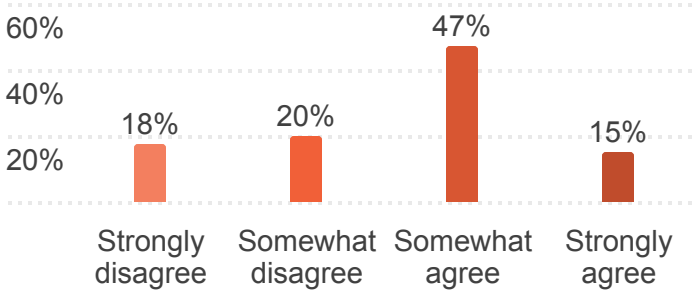
113 Responses



Field	Mean	Standard Deviation	Min	Max
The way my school looks is pleasant and welcoming.	3.0	0.8	1.0	4.0

Academic Culture & Learning Environment

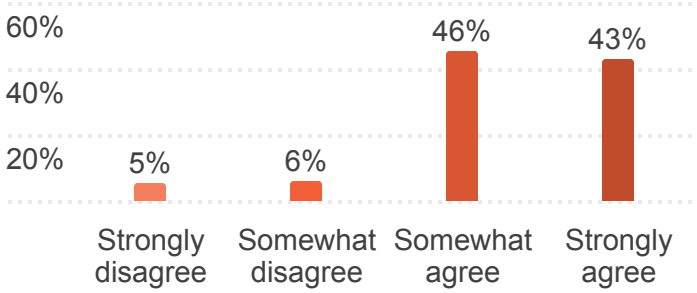
The students at my school are motivated to learn.



114 Responses

Field	Mean	Standard Deviation	Min	Max
The students at my school are motivated to learn.	2.6	0.9	1.0	4.0

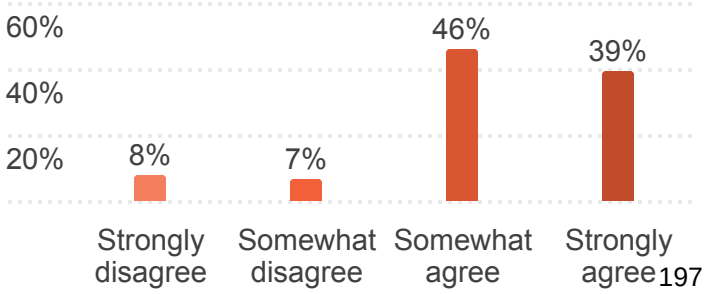
My teachers encourage me to work hard in school.



116 Responses

Field	Mean	Standard Deviation	Min	Max
My teachers encourage me to work hard in school.	3.3	0.8	1.0	4.0

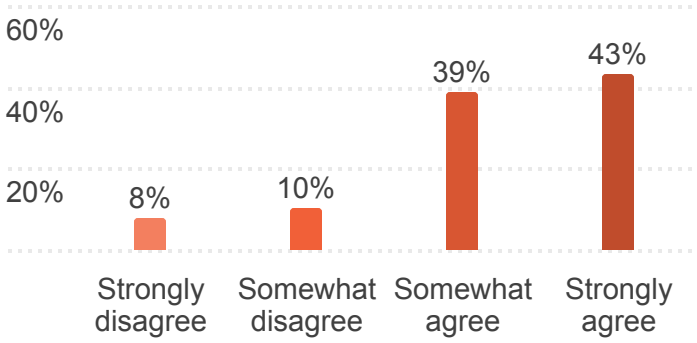
I keep doing my schoolwork, even when it's really hard.



117 Response

Field	Mean	Standard Deviation	Min	Ma
I keep doing my schoolwork, even when it's really hard.	3.2	0.9	1.0	4.

The things I am learning in school are important.

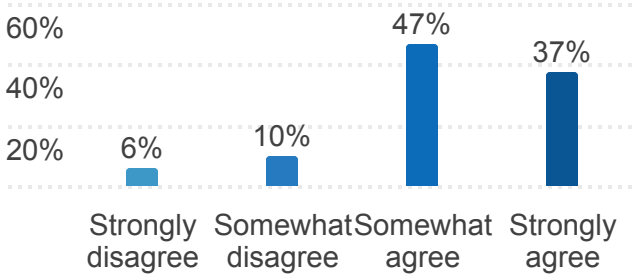


116 Responses

Field	Mean	Standard Deviation	Min	Max
The things I am learning in school are important.	3.2	0.9	1.0	4.0

Discipline & Behavioral Expectations

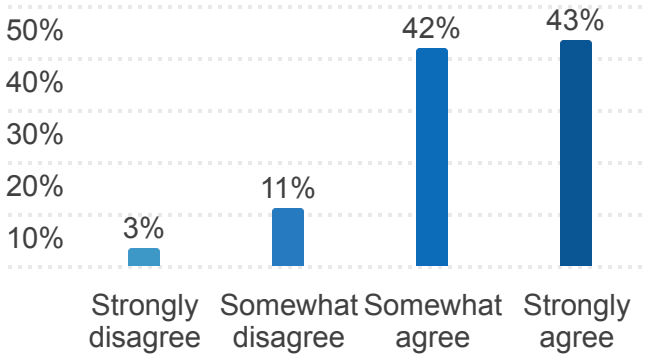
Adults recognize students for good behavior at my school.



118 Responses

Field	Mean	Standard Deviation	Min	Max
Adults recognize students for good behavior at my school.	3.2	0.8	1.0	4.0

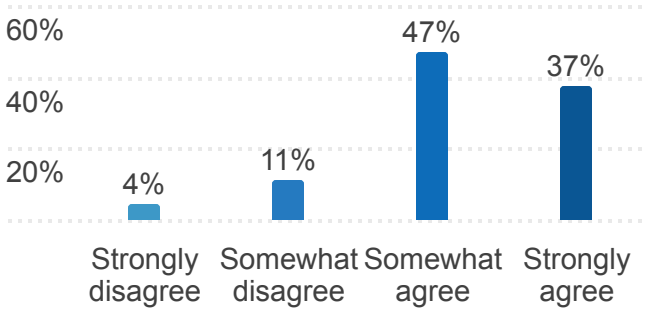
School rules are clear.



115 Responses

Field	Mean	Standard Deviation	Min	Max
School rules are clear.	3.3	0.8	1.0	4.0

School rules are applied consistently to all students.



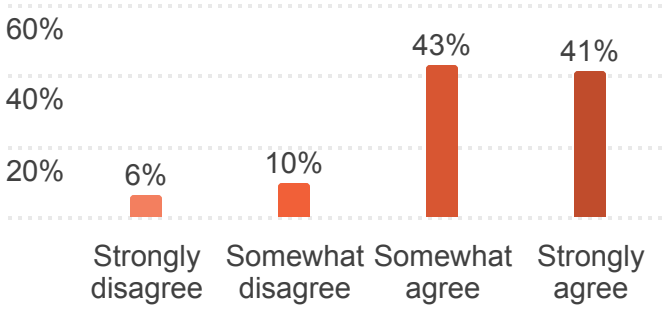
115 Responses

Field	Mean	Standard Deviation	Min	Max
School rules are applied consistently to all students.	3.2	0.8	1.0	4.0

School Safety

Adults at my school keep everyone safe.

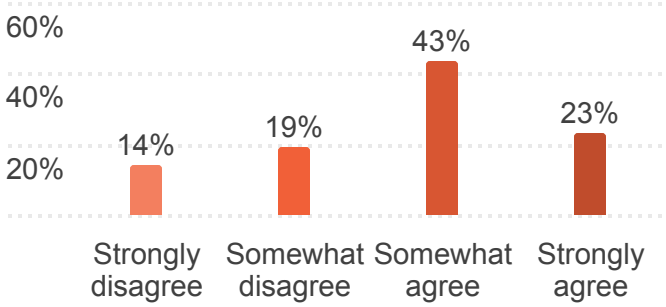
114 Responses



Field	Mean	Standard Deviation	Min	Max
Adults at my school keep everyone safe.	3.2	0.8	1.0	4.0

I feel safe at school.

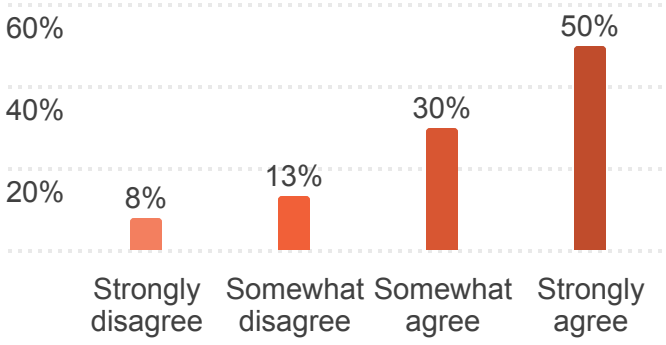
115 Responses



Field	Mean	Standard Deviation	Min	Max
I feel safe at school.	2.8	1.0	1.0	4.0

If students hear about a threat to school or student safety, they would report it to an adult.

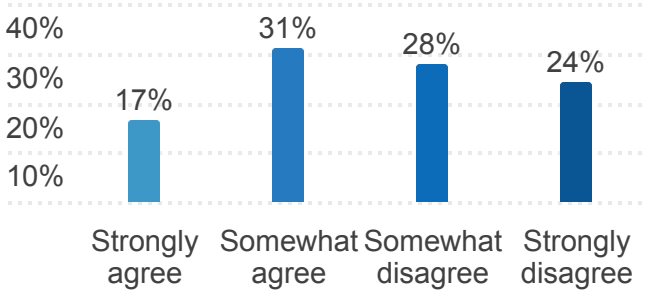
115 Responses



Field	Mean	Standard Deviation	Min	Max
If students hear about a threat to school or student safety, they would report it to an adult.	3.2	0.9	1.0	4.0

Peer Conflict / Bullying

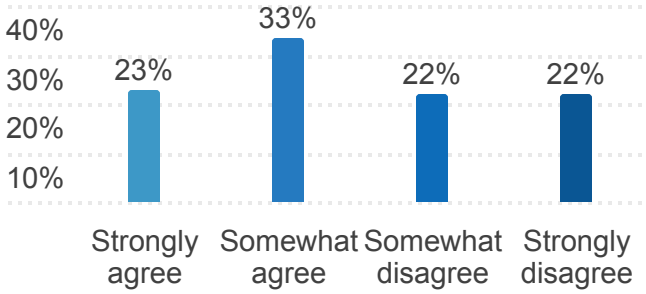
Students at my school say or do hurtful things online or through texting.



115 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school say or do hurtful things online or through texting.	2.6	1.0	1.0	4.0

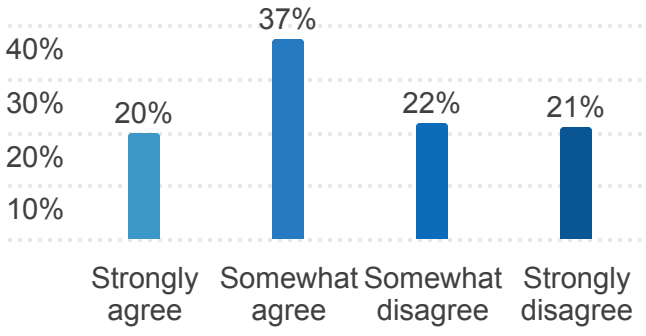
Students at my school fight a lot.



114 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school fight a lot.	2.4	1.1	1.0	4.0

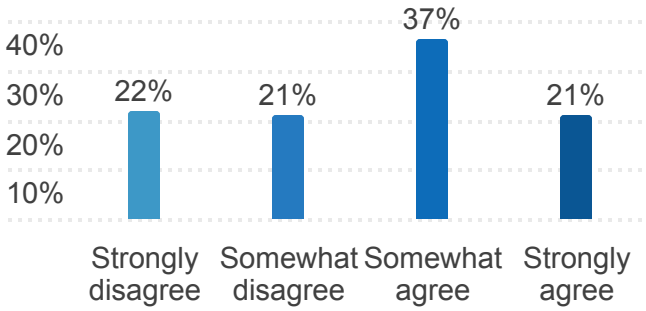
Students at my school leave other students out of groups or activities on purpose.



115 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school leave other students out of groups or activities on purpose.	2.4	1.0	1.0	4.0

Students at my school try to stop bullying when they see it.



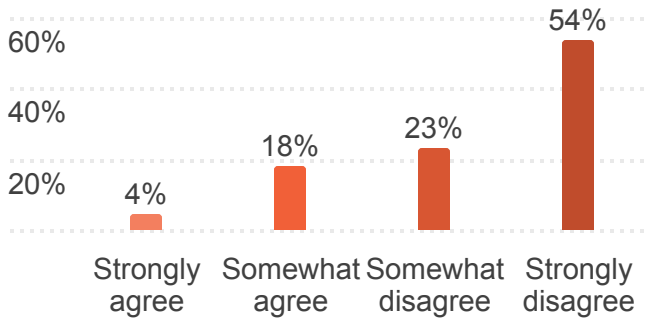
115 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school try to stop bullying when they see it.	2.6	1.0	1.0	4.0

Substance Use

Student vaping is common at my school.

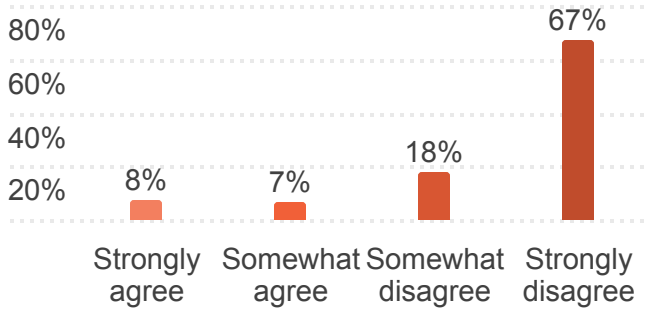
115 Responses



Field	Mean	Standard Deviation	Min	Max
Student vaping is common at my school.	3.3	0.9	1.0	4.0

Students drinking alcohol is common at my school.

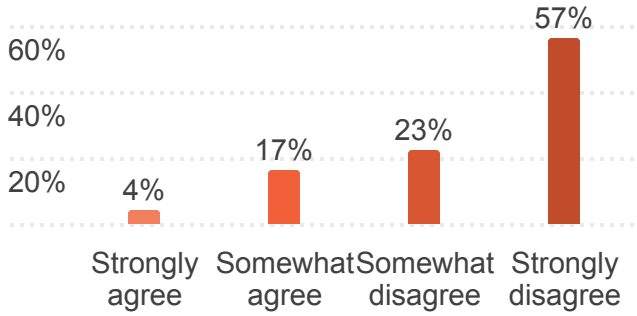
115 Responses



Field	Mean	Standard Deviation	Min	Max
Students drinking alcohol is common at my school.	3.4	0.9	1.0	4.0

Students using drugs is common at my school.

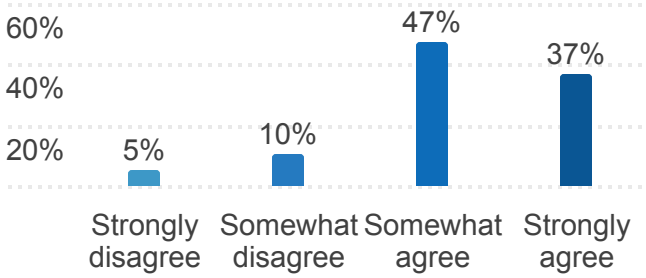
115 Responses



Field	Mean	Standard Deviation	Min	Max
Students using drugs is common at my school.	3.3	0.9	1.0	4.0

Building Skills

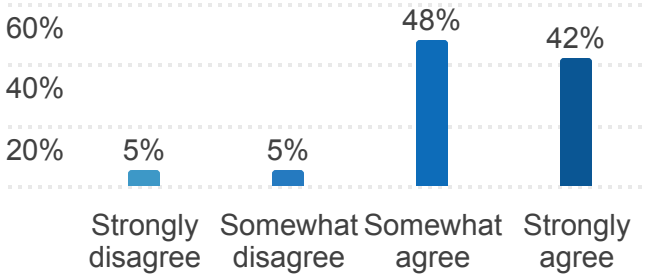
In my school, we learn ways to ask for help when we need it.



116 Responses

Field	Mean	Standard Deviation	Min	Max
In my school, we learn ways to ask for help when we need it.	3.2	0.8	1.0	4.0

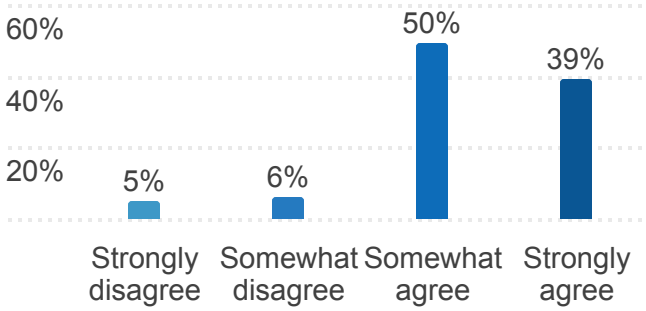
In my school, we learn how our actions affect others.



117 Responses

Field	Mean	Standard Deviation	Min	Max
In my school, we learn how our actions affect others.	3.3	0.8	1.0	4.0

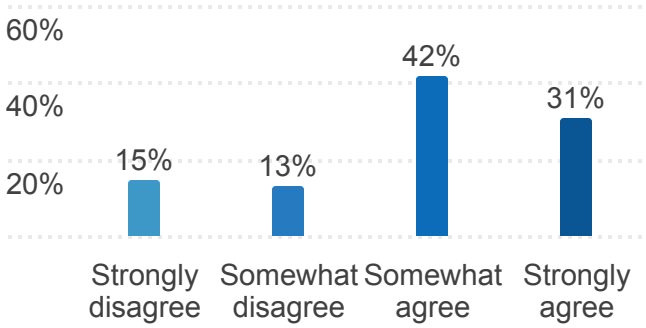
In my school, we learn how to value all people for who they are.



117 Responses

Field	Mean	Standard Deviation	Min	Max
In my school, we learn how to value all people for who they are.	3.2	0.8	1.0	4.0

In my school, we learn what to do when we feel stressed.

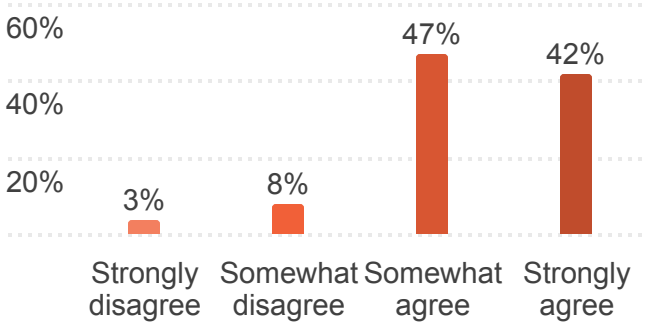


117 Responses

Field	Mean	Standard Deviation	Min	Max
In my school, we learn what to do when we feel stressed.	2.9	1.0	1.0	4.0

Services & Supports

My school provides support for students who need help with clothing, food, or shelter.

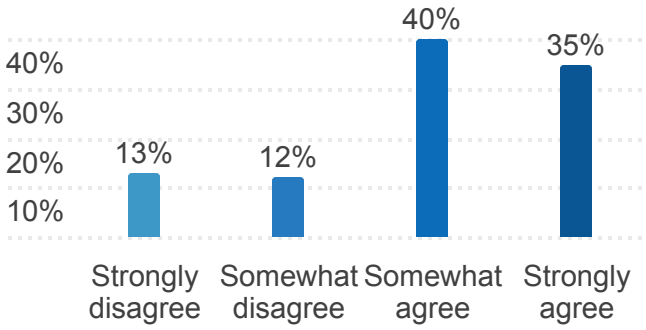


117 Responses

Field	Mean	Standard Deviation	Min	Max
My school provides support for students who need help with clothing, food, or shelter.	3.3	0.7	1.0	4.0

Mental Health & Well-being

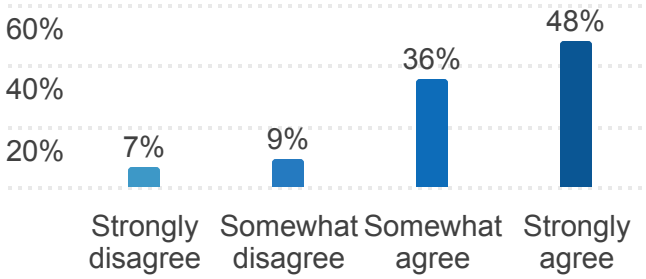
Adults at my school share ideas on how I can support my mental health.



115 Responses

Field	Mean	Standard Deviation	Min	Max
Adults at my school share ideas on how I can support my mental health.	3.0	1.0	1.0	4.0

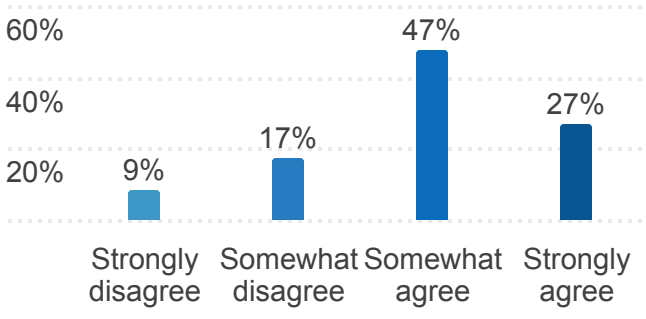
Adults at my school show care toward students with mental health needs.



117 Responses

Field	Mean	Standard Deviation	Min	Max
Adults at my school show care toward students with mental health needs.	3.2	0.9	1.0	4.0

I know how to access mental health services through my school if I need them.

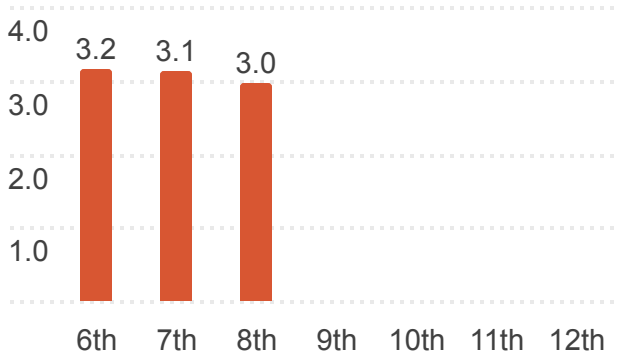


116 Responses

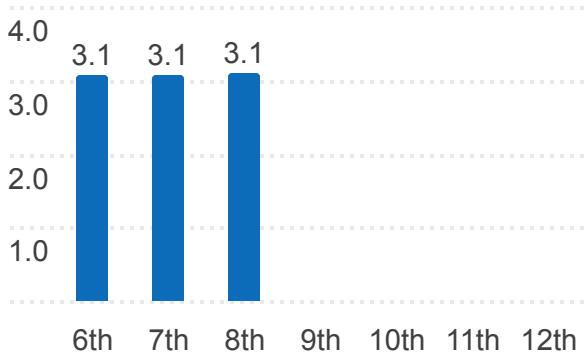
Field	Mean	Standard Deviation	Min	Max
I know how to access mental health services through my school if I need them.	2.9	0.9	1.0	4.0

Average Climate Scales by Grade

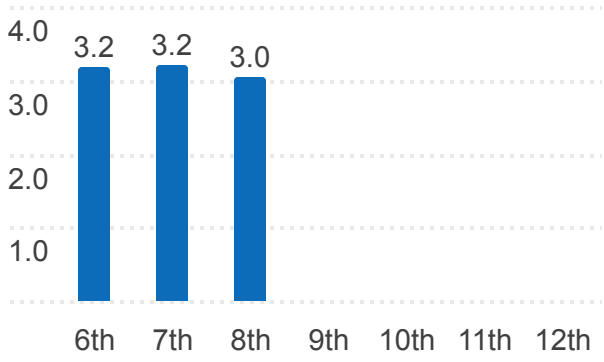
Climate Total Score



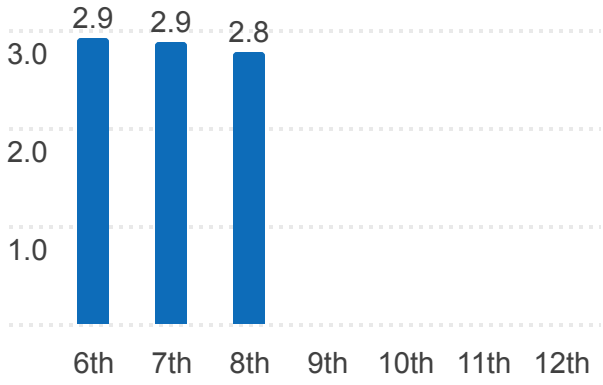
School Connectedness & Belonging



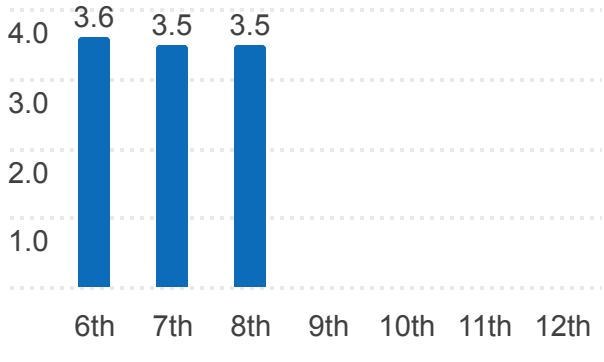
Staff - Student Relationships



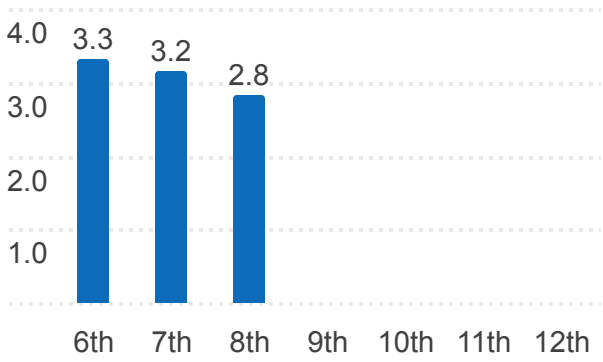
Peer Relationships/ Prosocial Behavior



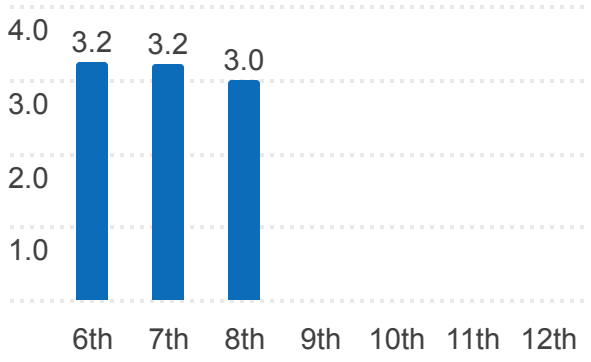
Family Involvement / Engagement



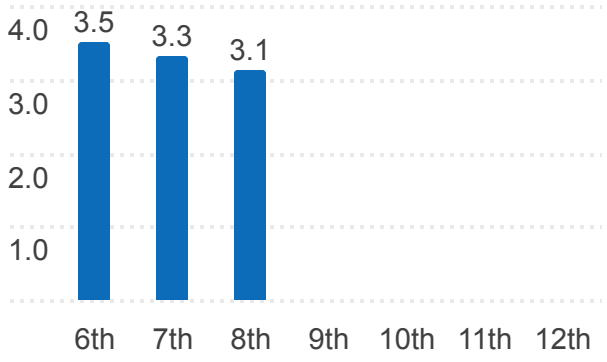
Physical Environment



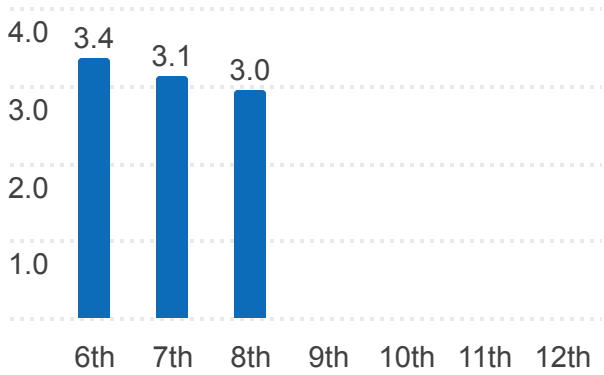
Academic Culture/ Learning Environ



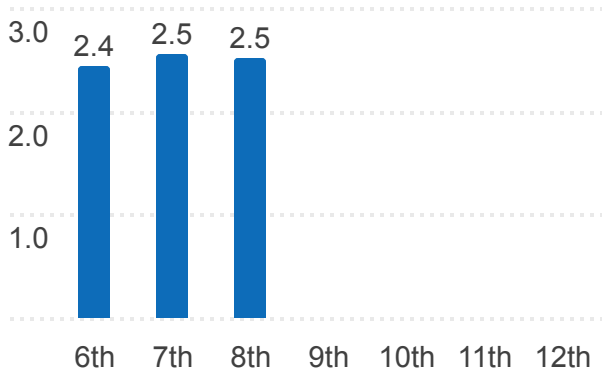
Discipline & Behavioral Expectations



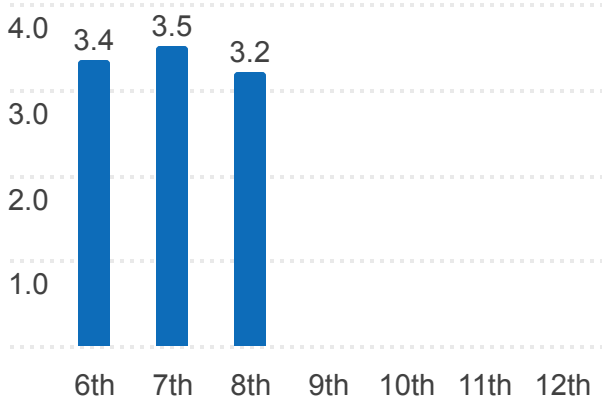
School Safety



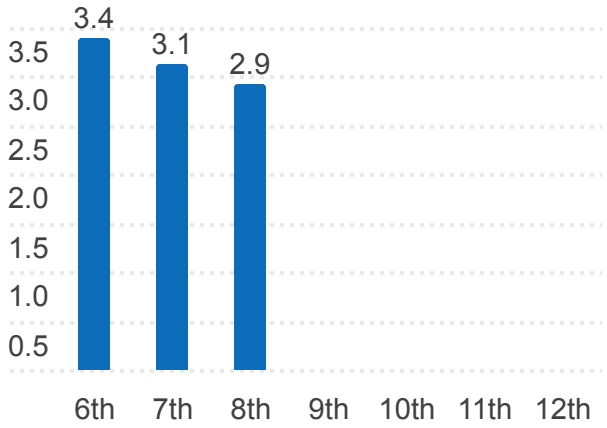
Peer Conflict & Bullying



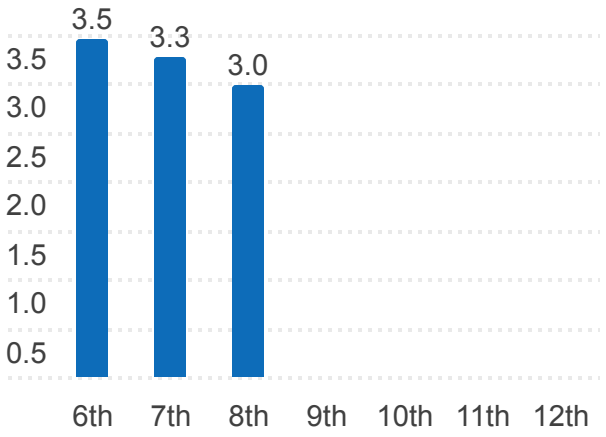
Substance Use



Mental Health & Well-being

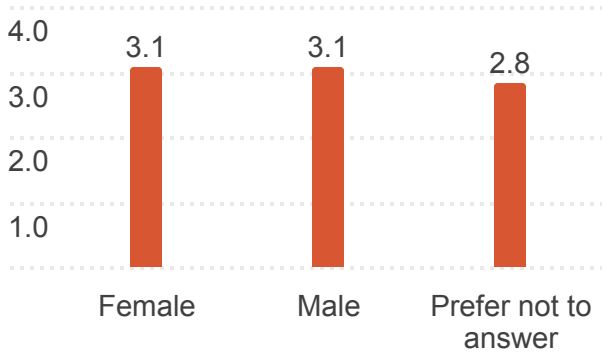


Building Skills

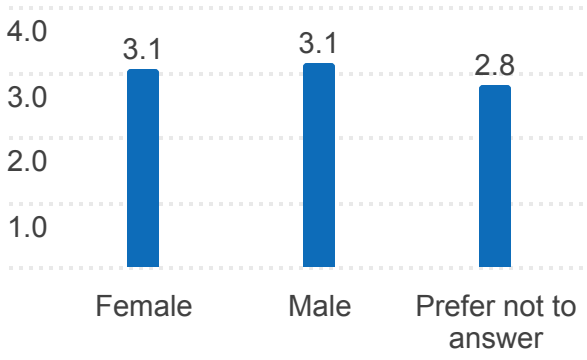


Average Climate Scales by Gender

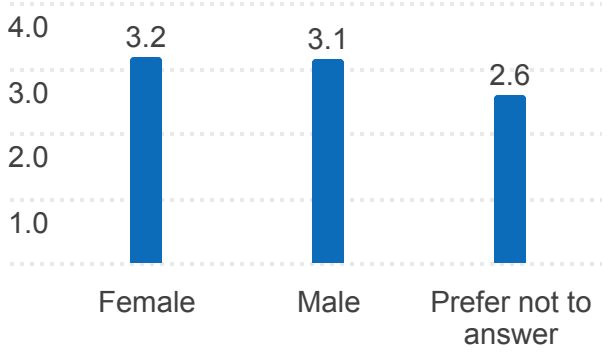
Climate Total Score



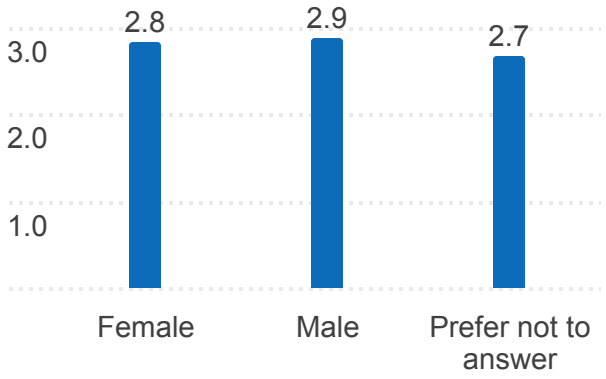
School Connectedness & Belonging



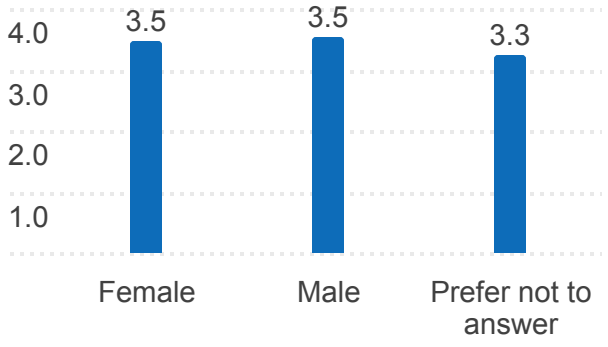
Staff - Student Relationships



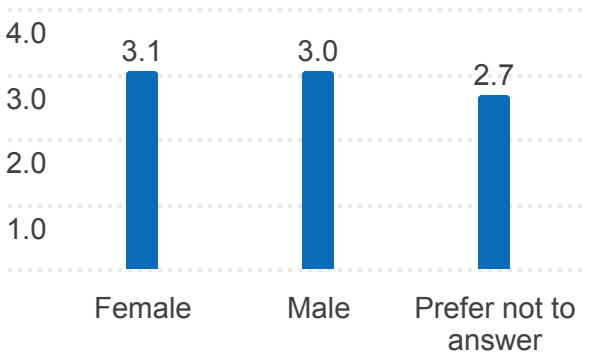
Peer Relationships/ Prosocial Behavior



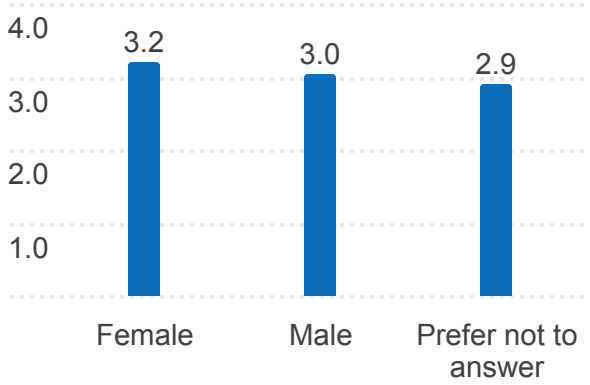
Family Involvement / Engagement



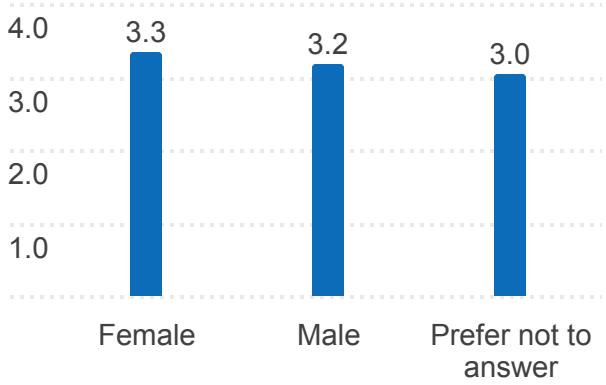
Physical Environment



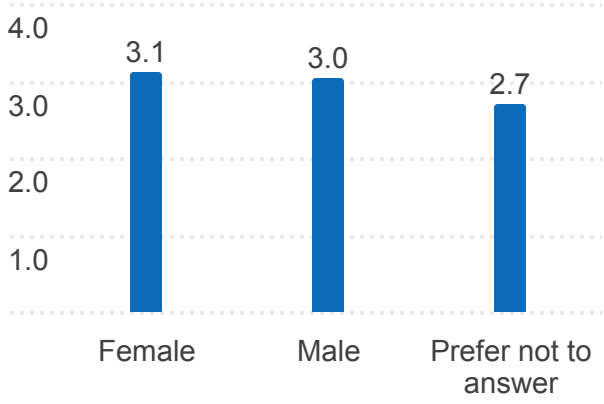
Academic Culture / Learning Environ



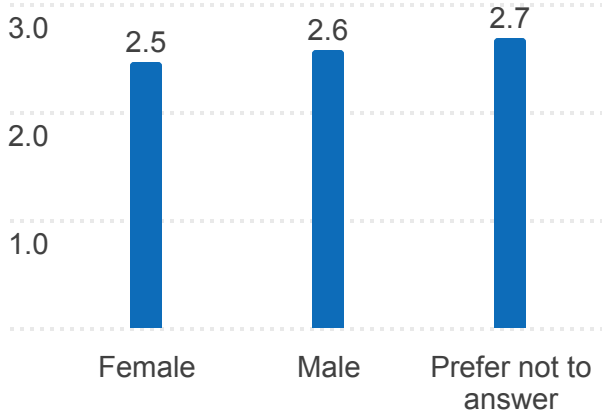
Discipline & Behavioral Expectations



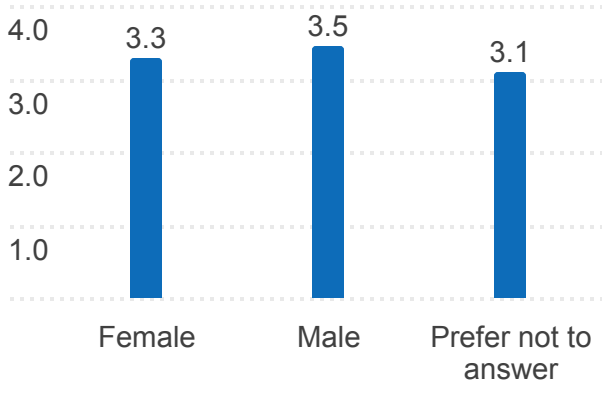
School Safety



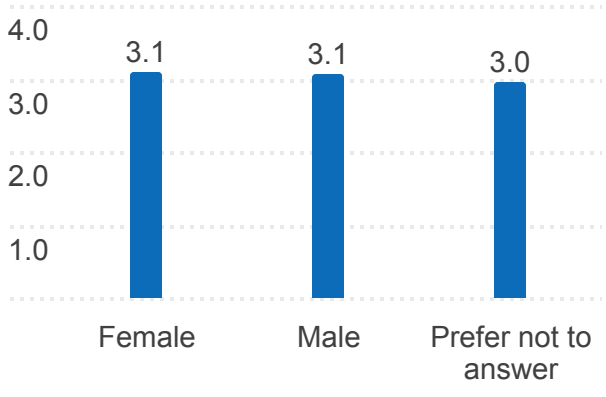
Peer Conflict & Bullying



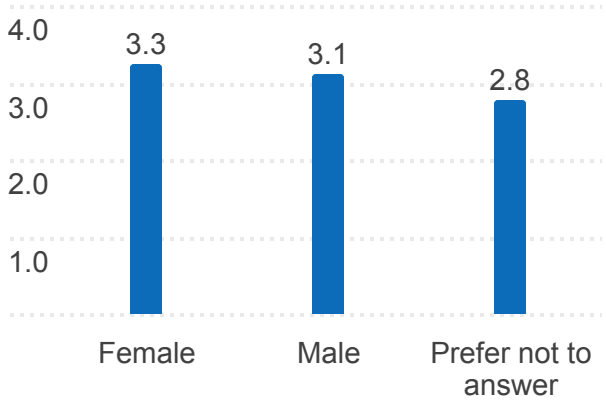
Substance Use



Mental Health & Well-being

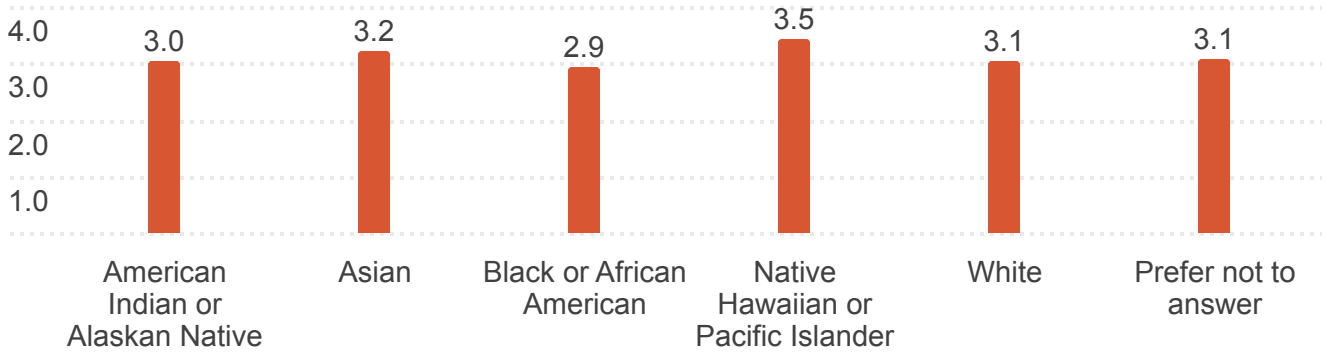


Building Skills

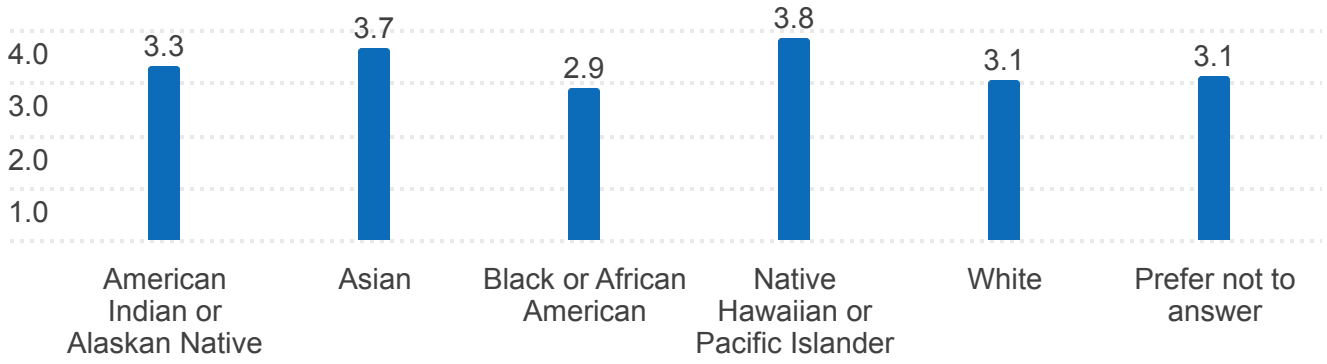


Average Climate Scales by Race

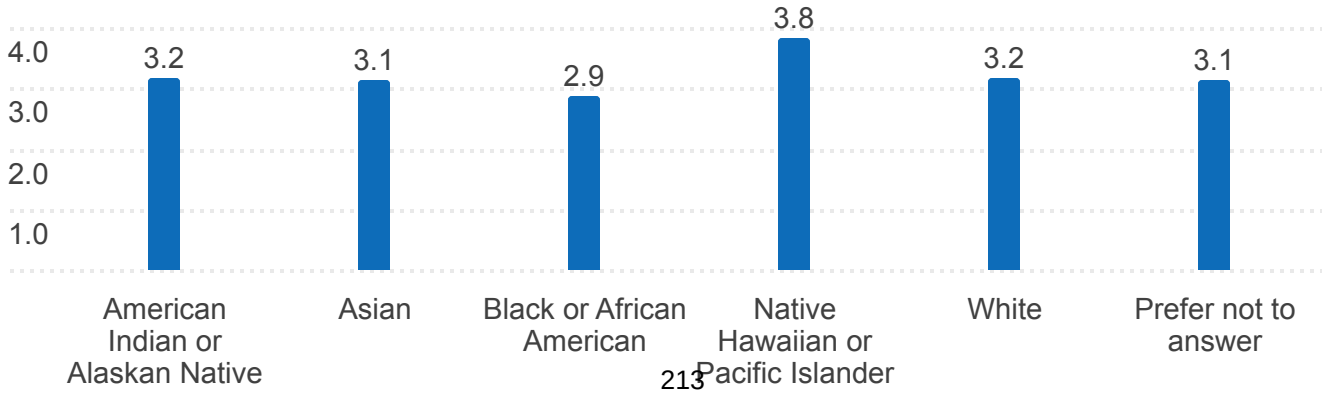
Climate Total Score



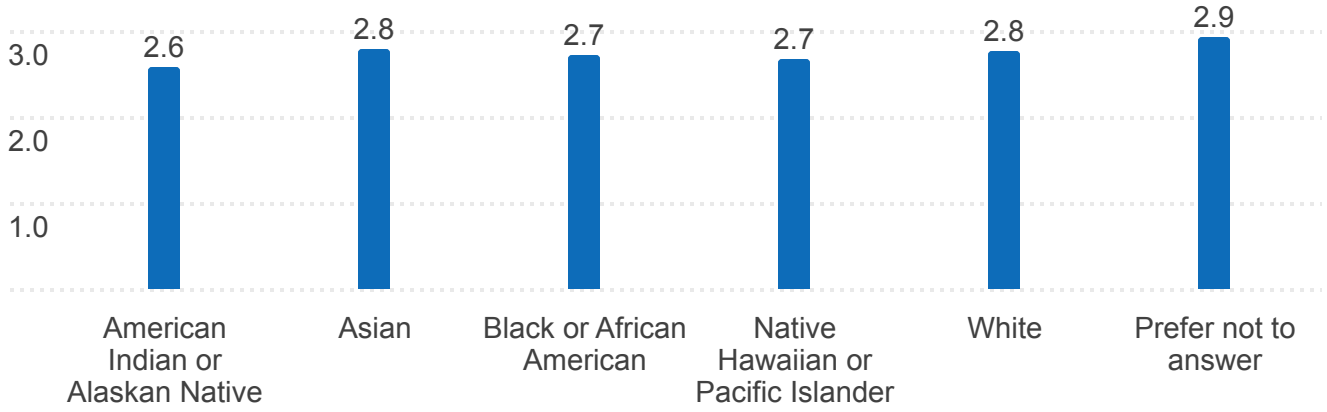
School Connectedness & Belonging



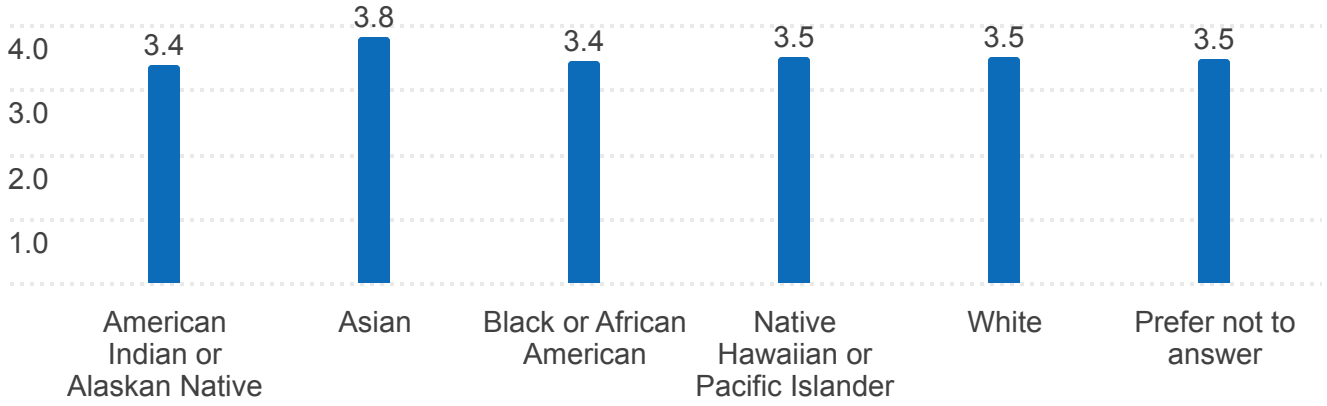
Staff - Student Relationships



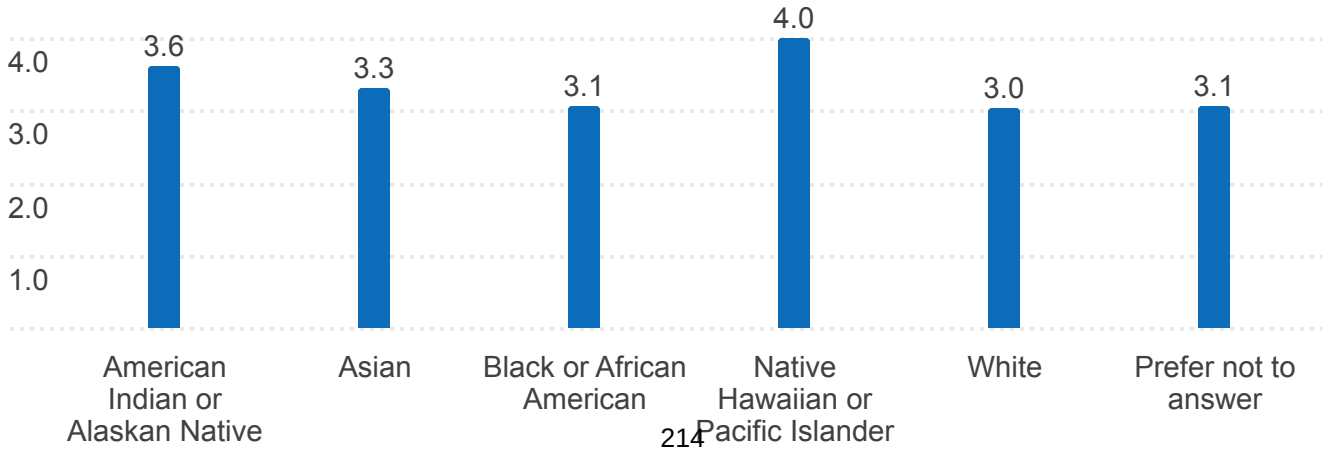
Peer Relationships / Prosocial Behavior



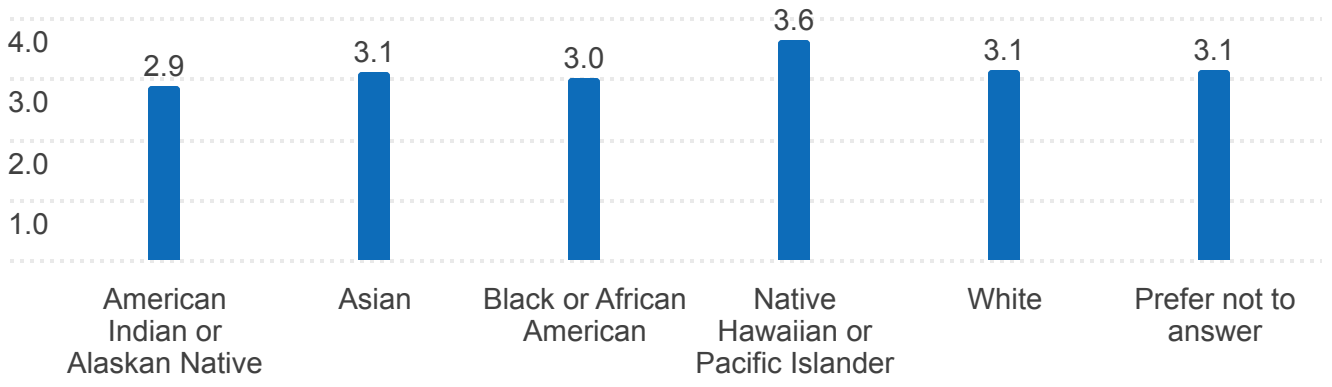
Family Involvement / Engagement



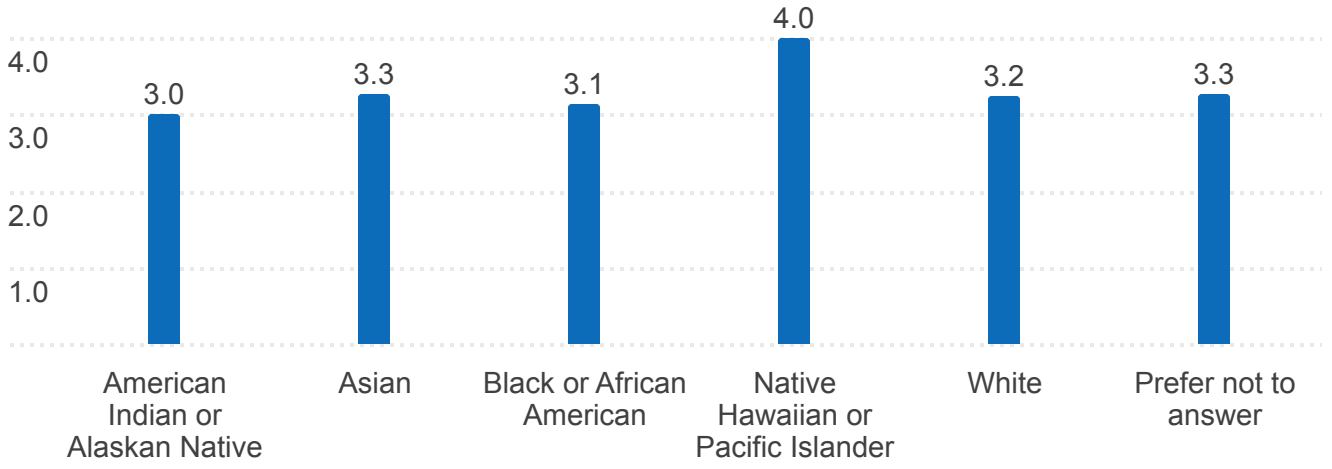
Physical Environment



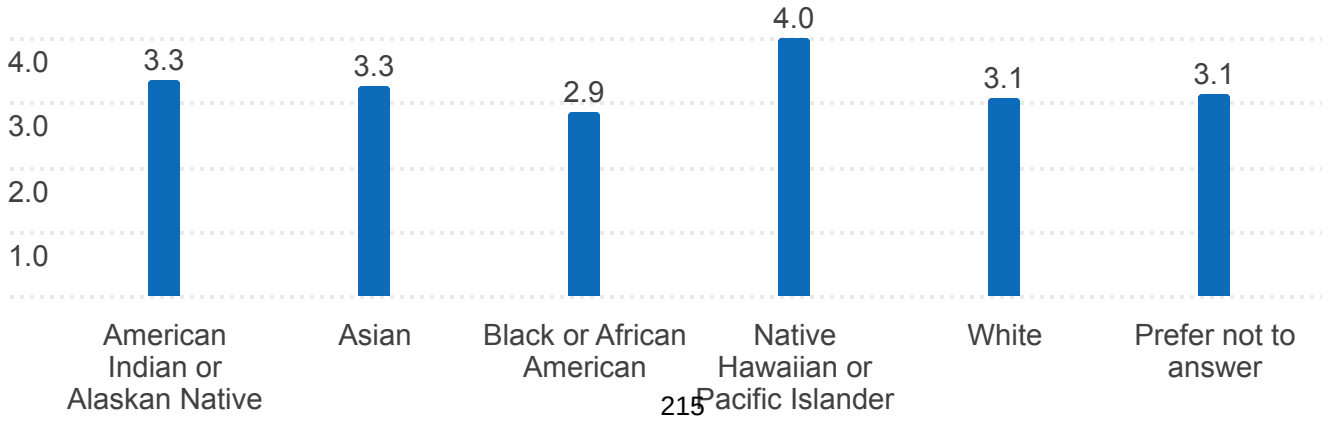
Academic Culture / Learning Environment



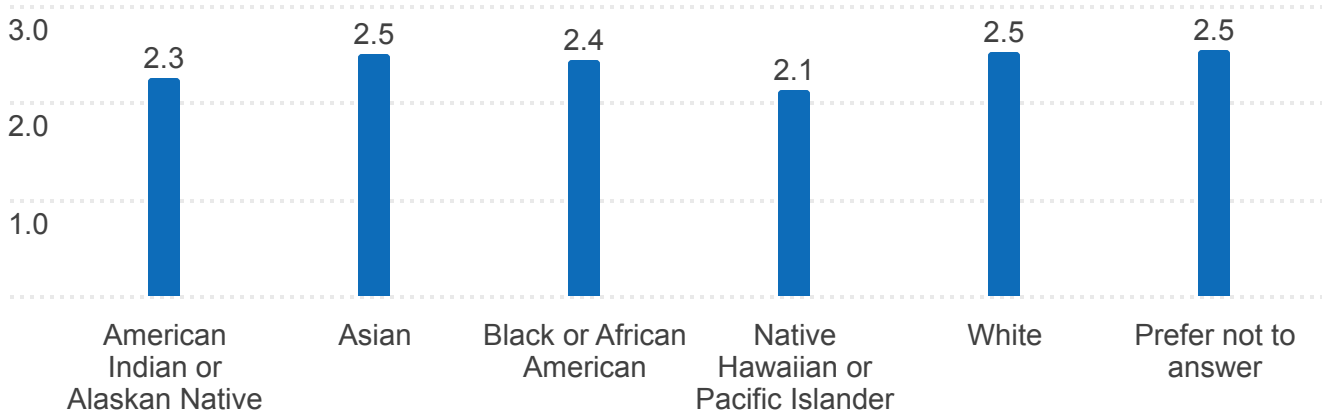
Discipline & Behavioral Expectations



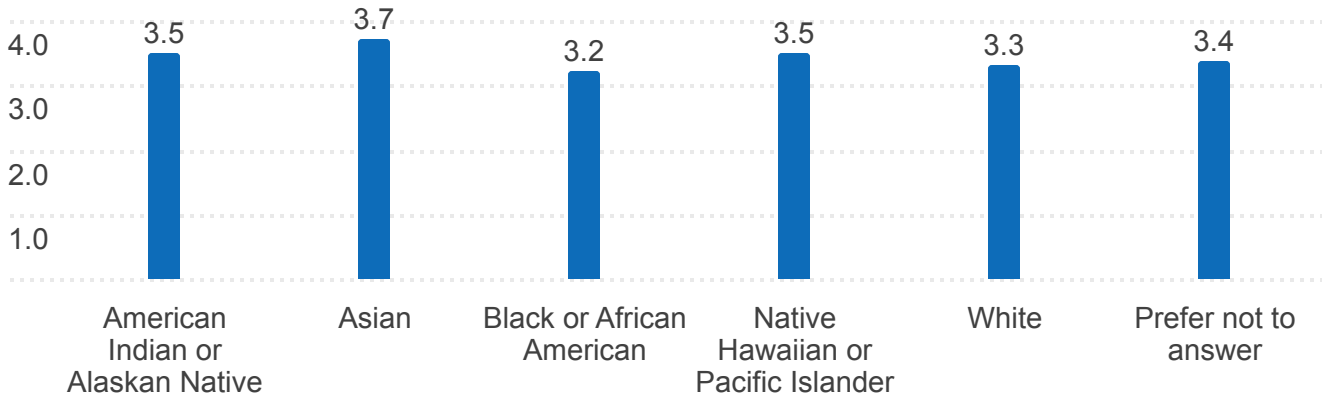
School Safety



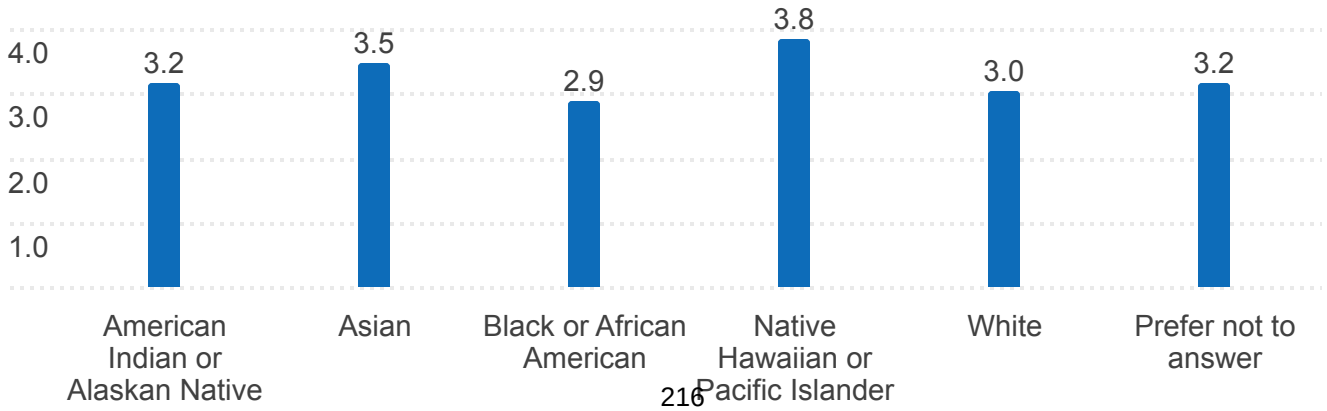
Peer Conflict & Bullying



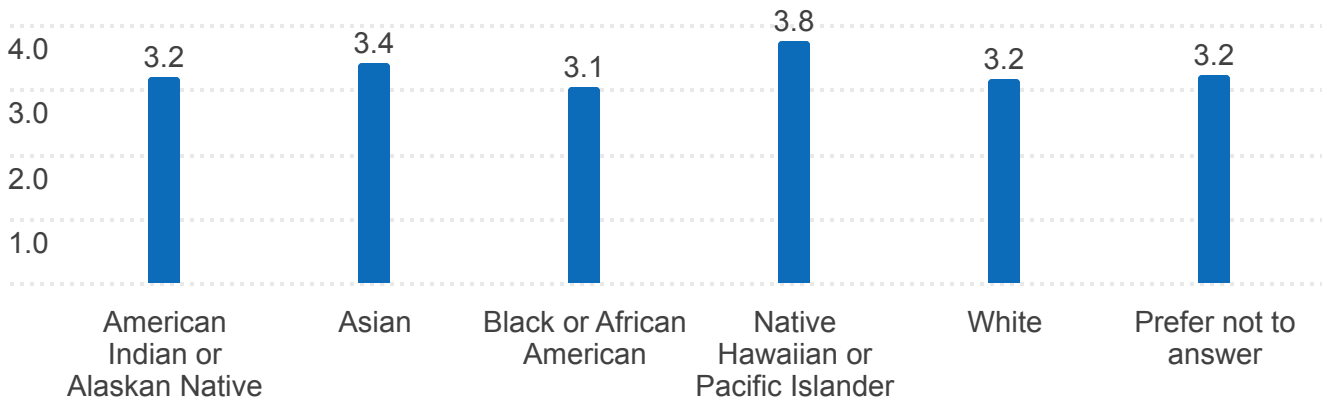
Substance Use



Mental Health & Well-being

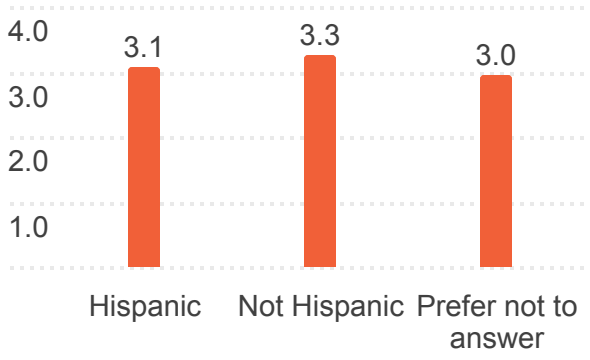


Building Skills

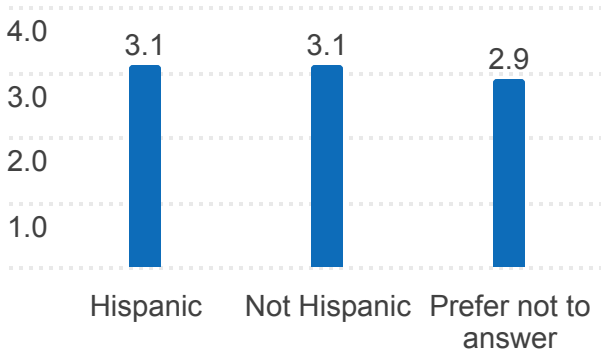


Average Climate Scales by Ethnicity

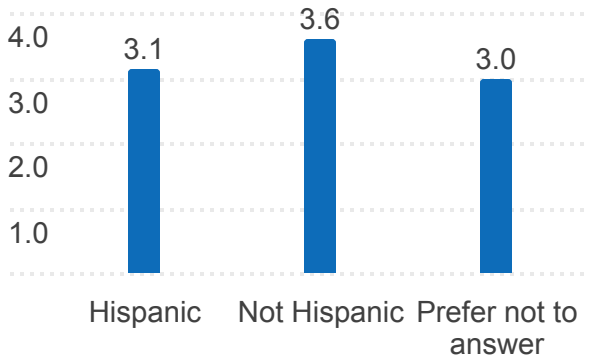
Climate Total Score



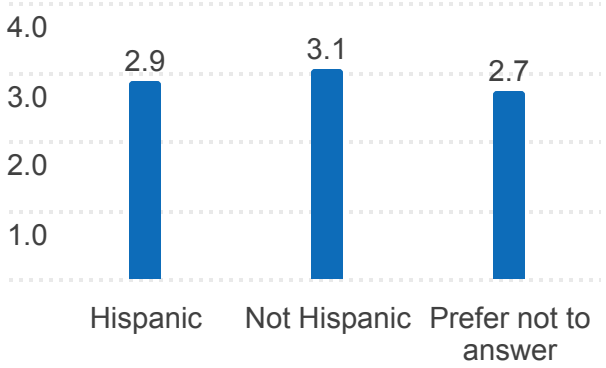
School Connectedness & Belonging



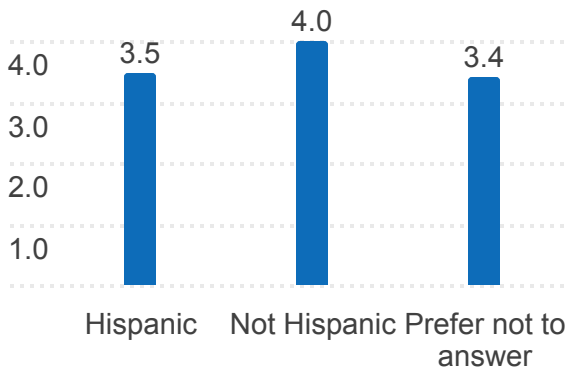
Staff - Student Relationships



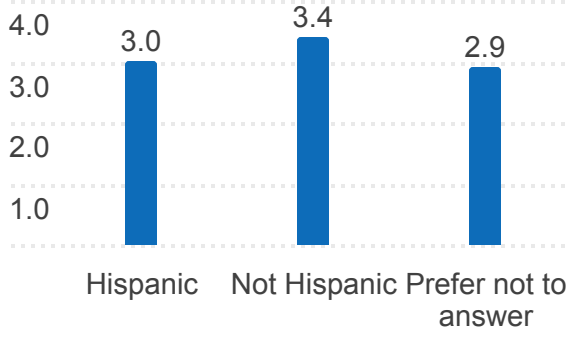
Peer Relationships/ Prosocial Behavior



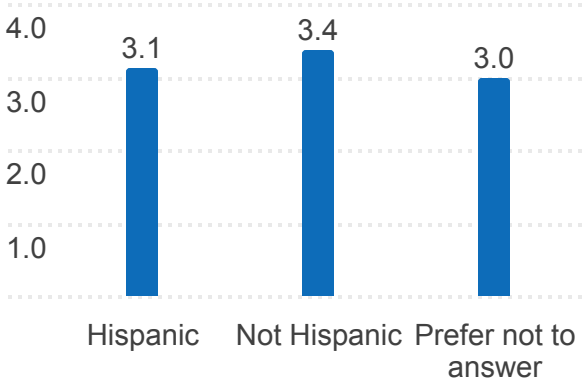
Family Involvement / Engagement



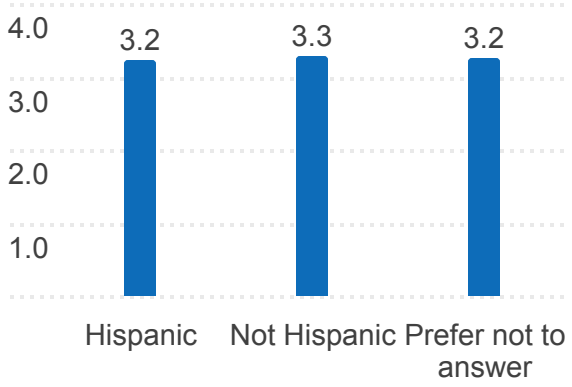
Physical Environment



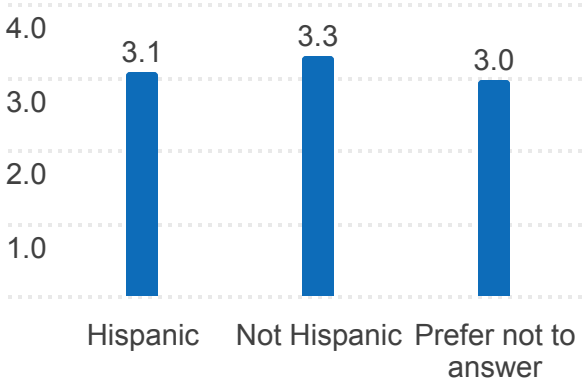
Academic Culture/ Learning Environ



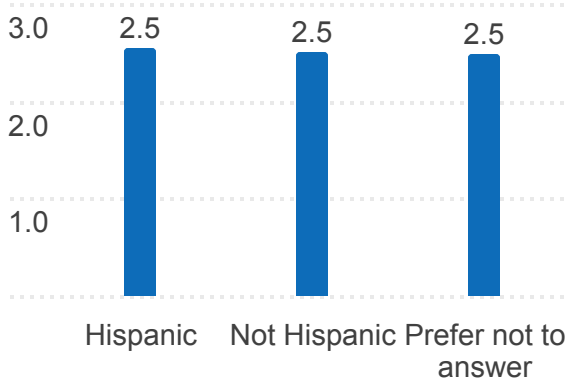
Discipline & Behavioral Expectations



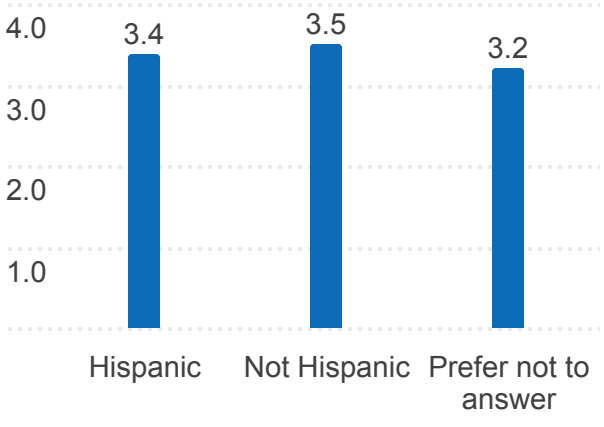
School Safety



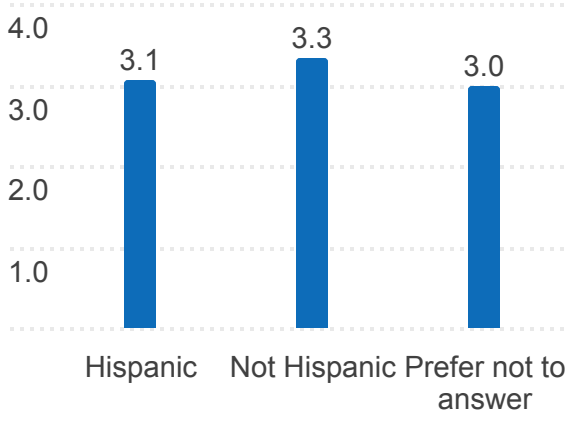
Peer Conflict & Bullying



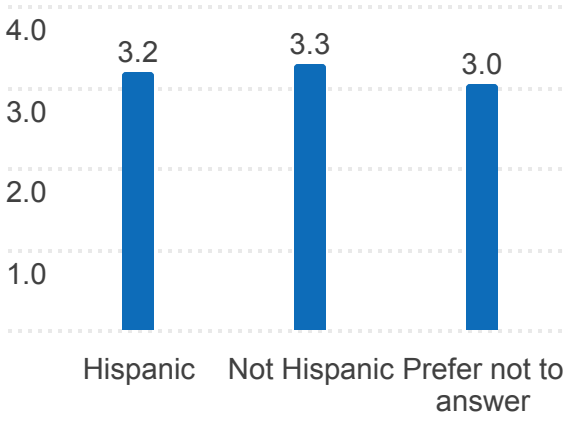
Substance Use



Mental Health & Well-being



Building Skills



Texas School Climate Scale

Tornillo Junior High - Family Survey

Fall 2024-2025

The University of Texas at Austin
Texas Institute for Excellence in Mental Health
Steve Hicks School of Social Work

TCSS
TEXAS CENTER for STUDENT SUPPORTS

TEA
Texas Education Agency

Background

Research has shown that positive school climate is an important protective factor for children, helping to mitigate the negative impact of stressors and support resilience. A positive school climate has been shown to be associated with students reporting fewer risk-taking behaviors, fewer discipline issues, lower rates of bullying and victimization, fewer depressive symptoms, and greater self-esteem. A positive school climate also contributes to improved academic outcomes, increased motivation to learn, lower absenteeism, and higher graduation rates. A positive school climate also impacts educators; it is associated with lower emotional exhaustion, greater feelings of accomplishment, and improved retention. As a concept that is so important to the positive development of students, it is critical for schools to regularly measure school climate and utilize results in planning for universal (Tier 1) school interventions.

Texas School Climate Survey. The Texas School Climate Survey is a suite of four surveys to measure climate from the perspective of school personnel, family members, elementary students (grades 3-5), and secondary students (grades 6-12). Each survey asks respondents about their demographics and a series of questions related to the domains of Engagement, Environment, and Safety. The surveys use a 4-point Likert scale of agreement (from “Strongly Disagree” to “Strongly Agree”) and higher ratings reflect more positive perceptions of school climate.

The Elementary Student Survey includes 26 items across 8 conceptual subscales and the Secondary Student Survey includes 39 items across 9 conceptual scales. The School Personnel Survey includes 52 items across 12 conceptual subscales and the Parent / Caregiver Survey includes includes 37 items across 10 conceptual subscales. Since school climate factors vary between schools within the same district, school personnel who work across multiple participating schools and family members with children at multiple participating schools are asked to complete a survey for each school. Table 1 below describes the subscales in the Parent / Caregiver Survey.

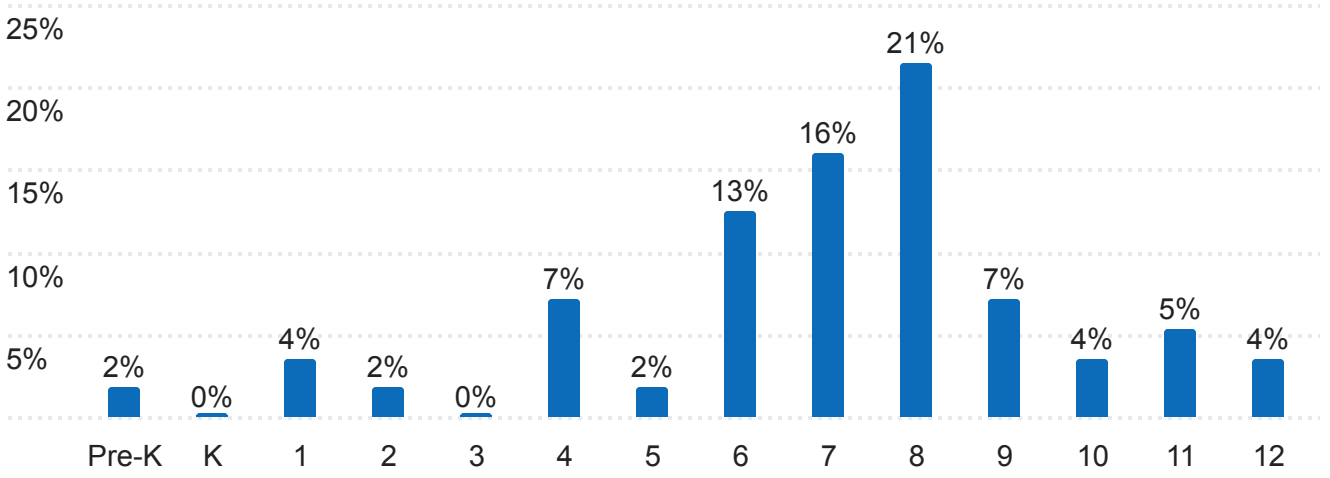
Table 1: Parent / Caregiver Survey Subscales

Subscale	Description
School Connectedness & Belonging	Parents’ perceptions of how well their child fits in and feels connected to the school.
Staff-Student Relationships	Parents’ perceptions of the degree to which staff have developed supportive relationships with their child and treat students fairly.
Staff-Parent Relationships	Parents’ perceptions of how staff communicate with them and make them feel welcome at school.
Family Involvement / Engagement	Parents’ perceptions of how involved they are in their child’s education.
Physical Environment	Parents’ perceptions of how well their child’s school is maintained.
Academic Culture / Learning Environment	Parents’ perceptions of their child’s motivation to learn and teachers’ efforts to promote their academic success.
Discipline & Behavioral Expectations	Parents’ perceptions of rules and disciplinary practices at their child’s school.
School Safety	Parents’ perception of their child’s safety at school and the effectiveness of the school’s safety measures.
Peer Conflict & Bullying	Parents’ perception of bullying and cyberbullying behaviors at their child’s school.
Substance Use	Parents’ perception of the degree to which students use alcohol, drugs and vaping products at school.

Demographics of Respondents

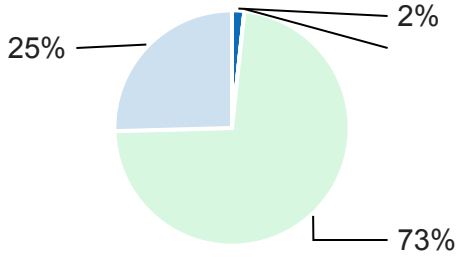
What grade is your child in?

56 Responses



What is your race?

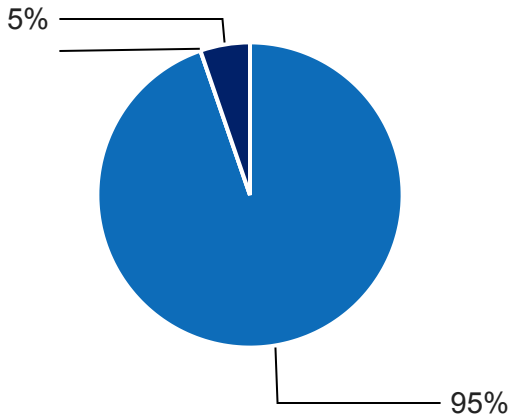
57 Responses



American Indian or Alaskan Native
Asian
Black or African American
Native Hawaiian or Pacific Islander
White
Prefer not to answer

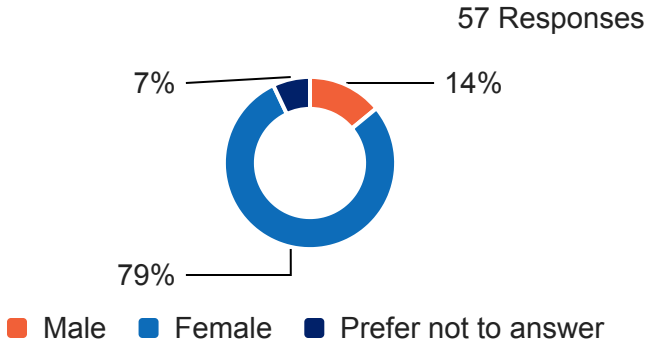
What is your ethnicity?

57 Responses

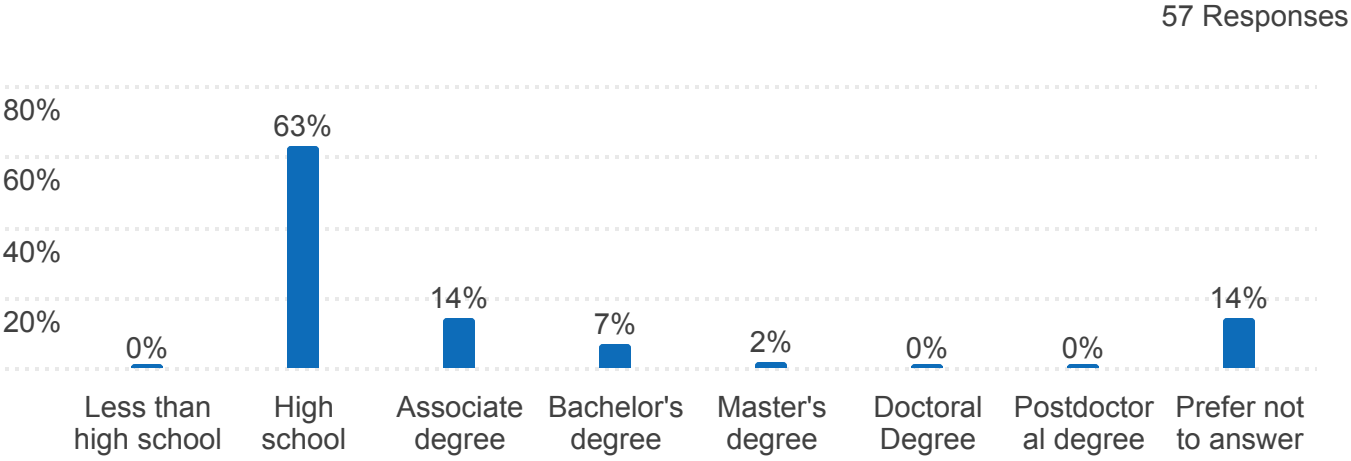


Hispanic
Not Hispanic
Prefer not to answer

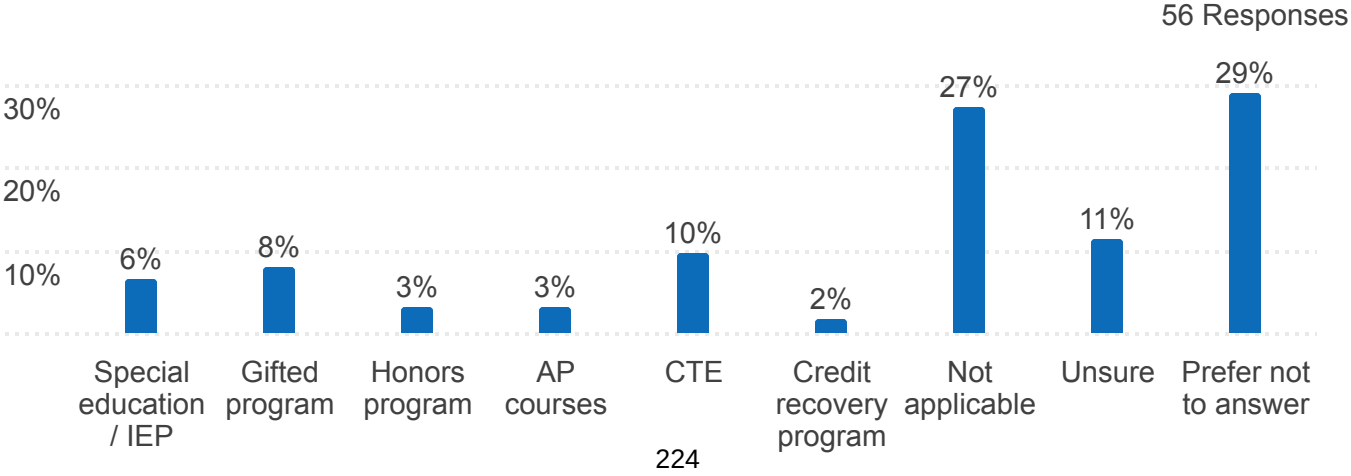
What is your gender?



What is the highest level of education that you completed?



Is your student involved in any of these programs? (may select more than one)



Overview Results

Climate Total

57 Responses

Field	Mean	Standard Deviation	Min	Max
Climate	3.2	0.5	1.9	4.0

School Connectedness & Belonging

57 Responses

Field	Mean	Standard Deviation	Min	Max
Connectedness	3.4	0.6	1.7	4.0

Staff - Student Relationships

57 Responses

Field	Mean	Standard Deviation	Min	Max
Staff-Student	3.3	0.7	1.7	4.0

Parent - Staff Relationships

57 Responses

Field	Mean	Standard Deviation	Min	Max
Parent-Staff	3.3	0.7	1.5	4.0

Family Involvement / Engagement

57 Responses

Field	Mean	Standard Deviation	Min	Max
Family Involvement	3.4	0.6	2.0	4.0

Family Involvement

Physical Environment

57 Responses

Field	Mean	Standard Deviation	Min	Max
Phys_Environ	3.6	0.6	2.0	4.0

Physical Environment

Academic Culture / Learning Environment

57 Responses

Field	Mean	Standard Deviation	Min	Max
Learn_Environ	3.5	0.6	1.3	4.0

Learning Environment

Discipline & Behavioral Expectations

57 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	3.3	0.7	1.8	4.0

Discipline & Behavioral Expectations

School Safety

57 Responses

Field	Mean	Standard Deviation	Min	Max
Safety	3.3	0.8	1.0	4.0

School Safety

Peer Conflict & Bullying

57 Responses

Field	Mean	Standard Deviation	Min	Max
Bully	2.5	1.0	0.5	4.0

Peer Conflict & Bullying

Substance Use

57 Responses

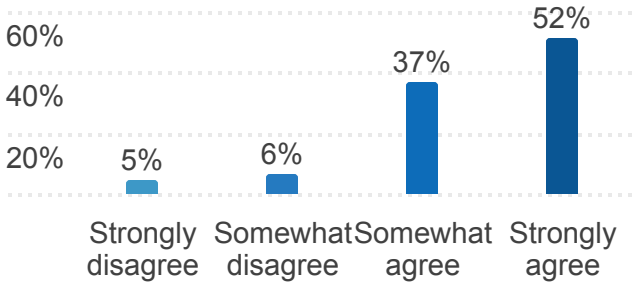
Field	Mean	Standard Deviation	Min	Max
Substance_Use	2.5	1.0	1.0	4.0

Substance Use

School Connectedness & Belonging

My child feels like he/she belongs at this school.

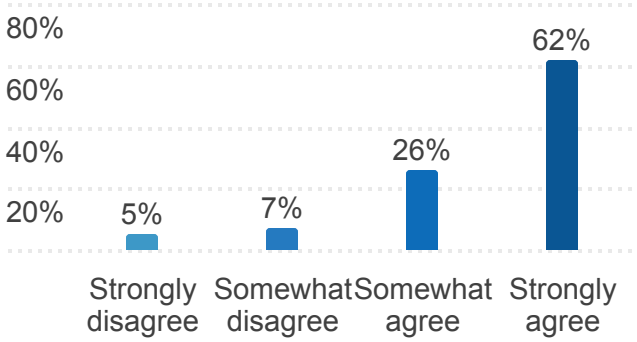
62 Responses



Field	Mean	Standard Deviation	Min	Max
My child feels like he / she belongs at this school.	3.4	0.8	1.0	4.0

My child has one or more good friends at this school.

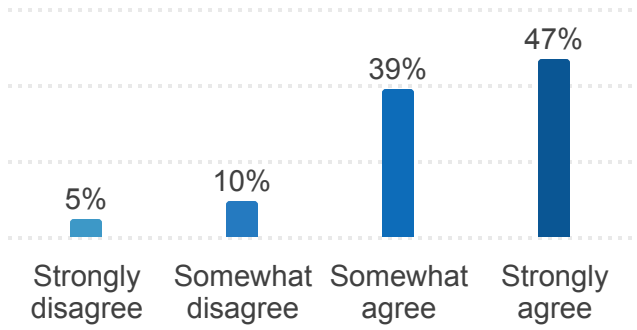
58 Responses



Field	Mean	Standard Deviation	Min	Max
My child has one or more good friends at this school.	3.4	0.8	1.0	4.0

My child looks forward to going to school.

62 Responses

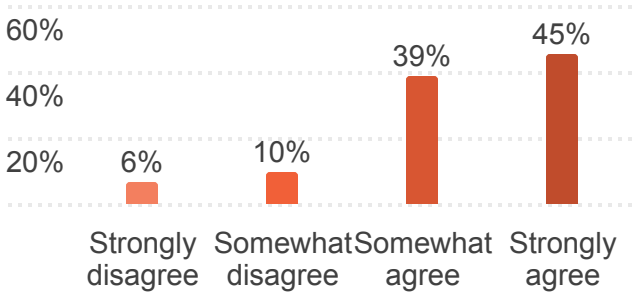


Field	Mean	Standard Deviation	Min	Max
My child looks forward to going to school.	3.3	0.8	1.0	4.0

Staff - Student Relationships

Teachers and staff at this school have built strong relationships with my child.

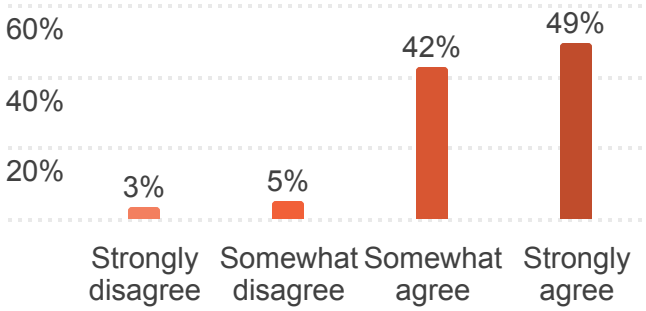
62 Responses



Field	Mean	Standard Deviation	Min	Max
Teachers and staff at this school have built strong relationships with my child.	3.2	0.9	1.0	4.0

Teachers go out of their way to help students who need extra help.

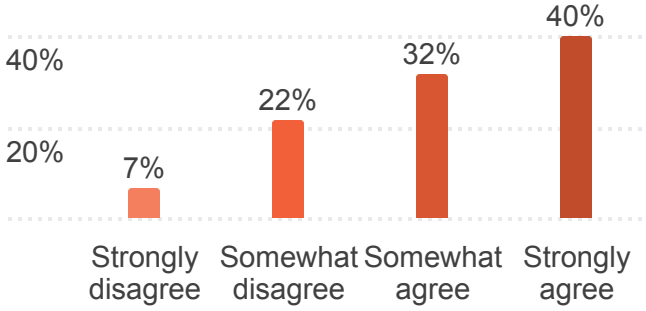
59 Responses



Field	Mean	Standard Deviation	Min	Max
Teachers go out of their way to help students who need extra help.	3.4	0.7	1.0	4.0

Teachers and staff at my child's school treat all students fairly.

60 Responses

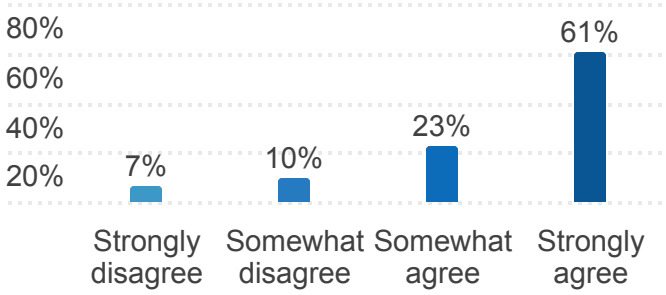


Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my child's school treat all students fairly.	3.1	0.9	1.0	4.0

Parent - Staff Relationships

I feel comfortable talking with teachers at my child's school.

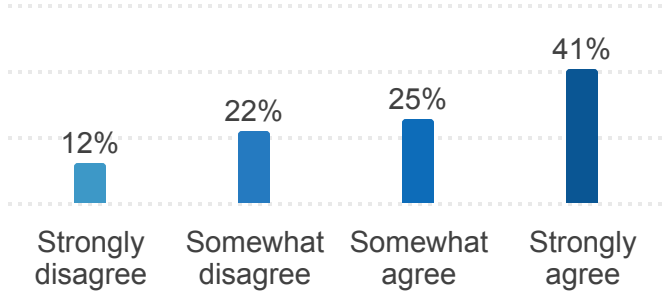
61 Responses



Field	Mean	Standard Deviation	Min	Max
I feel comfortable talking with teachers at my child's school.	3.4	0.9	1.0	4.0

When my child does something good at school, I usually hear about it from the school.

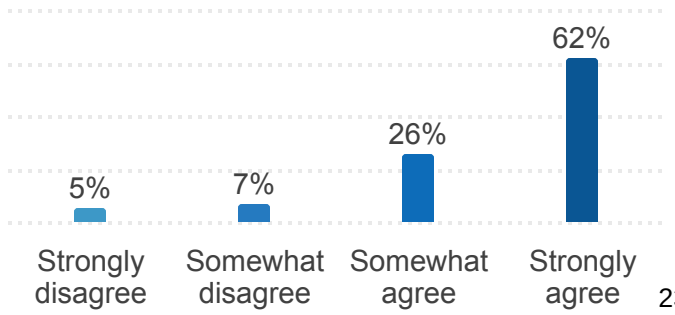
59 Responses



Field	Mean	Standard Deviation	Min	Max
When my child does something good at school, I usually hear about it from the school.	2.9	1.0	1.0	4.0

I feel welcome at my child's school.

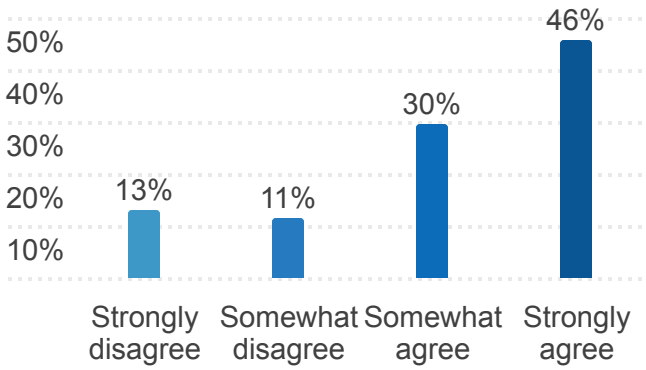
58 Responses



Field	Mean	Standard Deviation	Min	Max
I feel welcome at my child's school.	3.4	0.8	1.0	4.0

School staff take parents' concerns seriously.

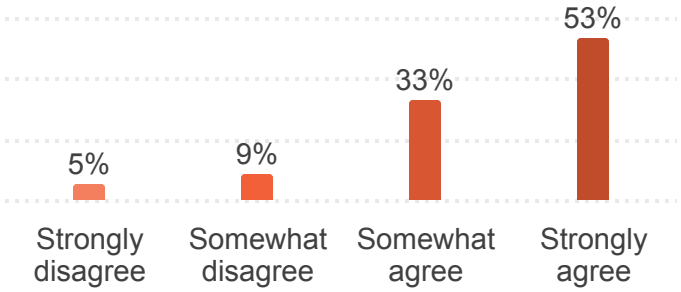
61 Responses



Field	Mean	Standard Deviation	Min	Max
School staff take parents' concerns seriously.	3.1	1.0	1.0	4.0

Family Involvement / Engagement

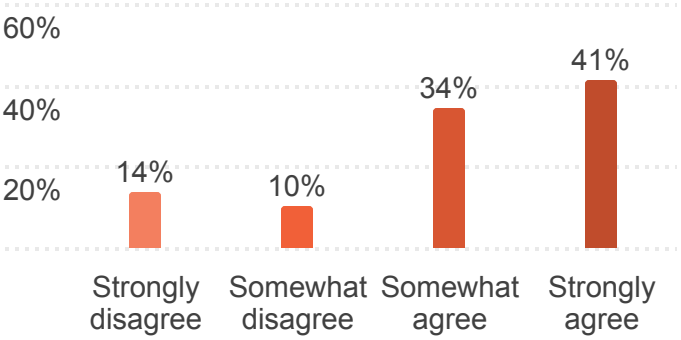
This school encourages me to be an active partner in educating my child.



58 Response

Field	Mean	Standard Deviation	Min	Ma
This school encourages me to be an active partner in educating my child.	3.3	0.8	1.0	4.(

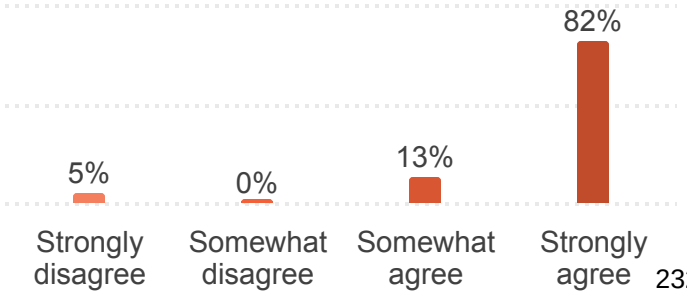
I am actively involved in my child's school.



58 Responses

Field	Mean	Standard Deviation	Min	Max
I am actively involved in my child's school.	3.0	1.0	1.0	4.0

I talk to my child about what he / she does in school.



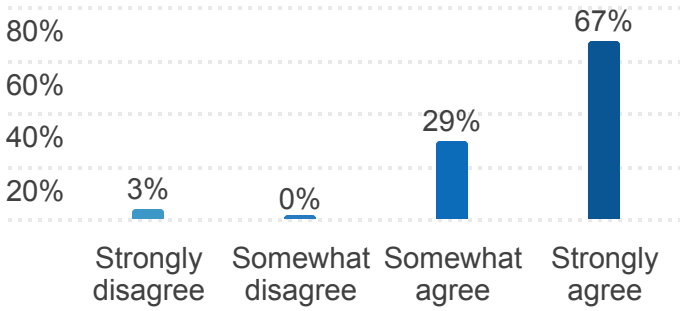
61 Responses

Field	Mean	Standard Deviation	Min	Max
I talk to my child about what he / she does in school.	3.7	0.7	1.0	4.0

Physical Environment

My child's school is clean and well-maintained.

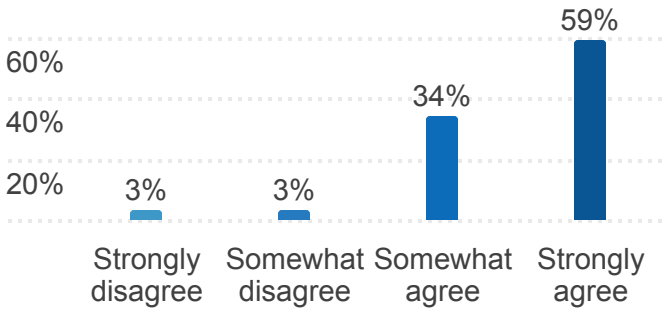
58 Responses



Field	Mean	Standard Deviation	Min	Max
My child's school is clean and well-maintained.	3.6	0.7	1.0	4.0

Teachers at my child's school keep their classrooms clean and organized.

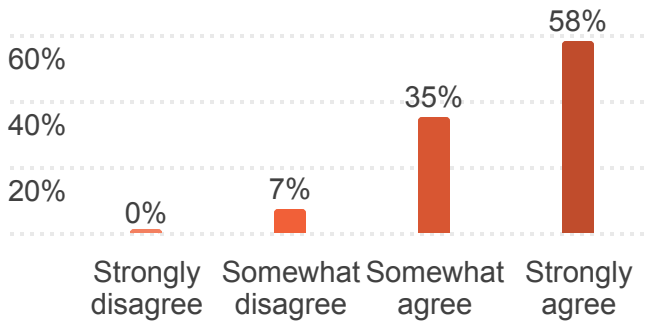
61 Responses



Field	Mean	Standard Deviation	Min	Max
Teachers at my child's school keep their classrooms clean and organized.	3.5	0.7	1.0	4.0

Academic Culture / Learning Environment

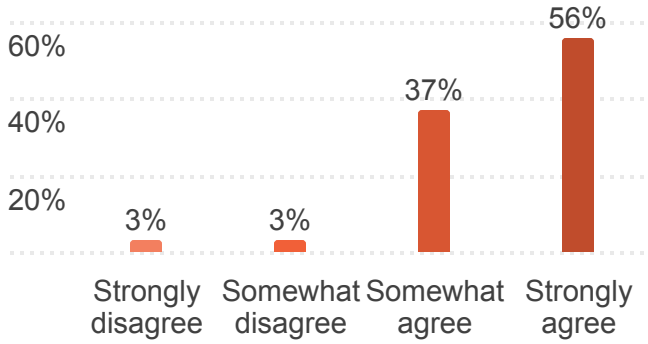
Teachers encourage my child to work hard in school.



57 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers encourage my child to work hard in school.	3.5	0.6	2.0	4.0

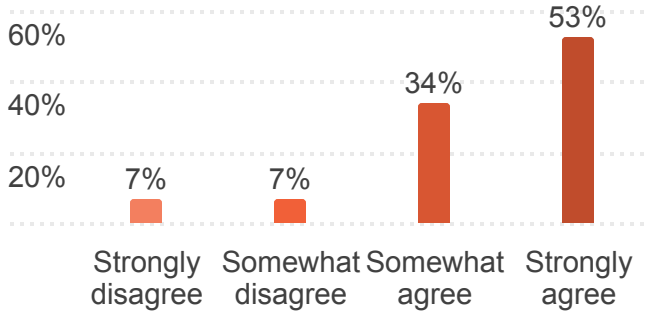
Teachers at my child's school promote academic success for all students.



59 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers at my child's school promote academic success for all students.	3.5	0.7	1.0	4.0

My child feels motivated to learn at school.



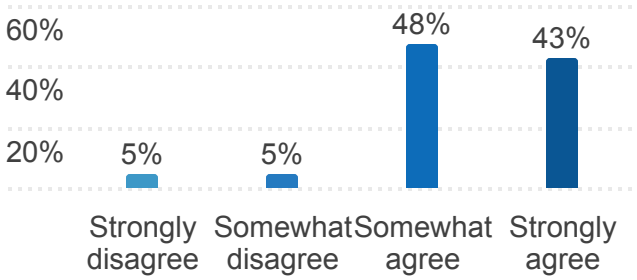
59 Responses

Field	Mean	Standard Deviation	Min	Max
My child feels motivated to learn at school.	3.3	0.9	1.0	4.0

Discipline & Behavioral Expectations

Adults at school recognize my child for good behavior.

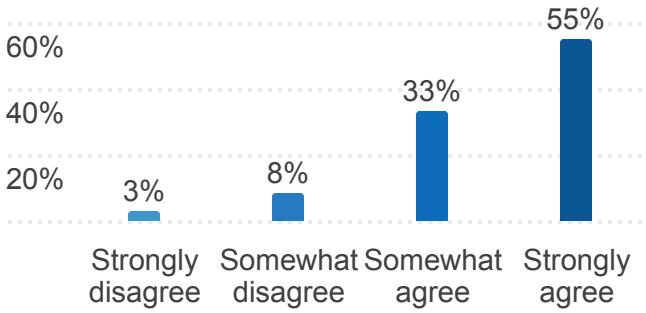
63 Responses



Field	Mean	Standard Deviation	Min	Max
Adults at school recognize my child for good behavior.	3.3	0.8	1.0	4.0

My child's school sets clear rules for behavior.

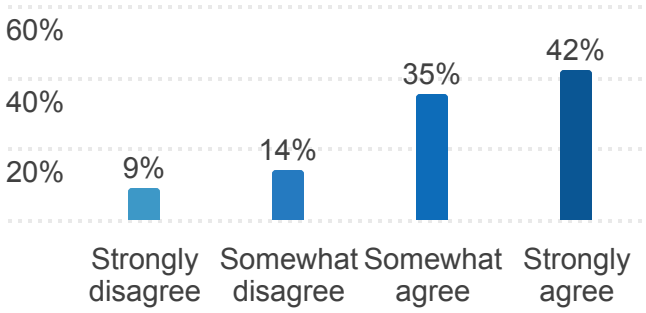
60 Responses



Field	Mean	Standard Deviation	Min	Max
My child's school sets clear rules for behavior.	3.4	0.8	1.0	4.0

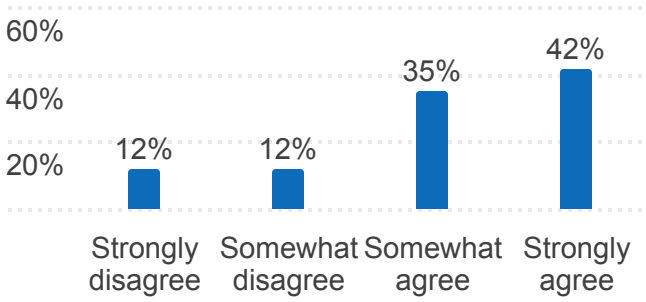
School rules are applied consistently to all students.

57 Responses



Field	Mean	Standard Deviation	Min	Max
School rules are applied consistently to all students.	3.1	0.9	1.0	4.0

Discipline practices at my child’s school improve student behavior and reduce disruptions.



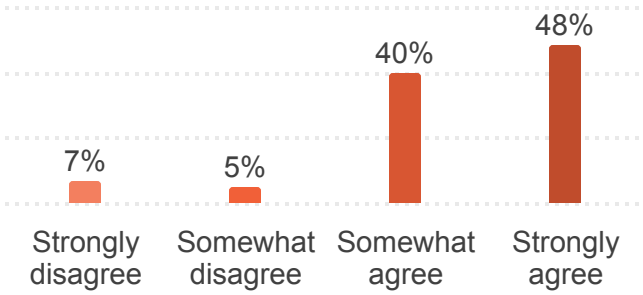
60 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline practices at my child’s school improve student behavior and reduce disruptions.	3.1	1.0	1.0	4.0

School Safety

I believe my child is safe at this school.

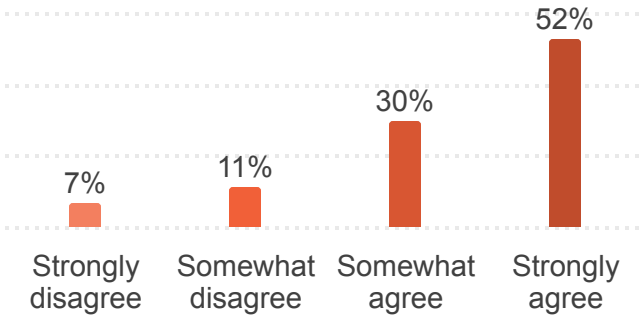
60 Responses



Field	Mean	Standard Deviation	Min	Max
I believe my child is safe at this school.	3.3	0.8	1.0	4.0

My child's school takes effective measures to keep students safe.

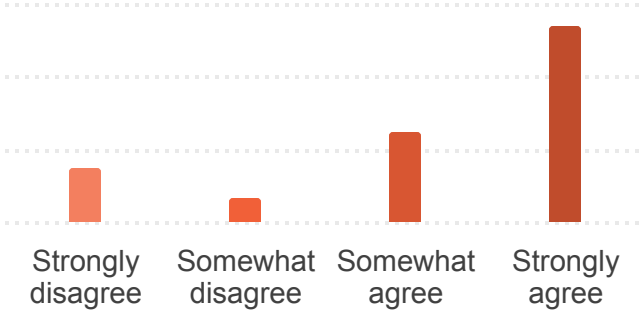
61 Responses



Field	Mean	Standard Deviation	Min	Max
My child's school takes effective measures to keep students safe.	3.3	0.9	1.0	4.0

My child's school notifies parents or guardians effectively in the case of a school-wide emergency.

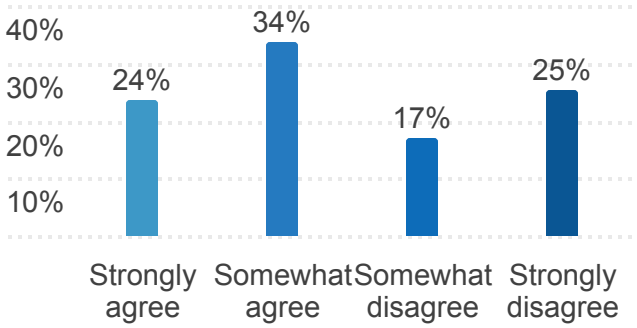
61 Responses



Field	Mean	Standard Deviation	Min	Max
My child's school notifies parents effectively in the case of a school-wide emergency.	3.2	1.1	1.0	4.0

Peer Conflict & Bullying

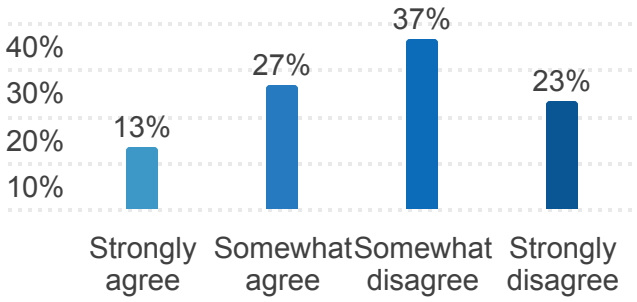
I think that bullying is a problem at my child's school.



59 Responses

Field	Mean	Standard Deviation	Min	Max
I think that bullying is a problem at my child's school.	2.4	1.1	1.0	4.0

Bullying of students over the internet or cell phones is a problem at my child's school (cyberbullying).

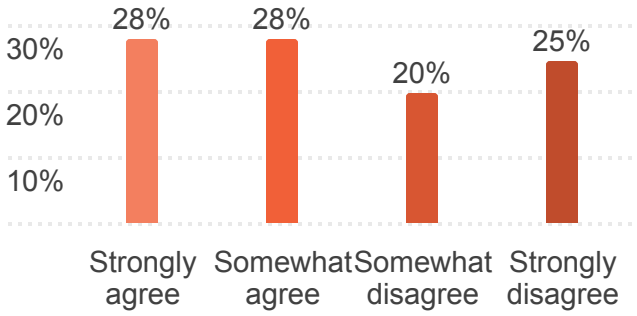


60 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying of students over the internet or cell phones is a problem at my child's school (cyberbullying).	2.7	1.0	1.0	4.0

Substance Use

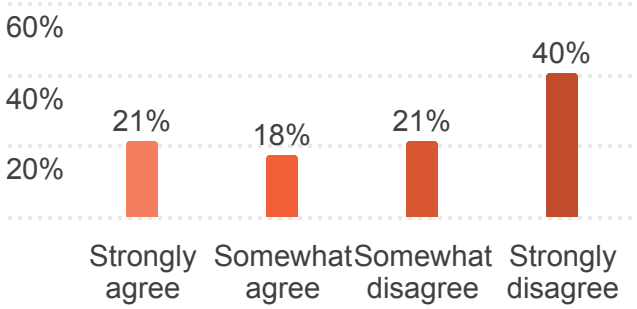
Students vaping is a problem at my child's school.



61 Responses

Field	Mean	Standard Deviation	Min	Max
Students vaping is a problem at my child's school.	2.4	1.1	1.0	4.0

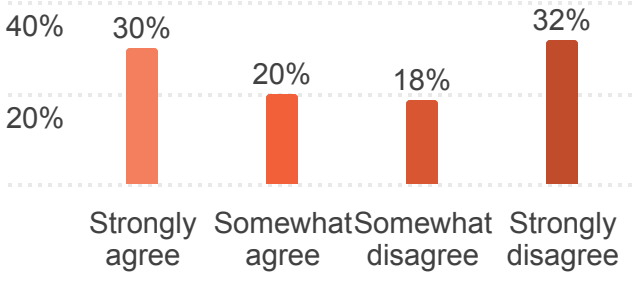
Students drinking alcohol is a problem at my child's school.



57 Responses

Field	Mean	Standard Deviation	Min	Max
Students drinking alcohol is a problem at my child's school.	2.8	1.2	1.0	4.0

Students using drugs is a problem at my child's school.

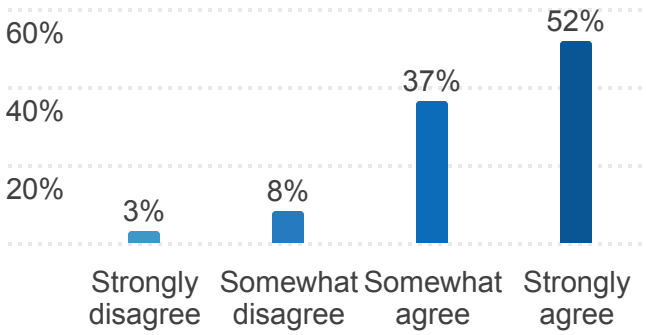


60 Responses

Field	Mean	Standard Deviation	Min	Max
Students using drugs is a problem at my child's school.	2.5	1.2	1.0	4.0

Services & Supports

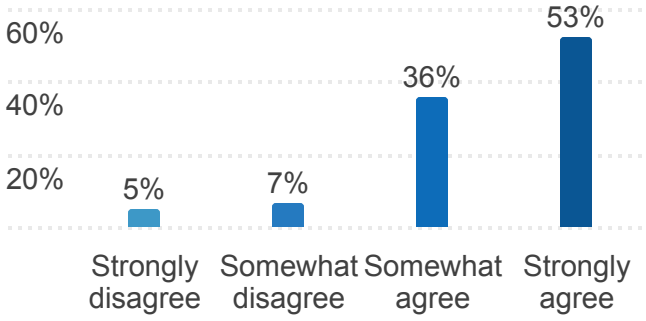
My child's school provides high quality services to help students with social or emotional needs.



60 Responses

Field	Mean	Standard Deviation	Min	Max
My child's school provides high quality services to help students with social or emotional needs.	3.4	0.8	1.0	4.0

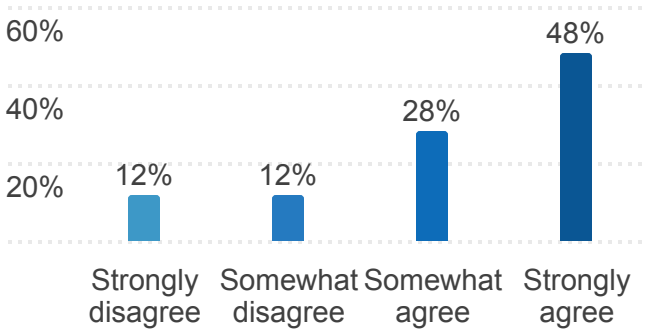
Support staff like counselors, psychologists, and wellness staff are available to my child if he/she needs them.



59 Responses

Field	Mean	Standard Deviation	Min	Max
Support staff like counselors, psychologists, and wellness staff are available to my child if he/she needs them.	3.4	0.8	1.0	4.0

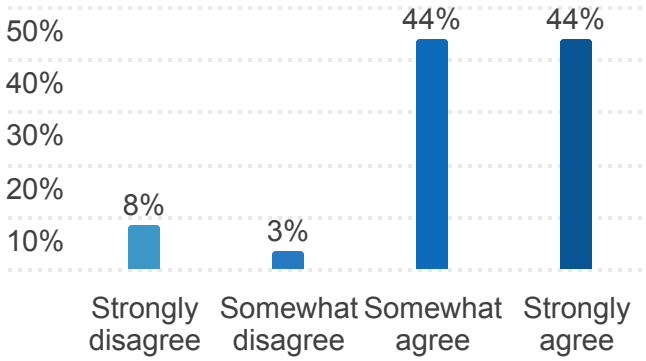
I know how to access support for my child's non-academic needs (e.g., housing, food, health care) within my school if I need them.



60 Responses

Field	Mean	Standard Deviation	Min	Max
I know how to access support for my child's non-academic needs within my school if I need them.	3.1	1.0	1.0	4.0

My child's school has sufficient resources to address and prevent substance use.

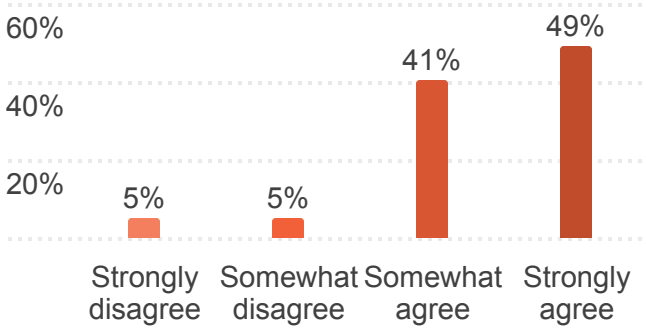


59 Responses

Field	Mean	Standard Deviation	Min	Max
My child's school has sufficient resources to address and prevent substance use.	3.2	0.9	1.0	4.0

Mental Health & Well-being

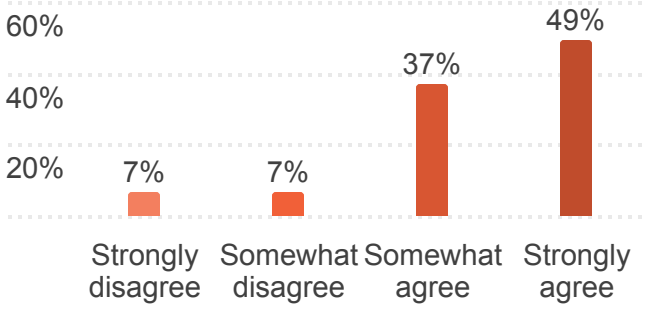
My child's school provides parents with information and resources to support children's mental health needs.



6 Responses

Field	Mean	Standard Deviation	Min	Max
My child's school places a priority on teaching students to manage their stress levels.	3.5	0.8	2.0	4.0

My child's school places a priority on addressing students' mental health needs.

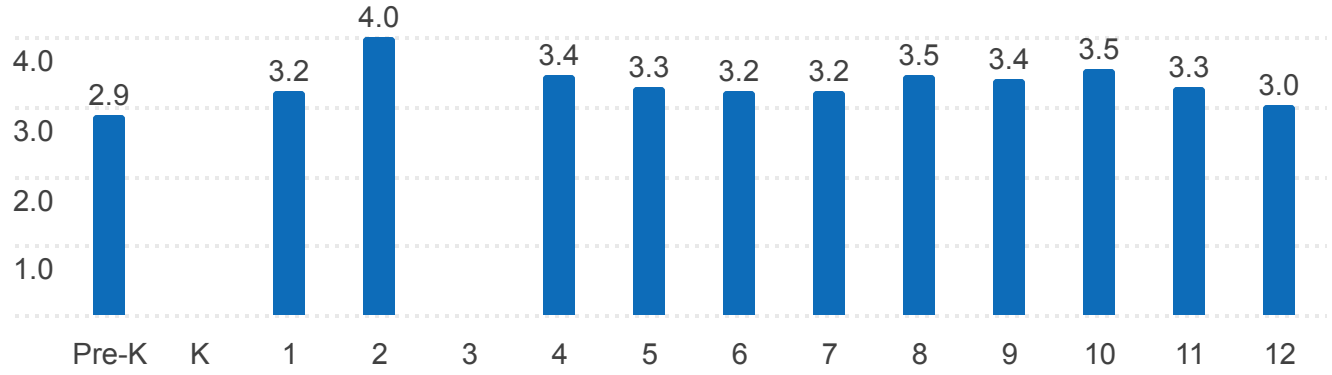


59 Responses

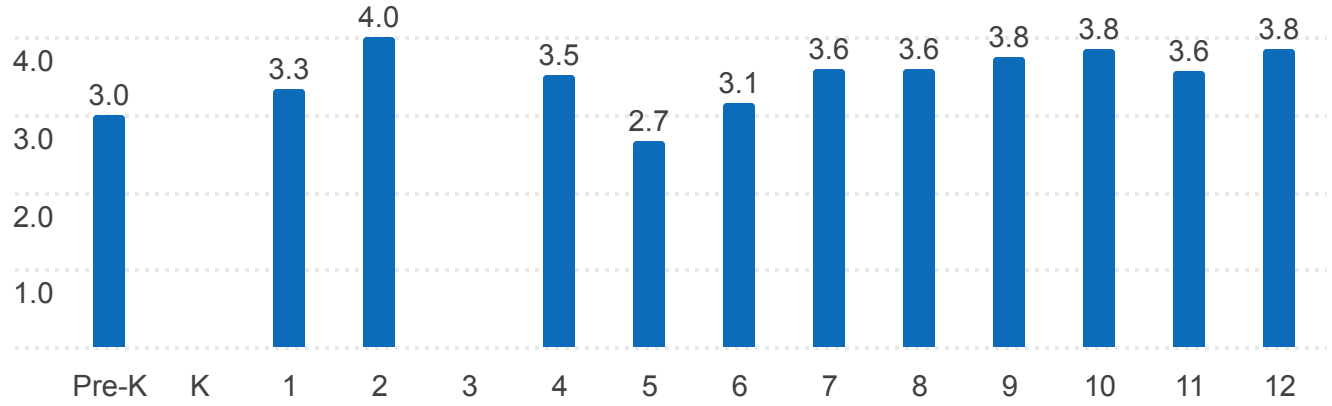
Field	Mean	Standard Deviation	Min	Max
My child's school places a priority on addressing students' mental health needs.	3.3	0.9	1.0	4.0

Average Climate Scales by Student Grade

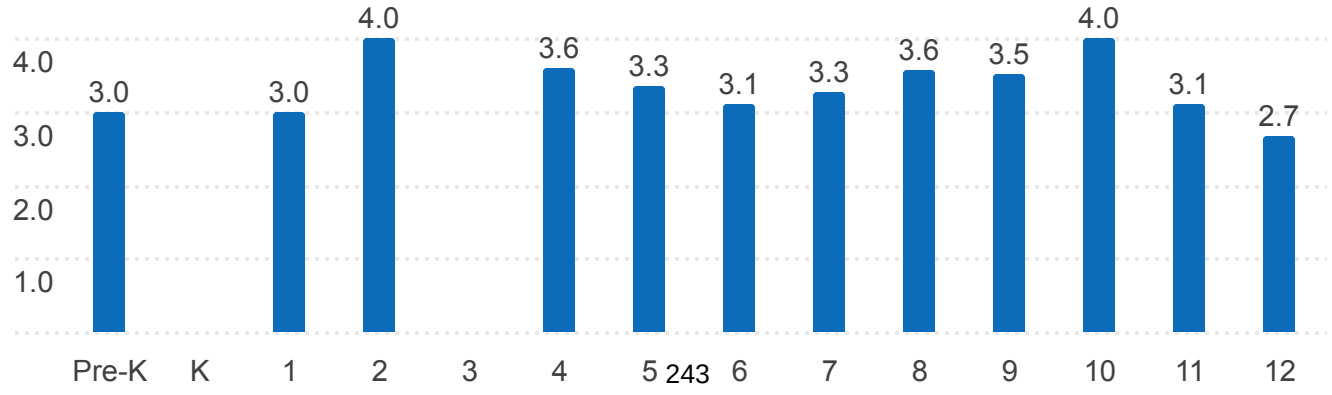
Climate Total



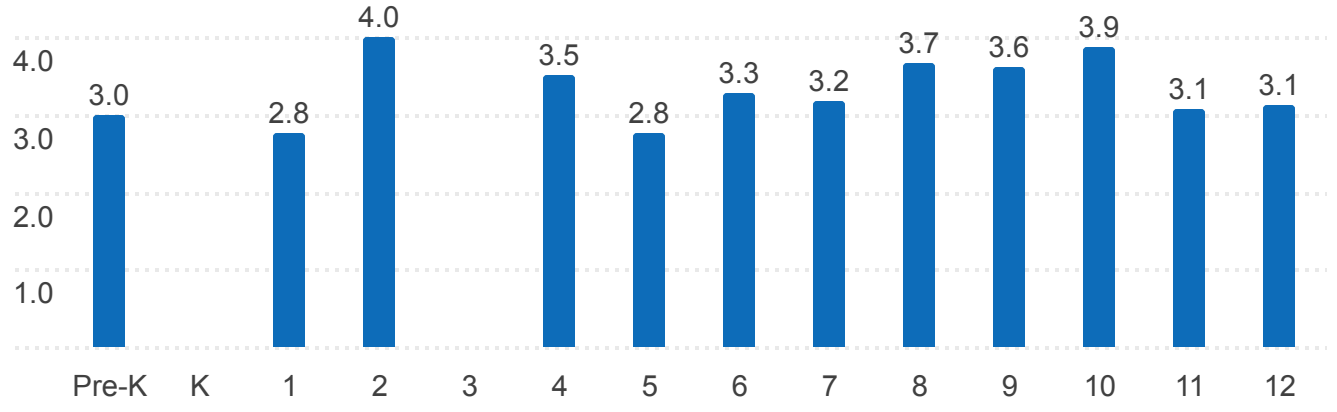
School Connectedness & Belonging



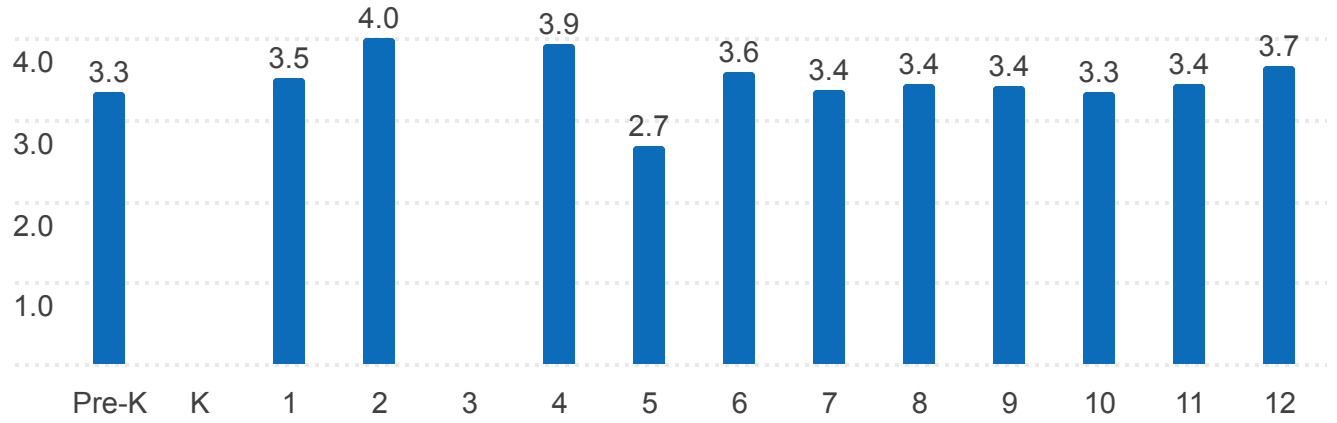
Staff - Student Relationships



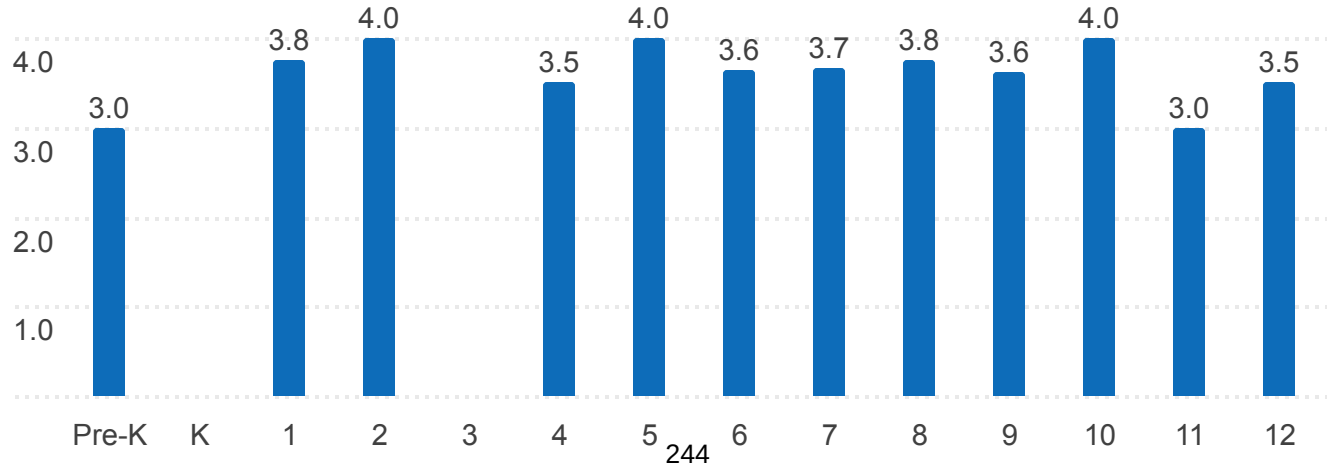
Parent - Staff Relationships



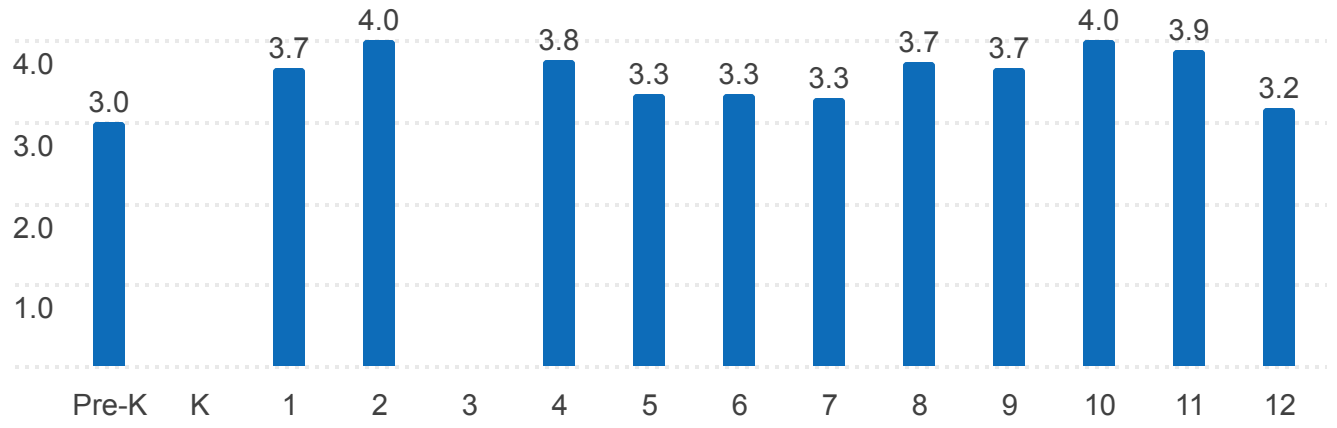
Family Involvement / Engagement



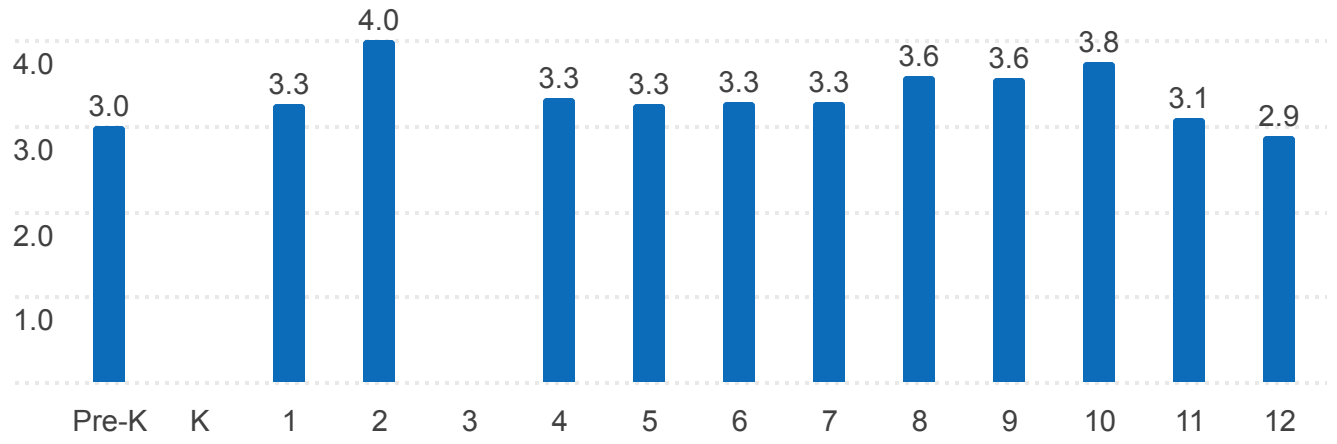
Physical Environment



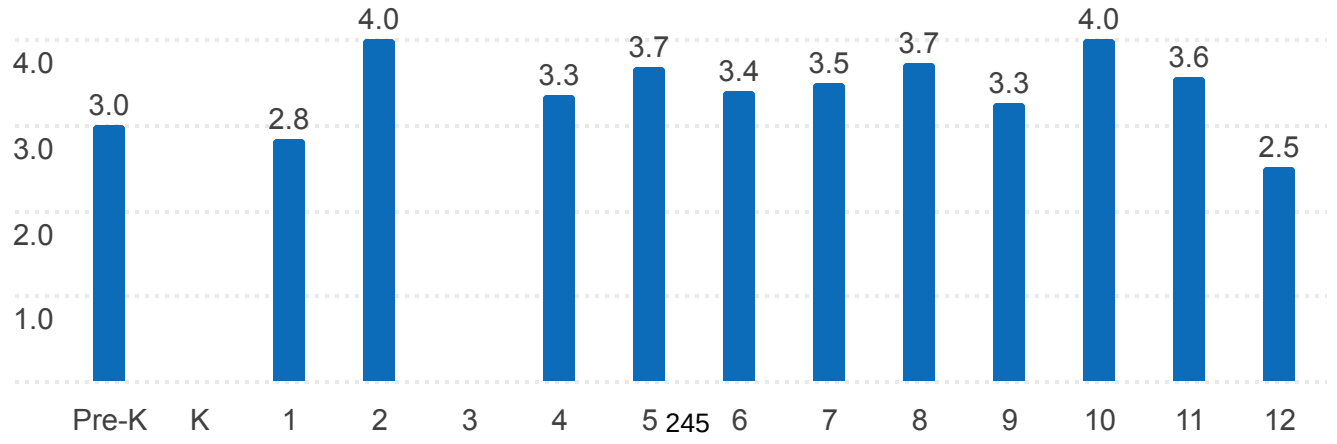
Academic Culture / Learning Environment



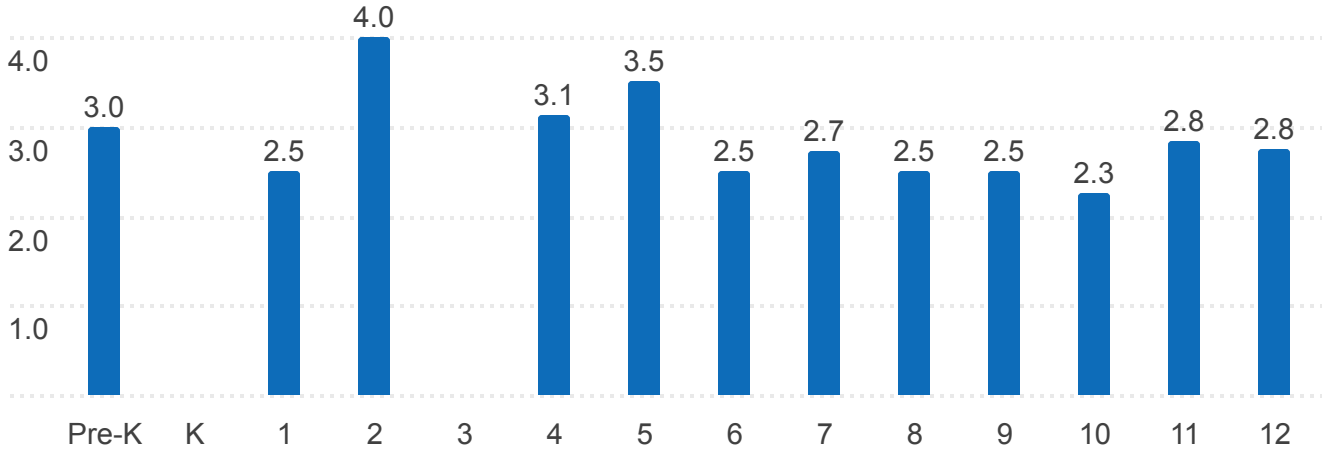
Discipline & Behavioral Expectations



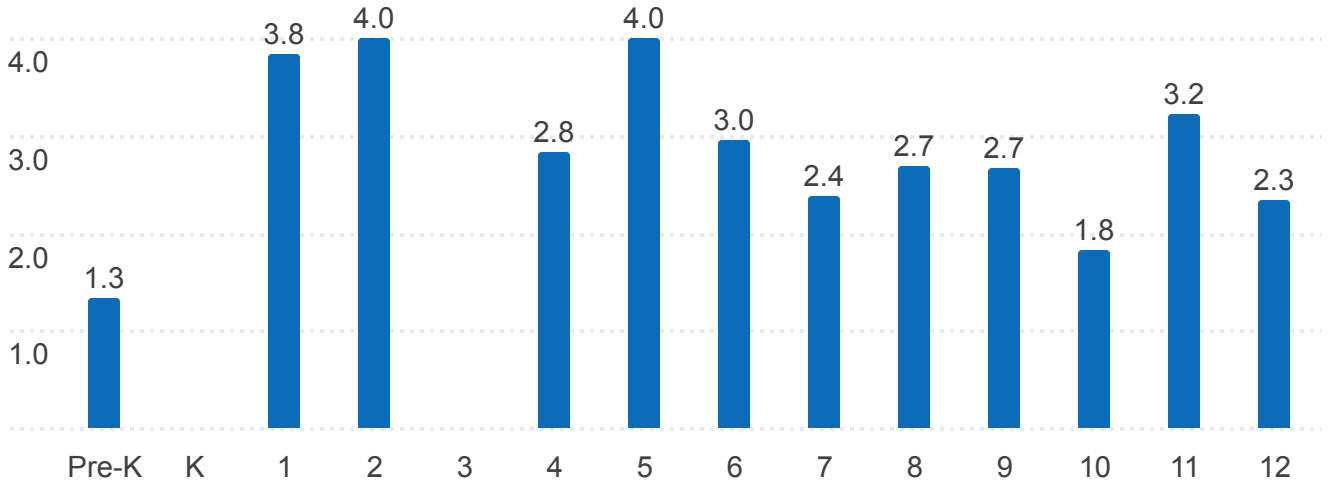
School Safety



Peer Conflict & Bullying

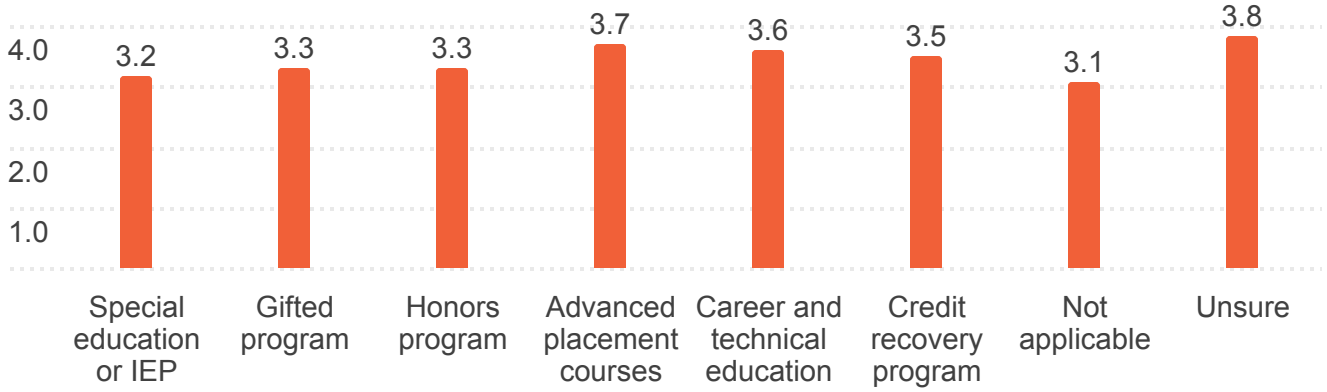


Substance Use

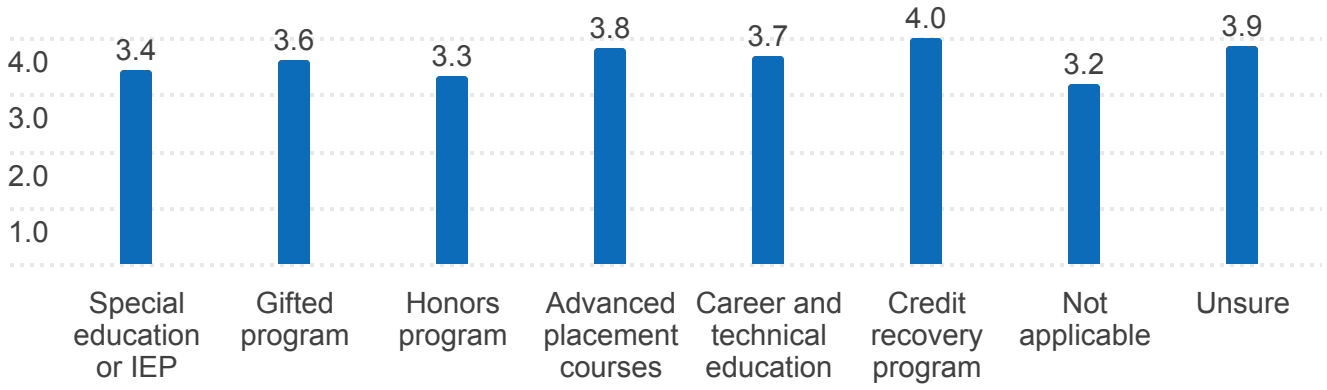


Average Climate Scales by Student Program Participation

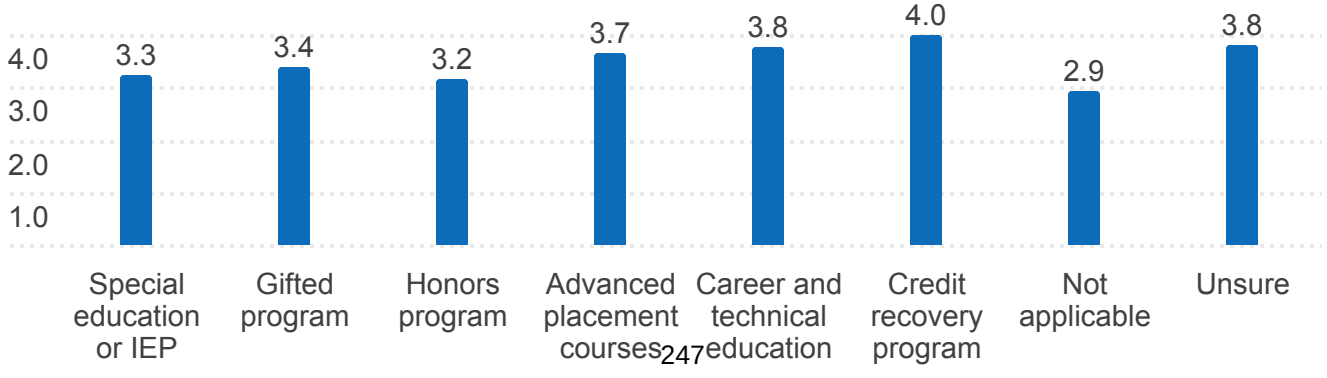
Climate Total



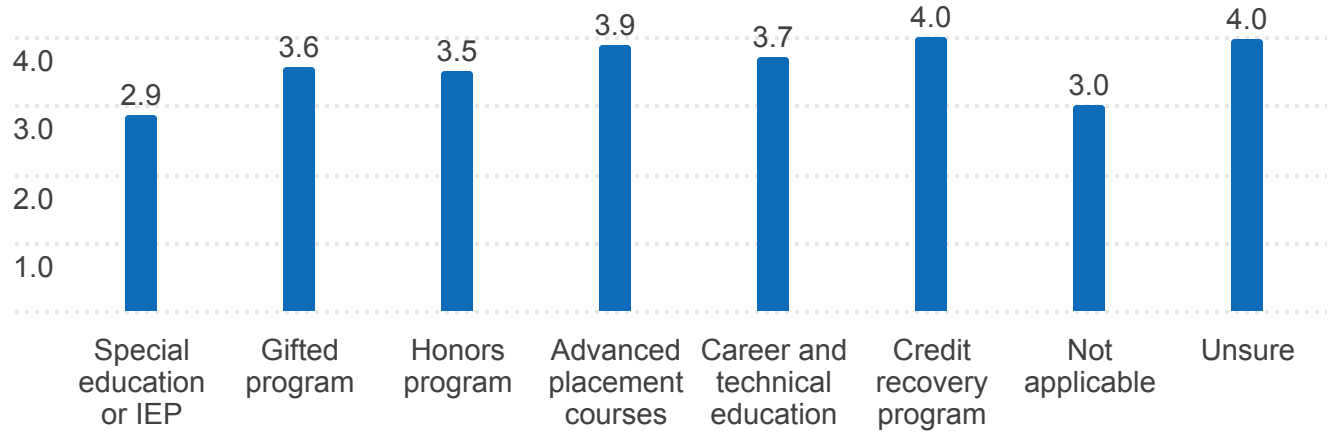
School Connectedness & Belonging



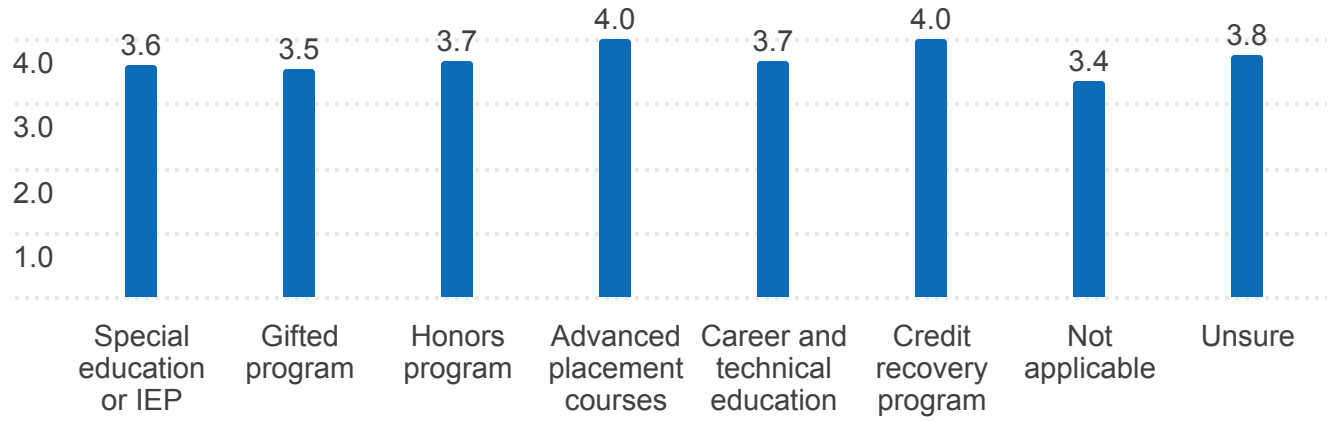
Staff - Student Relationships



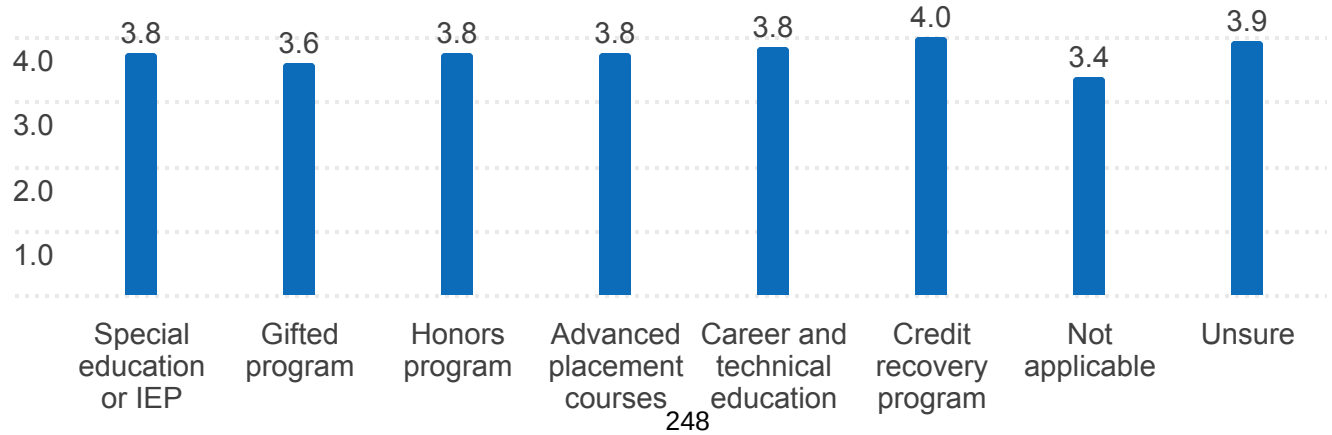
Parent - Staff Relationships



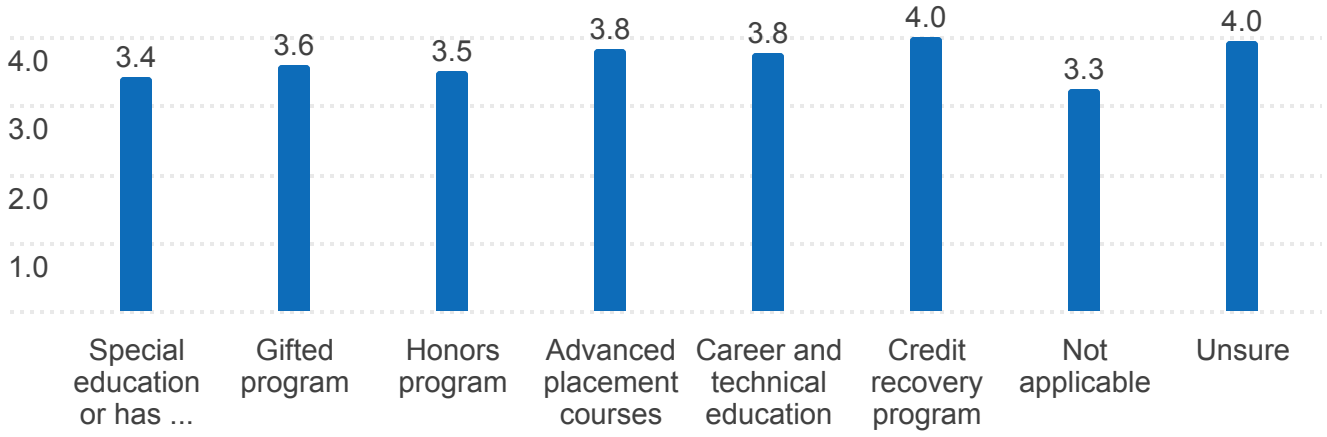
Family Involvement / Engagement



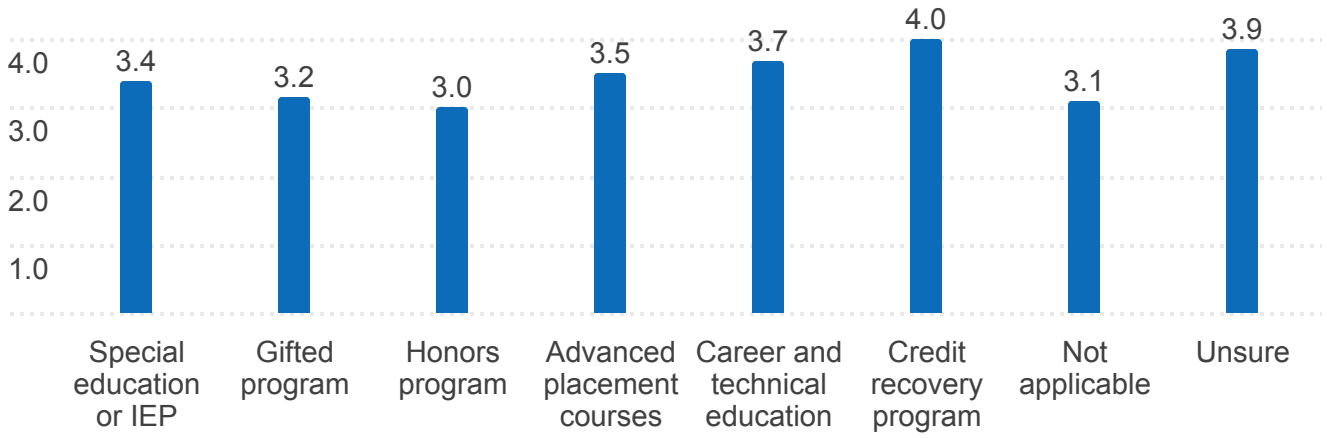
Physical Environment



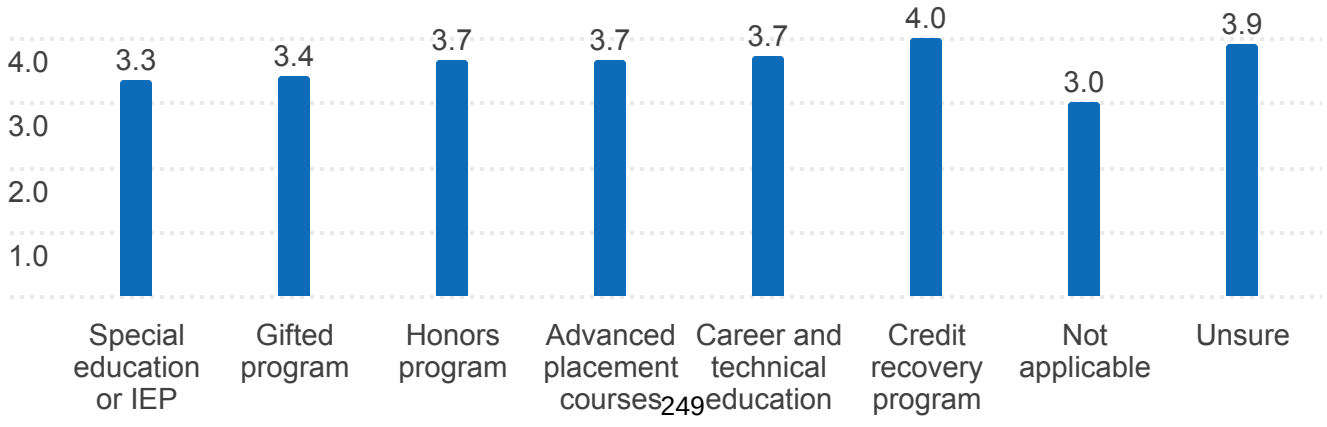
Academic Culture / Learning Environment



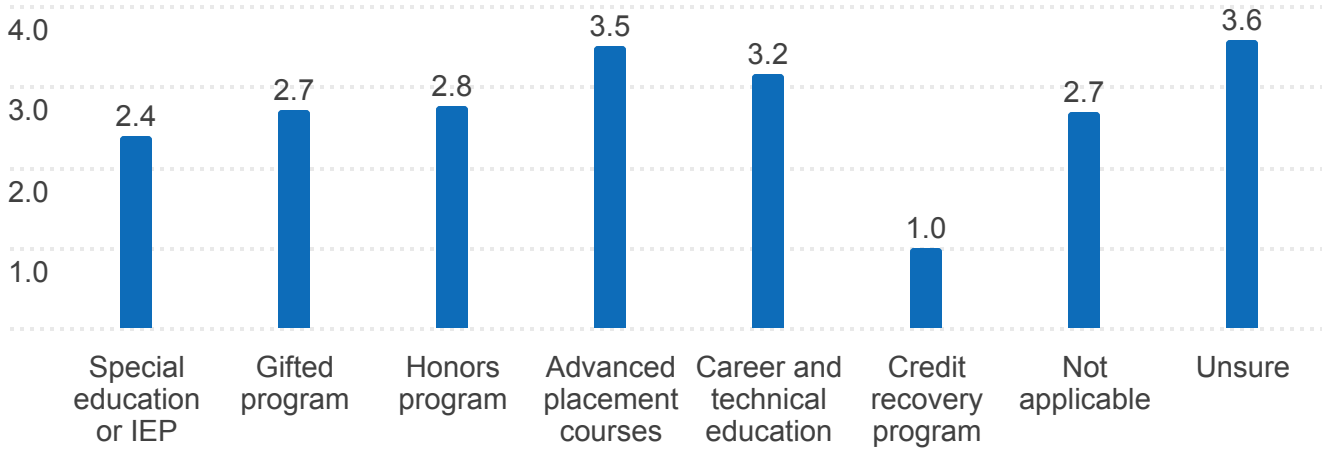
Discipline & Behavioral Expectations



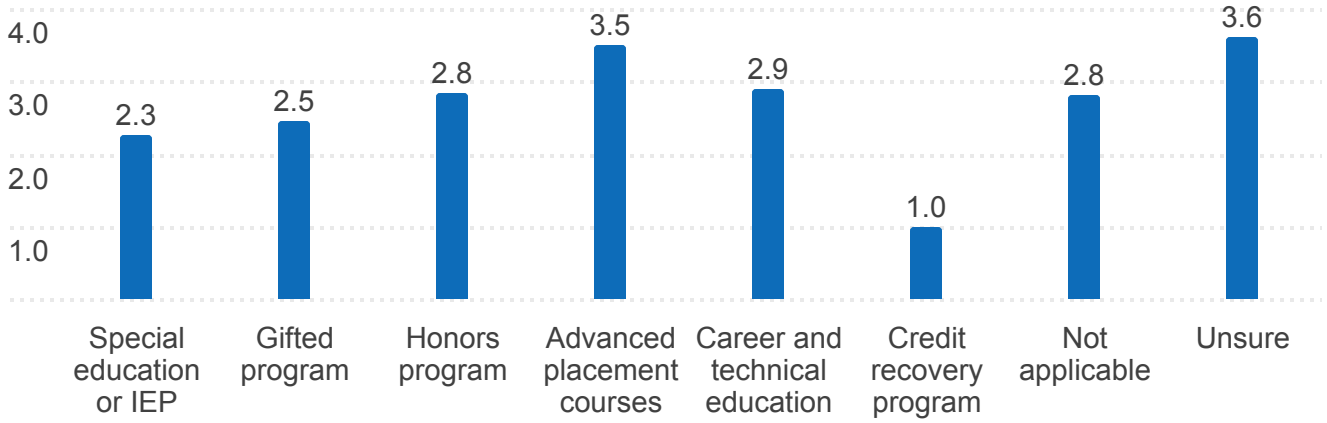
School Safety



Peer Conflict & Bullying

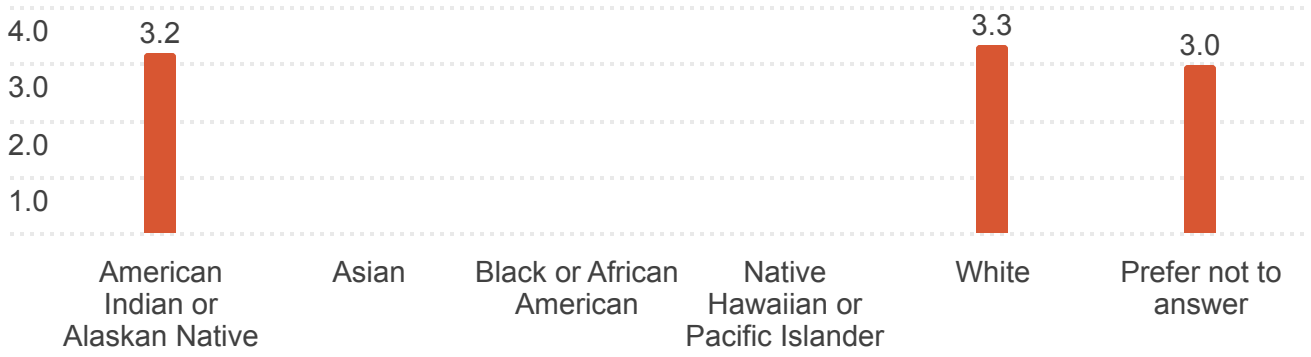


Substance Use

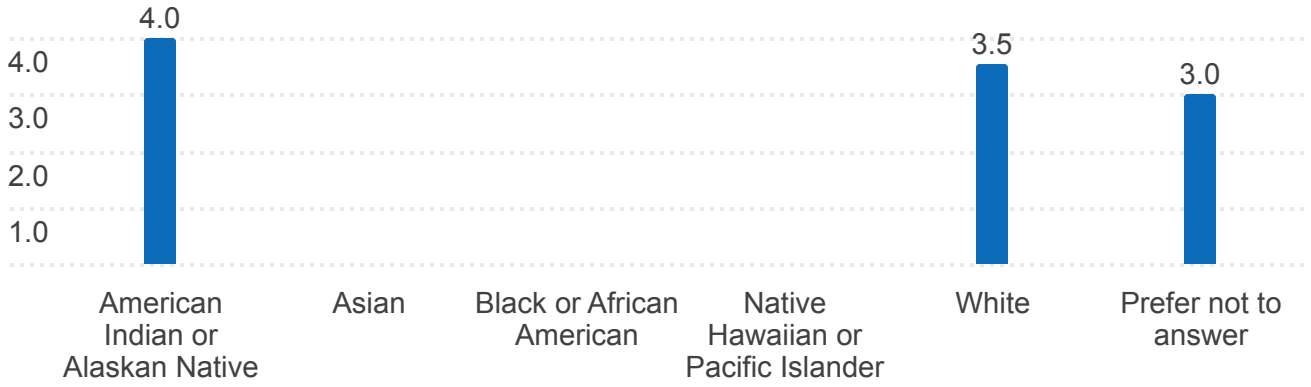


Average Climate Scales by Caregiver Race

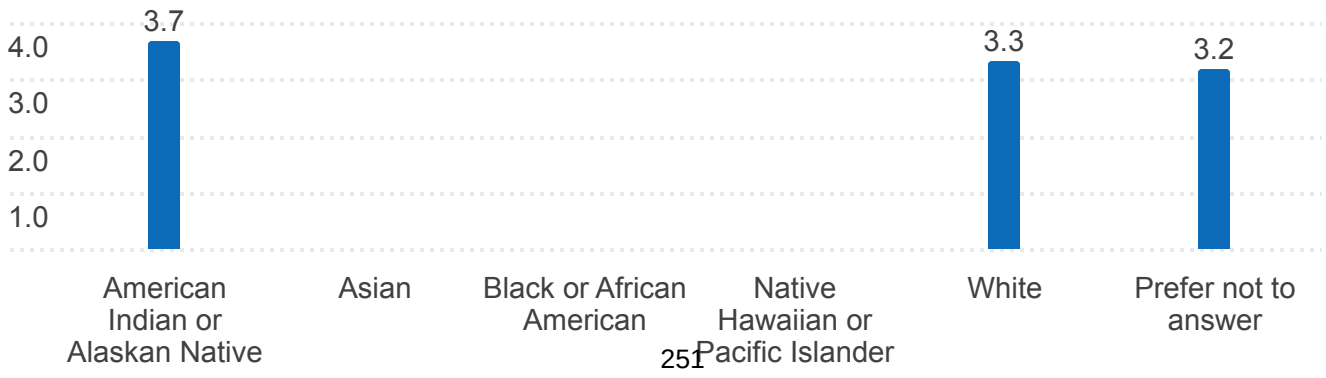
Climate Total



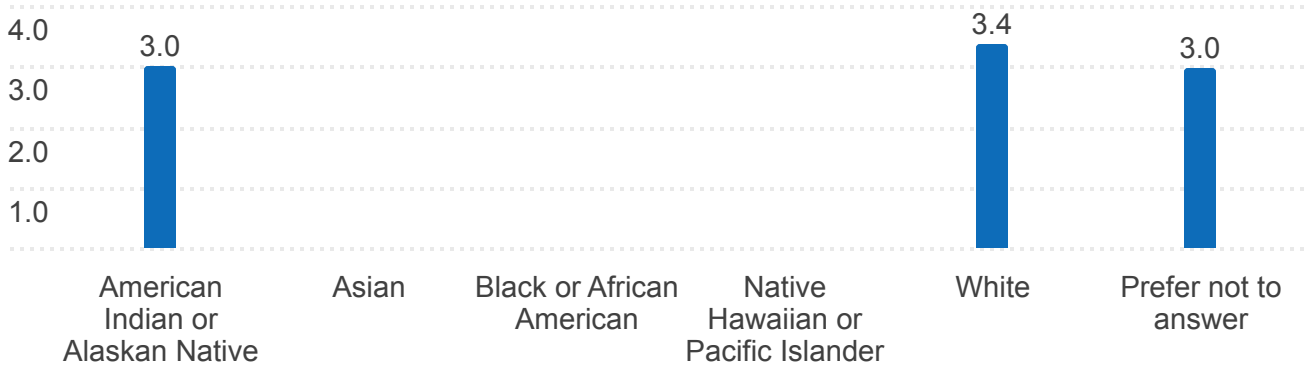
School Connectedness & Belonging



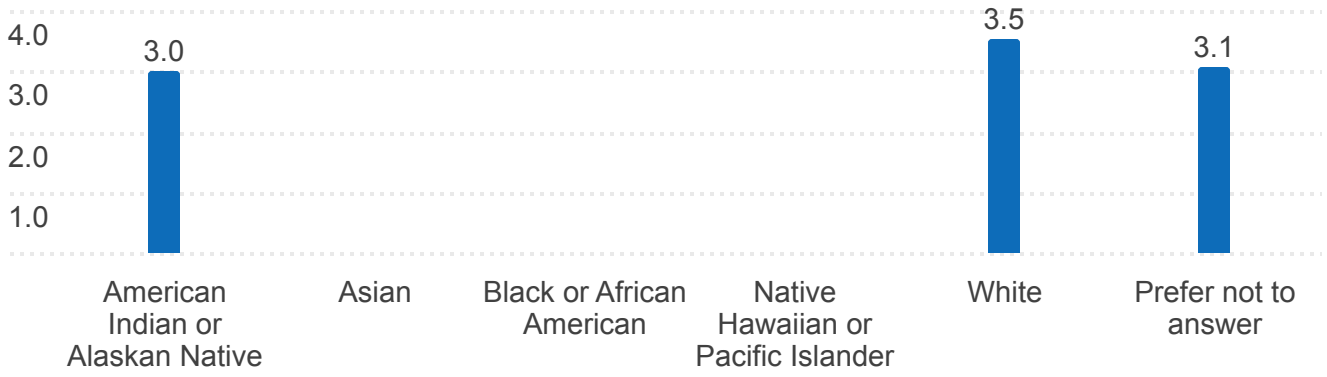
Staff - Student Relationships



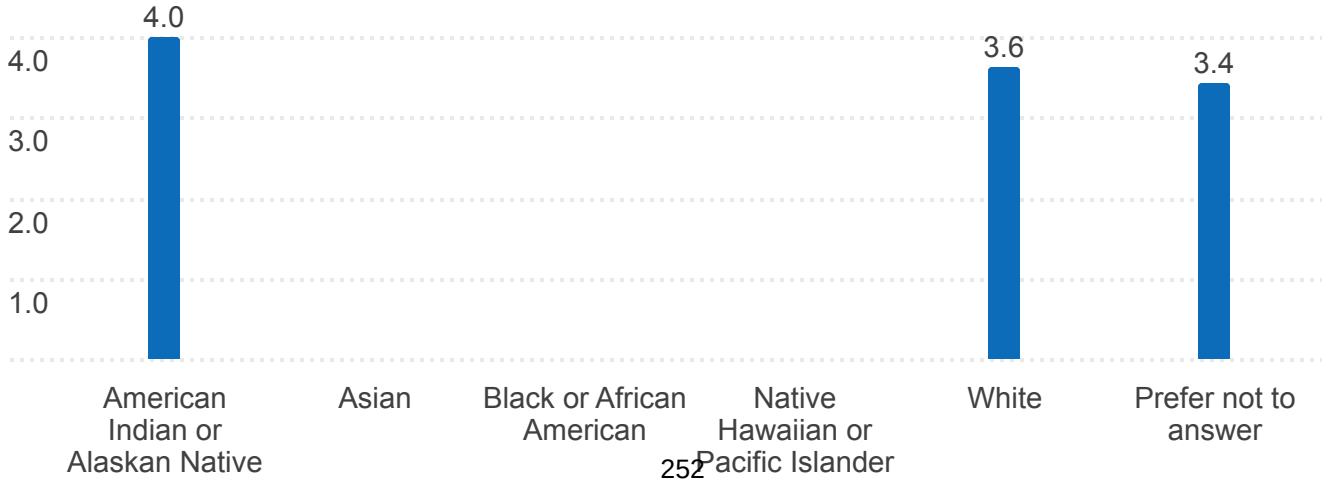
Parent - Staff Relationships



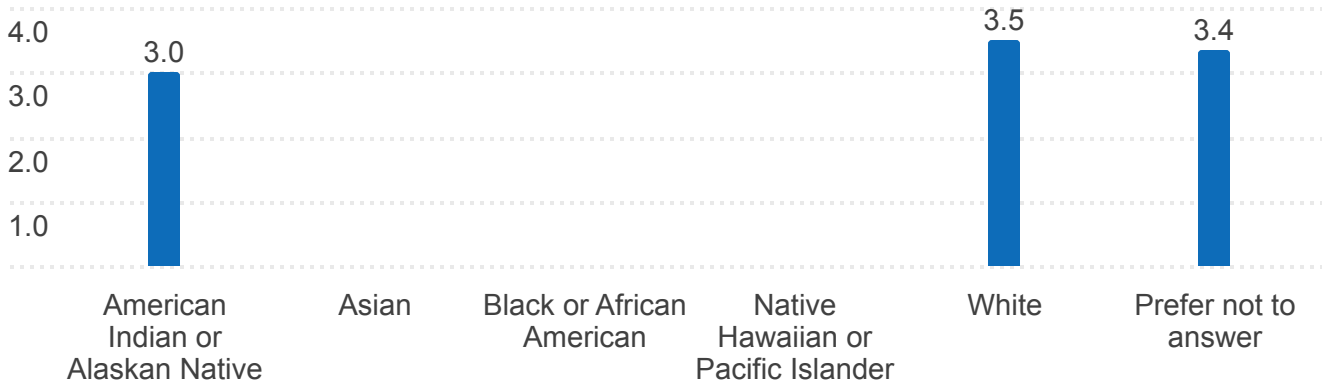
Family Involvement / Engagement



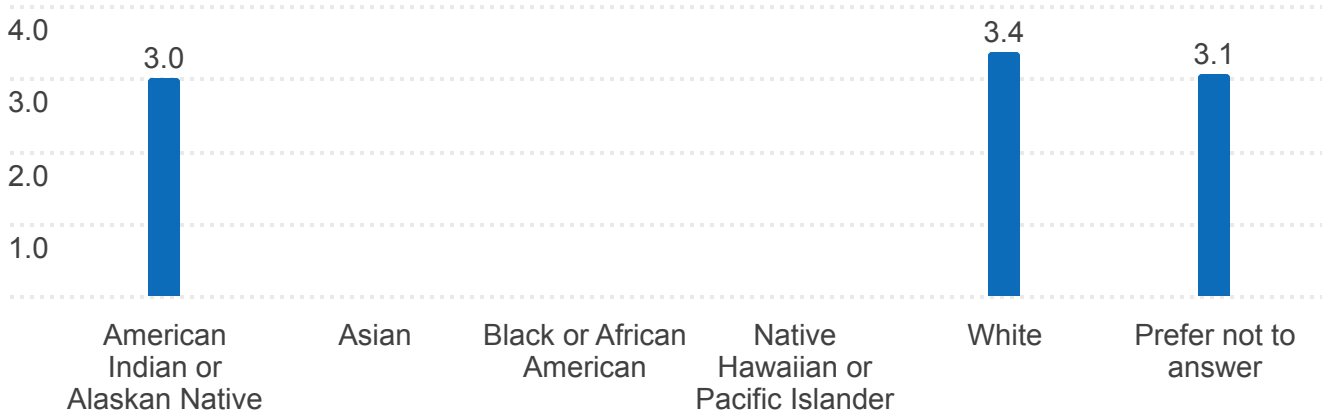
Physical Environment



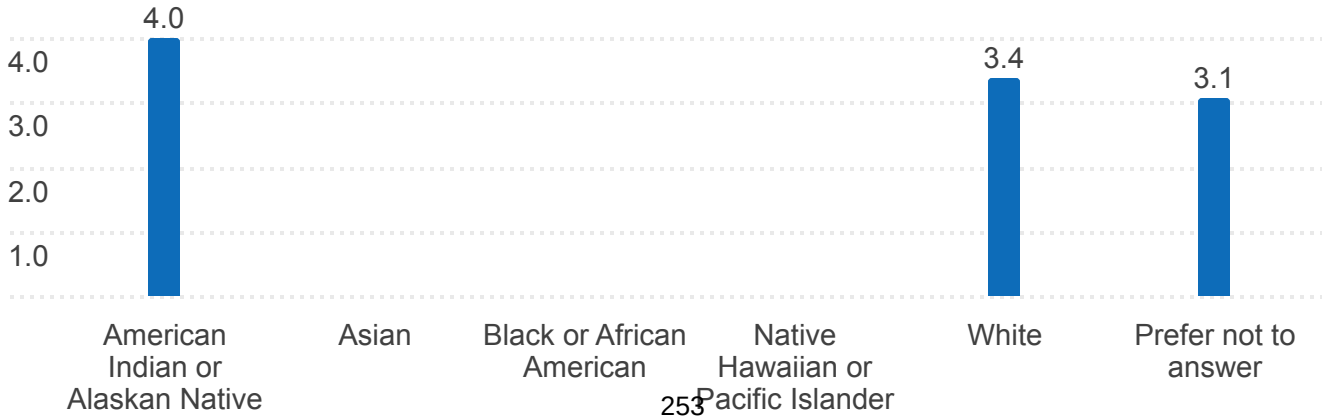
Academic Culture / Learning Environment



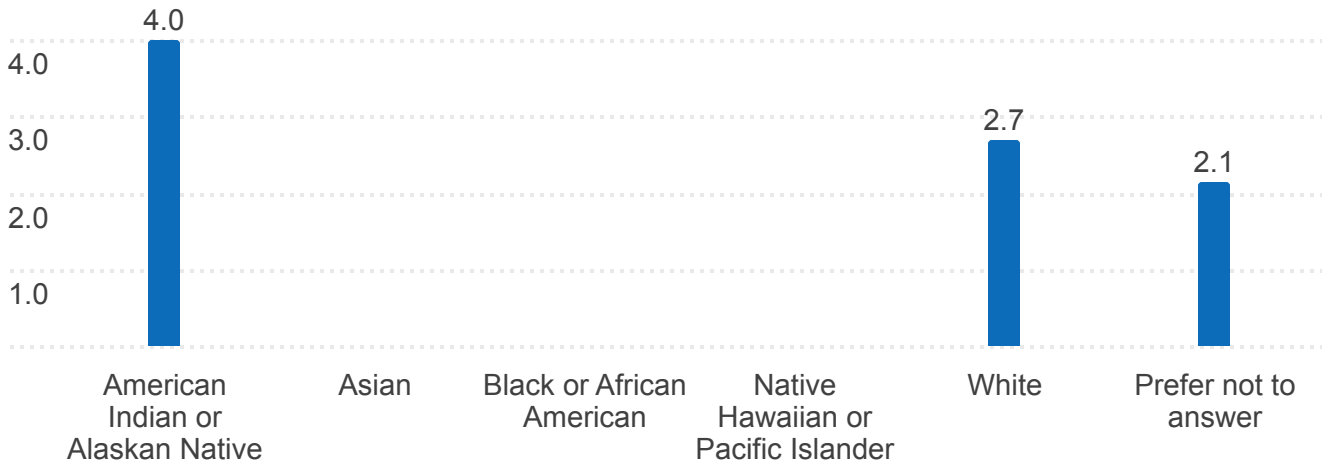
Discipline & Behavioral Expectations



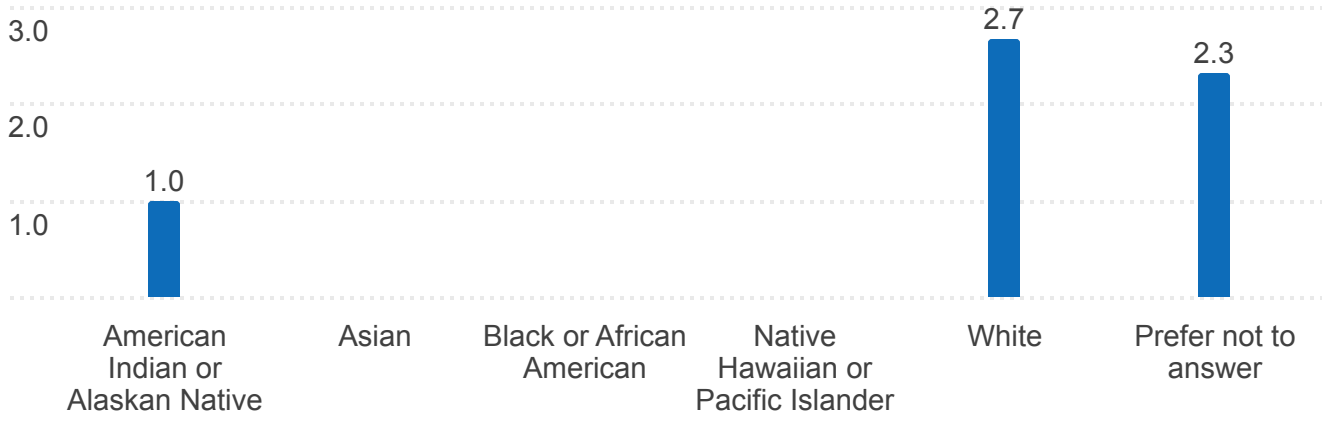
School Safety



Peer Conflict & Bullying

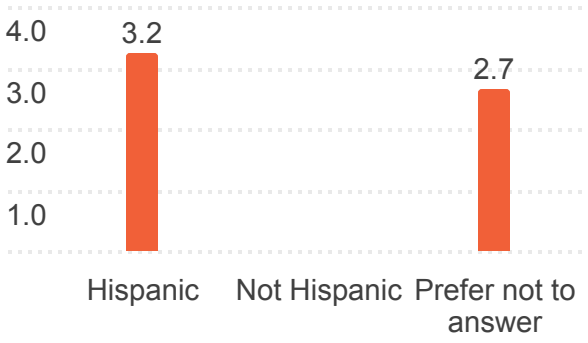


Substance Use

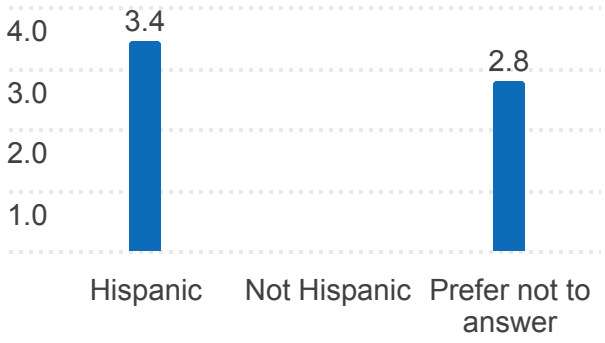


Average Climate Scales by Ethnicity

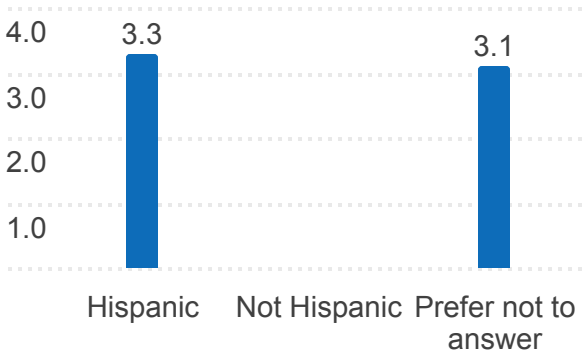
Climate Total



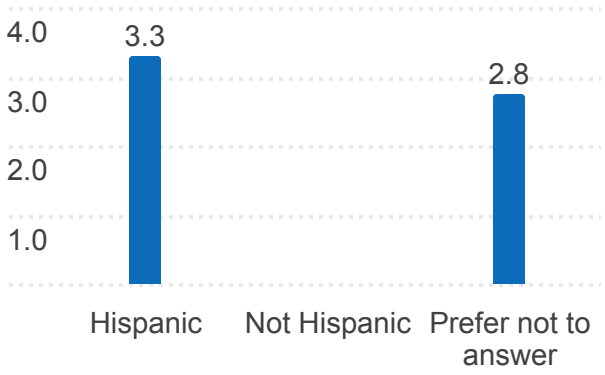
School Connectedness & Belonging



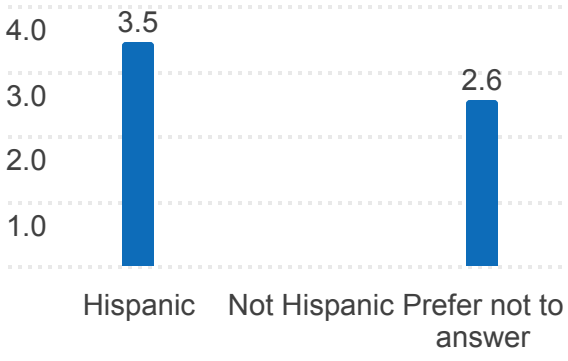
Staff - Student Relationships



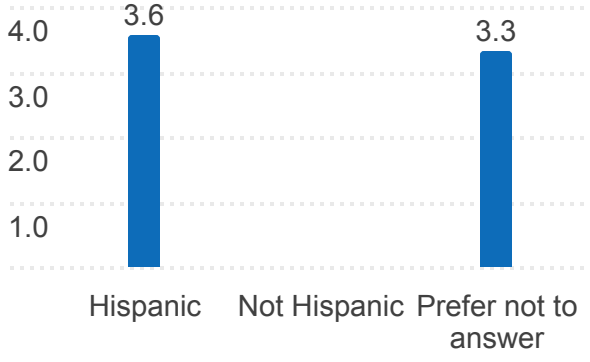
Parent - Staff Relationships



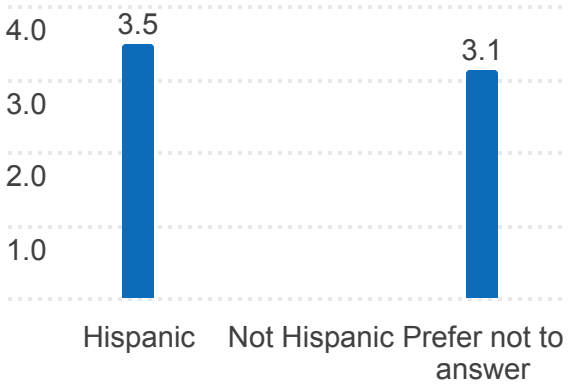
Family Involvement / Engagement



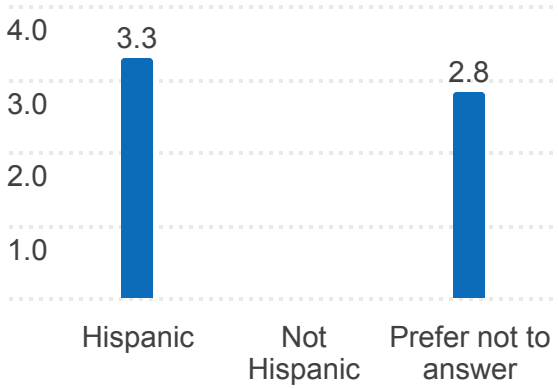
Physical Environment



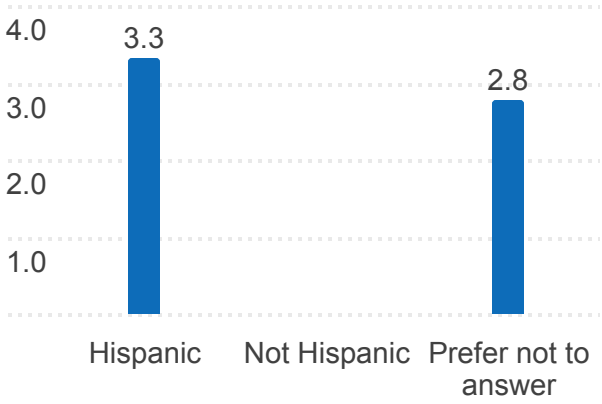
Learning Environment



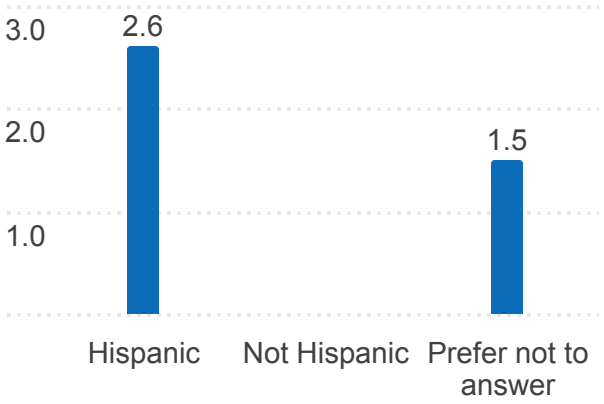
Discipline & Behavioral Expectations



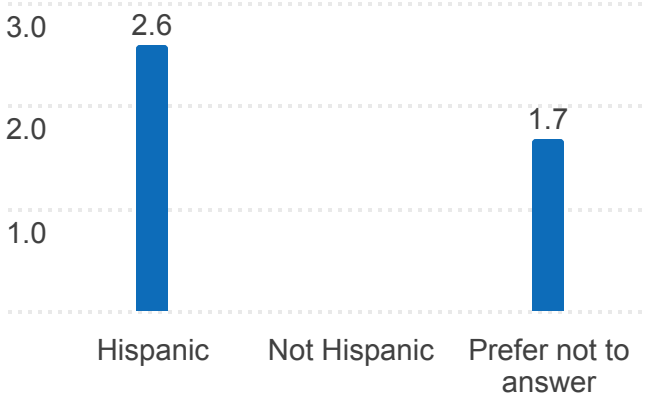
School Safety



Peer Conflict & Bullying



Substance Use



Texas School Climate Scale

Tornillo Junior High - Staff Survey

Fall 2024-2025

The University of Texas at Austin
Texas Institute for Excellence in Mental Health
Steve Hicks School of Social Work

TCSS
TEXAS CENTER for STUDENT SUPPORTS

TEA
Texas Education Agency

Background

Research has shown that positive school climate is an important protective factor for children, helping to mitigate the negative impact of stressors and support resilience. A positive school climate has been shown to be associated with students reporting fewer risk-taking behaviors, fewer discipline issues, lower rates of bullying and victimization, fewer depressive symptoms, and greater self-esteem. A positive school climate also contributes to improved academic outcomes, increased motivation to learn, lower absenteeism, and higher graduation rates. A positive school climate also impacts educators; it is associated with lower emotional exhaustion, greater feelings of accomplishment, and improved retention. As a concept that is so important to the positive development of students, it is critical for schools to regularly measure school climate and utilize results in planning for universal (Tier 1) school interventions.

Texas School Climate Survey. The Texas School Climate Survey is a suite of four surveys to measure climate from the perspective of school personnel, family members, elementary students (grades 3-5), and secondary students (grades 6-12). Each survey asks respondents about their demographics and a series of questions related to the domains of Engagement, Environment, and Safety. The surveys use a 4-point Likert scale of agreement (from “Strongly Disagree” to “Strongly Agree”) and higher ratings reflect more positive perceptions of school climate.

The Elementary Student Survey includes 26 items across 8 conceptual subscales and the Secondary Student Survey includes 39 items across 9 conceptual scales. The School Personnel Survey includes 52 items across 12 conceptual subscales and the Parent / Caregiver Survey includes includes 37 items across 10 conceptual subscales. Since school climate factors vary between schools within the same district, school personnel who work across multiple participating schools and family members with children at multiple participating schools are asked to complete a survey for each school. Table 1 below describes the subscales in the Staff Survey.

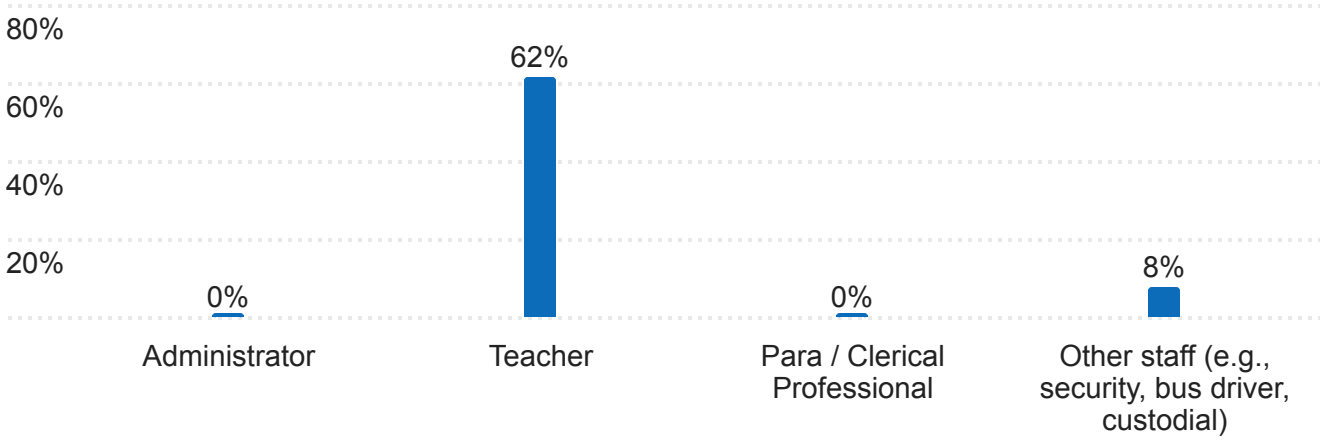
Table 1: School Personnel Subscales

Subscale	Description
Staff Connectedness & Morale	Staff perceptions of their connectedness to the school and positive morale among peers.
Administrative Support	Staff perceptions of communication and support between administrators and staff.
Staff-Student Relationships	Staff perceptions of the degree to which staff have developed supportive relationships with students and students show respect to teachers.
Peer Relationships / Prosocial Behavior	Staff perceptions of how well students get along with peers and treat each other.
Staff-Family Relationships	Staff perceptions of how staff communicate with family members and make them feel welcome at school.
Family Involvement / Engagement	Staff perceptions of how engaged families are in their child’s education.
Physical Environment	Staff perceptions of how well the school is maintained.
Academic Culture / Learning Environment	Staff perceptions of students’ motivation to learn and teachers’ efforts to promote their academic success.
Discipline & Behavioral Expectations	Staff perceptions of rules and disciplinary practices at the school.
School Safety	Staff perception of their safety and that of students and the effectiveness of the school’s safety measures.
Peer Conflict & Bullying	Staff perception of conflict, bullying, and cyberbullying behaviors at the school.
Substance Use	Staff perception of the degree to which students use alcohol, drugs and vaping products at school.

Demographics of Respondents

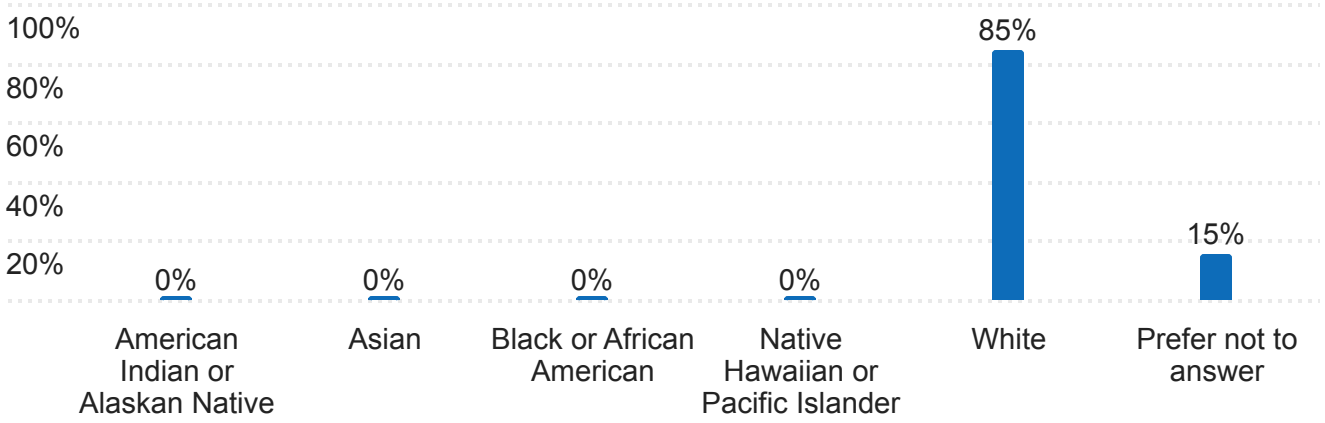
What is your primary job classification?

13 Responses



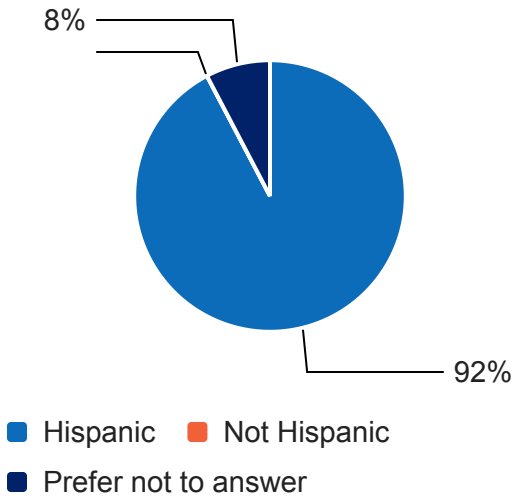
What is your race?

13 Responses



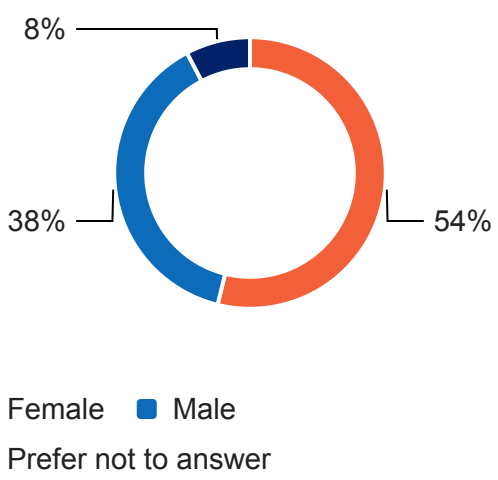
What is your ethnicity?

13 Responses



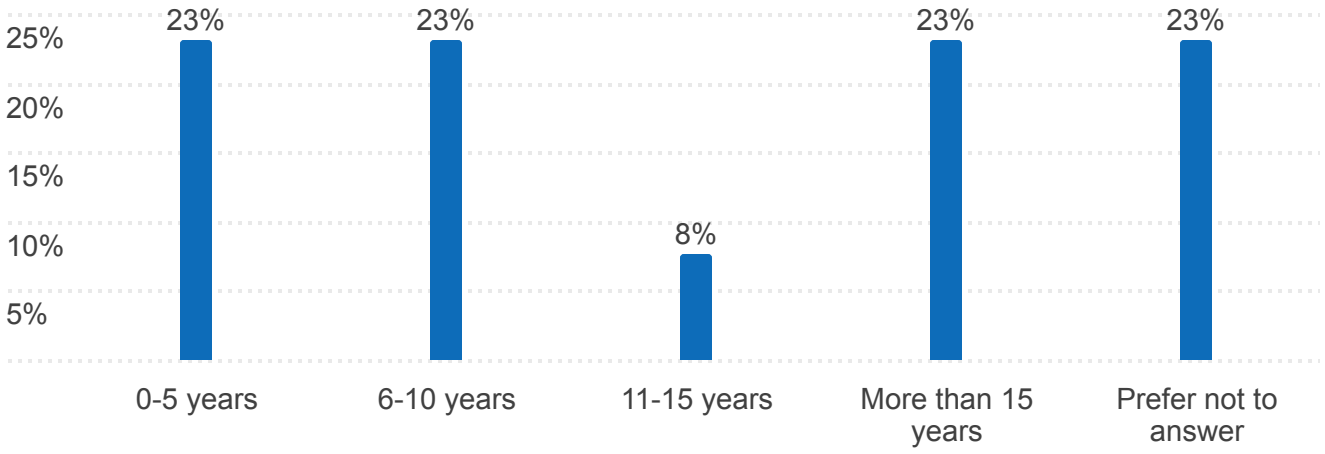
What is your gender?

13 Responses



How many years of work experience do you have?

13 Responses



Overview Results

Climate Total Score

13 Responses

Field	Mean	Standard Deviation	Min	Max
Climate	3.3	0.4	2.6	4.0

Climate Total

Staff Connectedness & Morale

13 Responses

Field	Mean	Standard Deviation	Min	Max
Connectedness	3.3	0.8	1.3	4.0

Staff Connectedness & Morale

Administrative Support

13 Responses

Field	Mean	Standard Deviation	Min	Max
Admin_Support	3.2	0.7	2.0	4.0

Administrative Support

Staff - Student Relationships

13 Responses

Field	Mean	Standard Deviation	Min	Max
Staff_Student	3.4	0.5	2.3	4.0

Staff - Student Relationships

Peer Relationships / Prosocial Behavior

13 Responses

Field	Mean	Standard Deviation	Min	Max
Peer Relations	3.2	0.5	2.7	4.0

Peer Relationships/Prosocial Behavior

Staff - Family Relationships

13 Responses

Field	Mean	Standard Deviation	Min	Max
Staff-Family	3.3	0.5	2.0	3.8

Staff - Family Relationships

Family Involvement / Engagement

13 Responses

Field	Mean	Standard Deviation	Min	Max
Family Involvement	2.9	0.6	1.7	4.0

Family Involvement / Engagement

Physical Environment

13 Responses

Field	Mean	Standard Deviation	Min	Max
Environment	3.4	0.5	2.7	4.0

Physical Environment

Academic Culture / Learning Environment

13 Responses

Field	Mean	Standard Deviation	Min	Max
Learning	3.3	0.6	2.0	4.0

Learning Environment

Discipline & Behavioral Expectations

13 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	3.2	0.6	2.2	4.0

Discipline & Behavioral Expectations

School Safety

13 Responses

Field	Mean	Standard Deviation	Min	Max
Safety	3.4	0.6	2.5	4.0

School Safety

Peer Conflict & Bullying

13 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying	3.1	0.5	2.2	4.0

Peer Conflict & Bullying

Substance Use

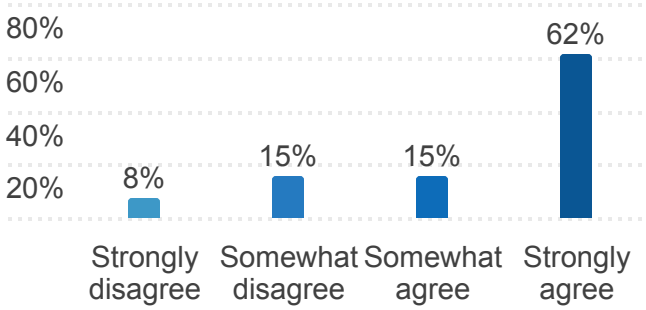
13 Responses

Field	Mean	Standard Deviation	Min	Max
Substance Use	3.3	0.5	2.0	4.0

Substance Use

Staff Connectedness & Morale

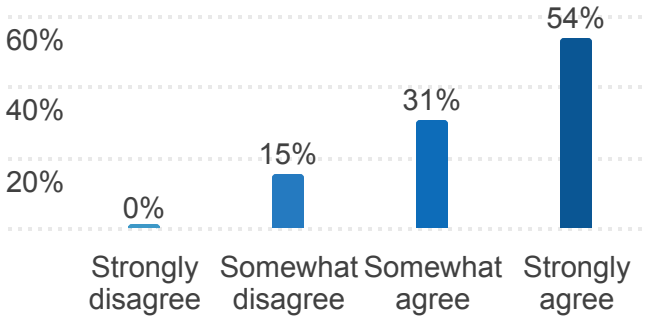
I feel supported by teachers and staff at my school.



13 Responses

Field	Mean	Standard Deviation	Min	Max
I feel supported by teachers and staff at my school.	3.3	1.0	1.0	4.0

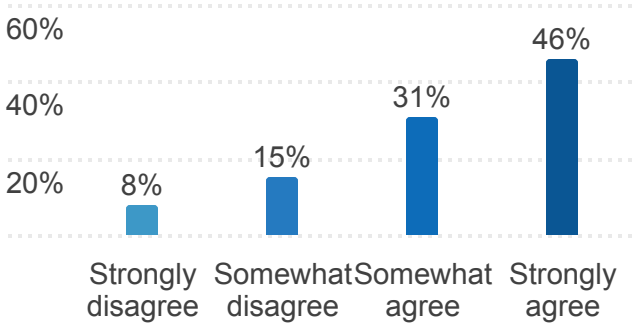
I am proud to work at my school.



13 Responses

Field	Mean	Standard Deviation	Min	Max
I am proud to work at my school.	3.4	0.7	2.0	4.0

Morale is high among teachers and staff at my school.

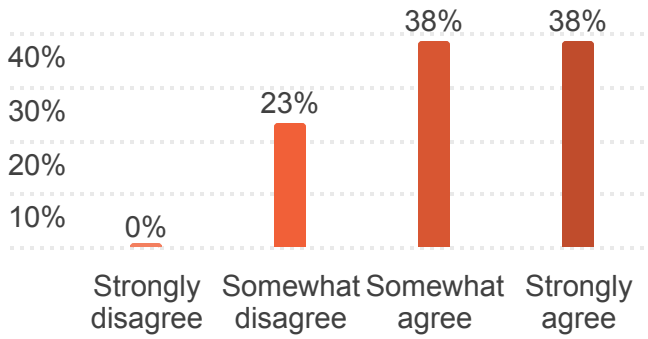


13 Responses

Field	Mean	Standard Deviation	Min	Max
Morale is high among teachers and staff at my school.	3.2	0.9	1.0	4.0

Administrative Support

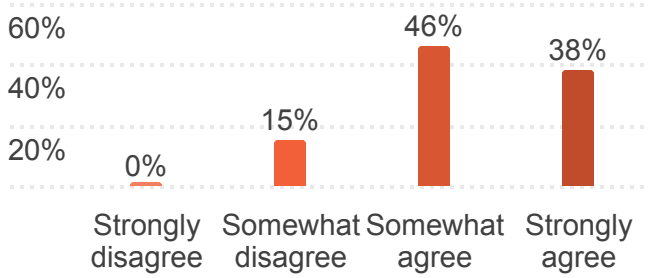
School administrators and staff communicate with each other effectively.



13 Responses

Field	Mean	Standard Deviation	Min	Max
School administrators and staff communicate with each other effectively.	3.2	0.8	2.0	4.0

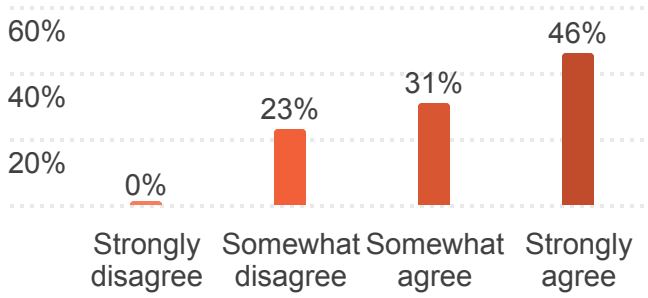
Teachers and staff at my school are well-supported by administrators.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school are well-supported by administrators.	3.2	0.7	2.0	4.0

School administrators recognize teachers and staff for a job well-done.

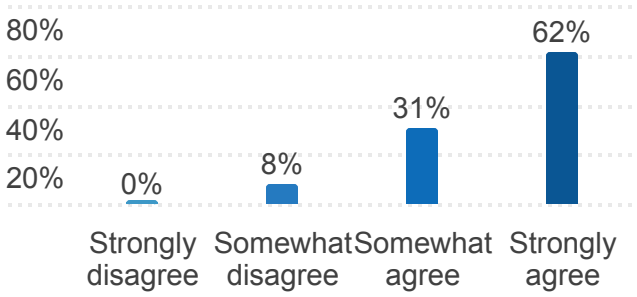


13 Responses

Field	Mean	Standard Deviation	Min	Max
School administrators recognize teachers and staff for a job well-done.	3.2	0.8	2.0	4.0

Staff - Student Relationships

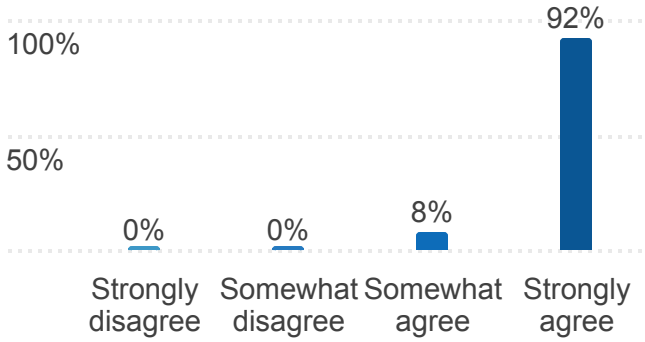
Teachers and staff at my school build strong relationships with students.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school build strong relationships with students.	3.5	0.6	2.0	4.0

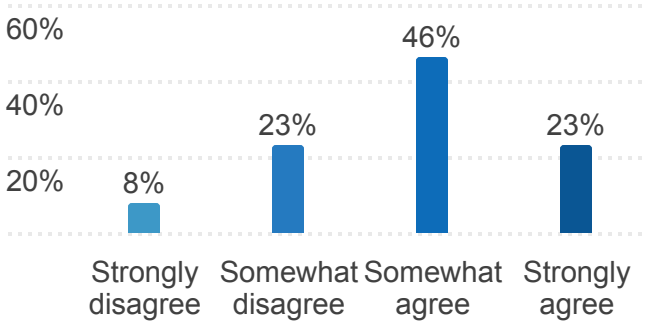
Teachers and staff at my school treat all students fairly.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school treat all students fairly.	3.9	0.3	3.0	4.0

Students show respect for their teachers.

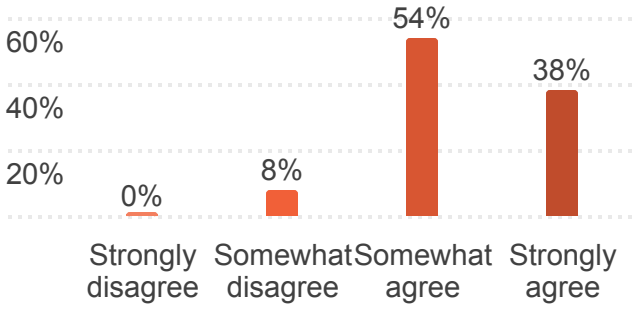


13 Responses

Field	Mean	Standard Deviation	Min	Max
Students show respect for their teachers.	2.8	0.9	1.0	4.0

Peer Relationships / Prosocial Behavior

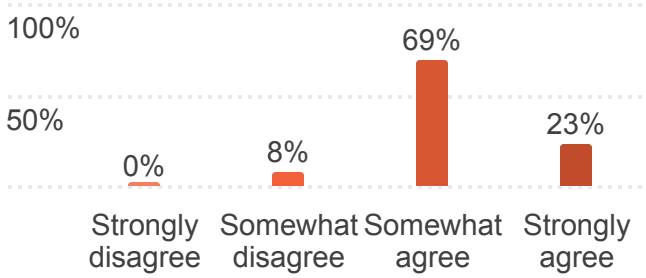
Students at my school treat peers who are different from them with respect.



13 Responses

Field	Min	Max	Mean	Standard Deviation
Students at my school treat peers who are different from them with respect.	2.0	4.0	3.3	0.6

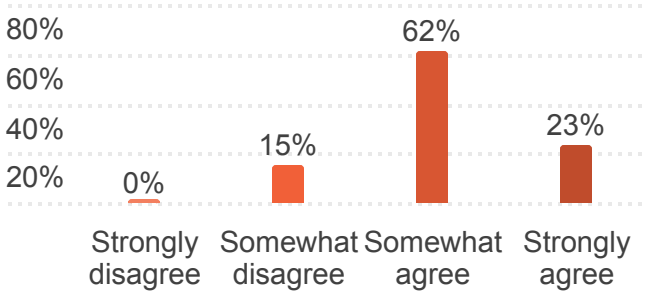
Students at my school treat each other with kindness.



13 Responses

Field	Min	Max	Mean	Standard Deviation
Students at my school treat each other with kindness.	2.0	4.0	3.2	0.5

Students at my school help each other when they need it.

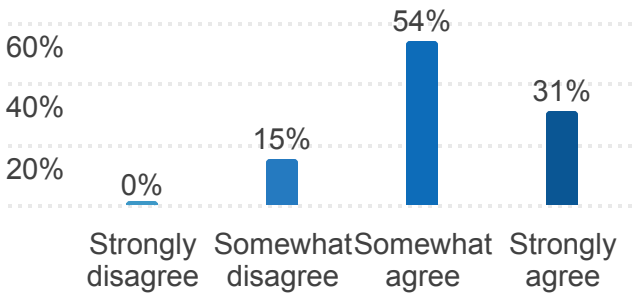


13 Responses

Field	Min	Max	Mean	Standard Deviation
Students at my school help each other when they need it.	2.0	4.0	3.1	0.6

Staff - Family Relationships

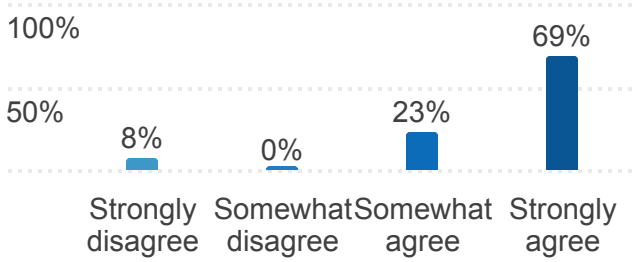
I have a good relationship with my students' families.



13 Responses

Field	Mean	Standard Deviation	Min	Max
I have a good relationship with my students' families.	3.2	0.7	2.0	4.0

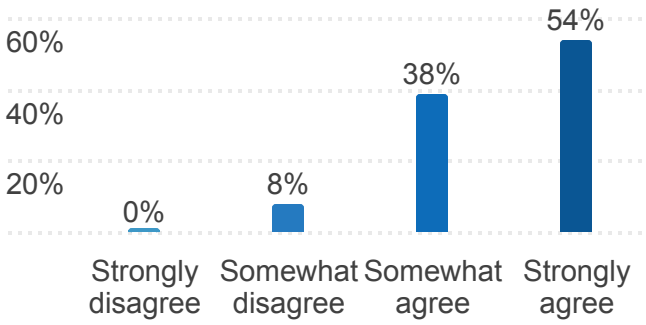
Parents are made to feel welcome in my school.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Parents are made to feel welcome in my school.	3.5	0.8	1.0	4.0

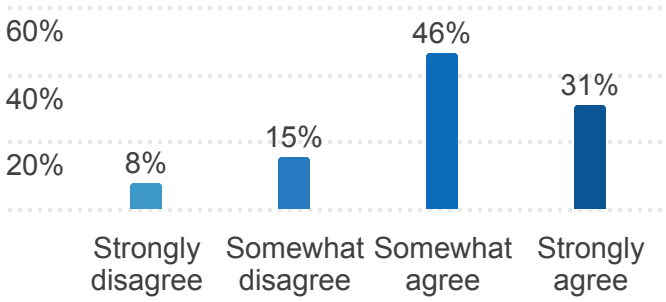
Staff at my school communicate with parents in a consistent and timely manner.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Staff at my school communicate with parents in a consistent and timely manner.	3.5	0.6	2.0	4.0

If a student has done something well or makes improvement, staff contact his/her parents.



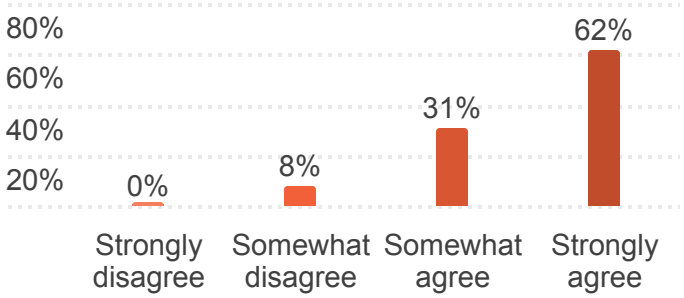
13 Response

Field	Min	Max	Mean	Standar Deviatic
If a student has done something well or makes improvement, staff contact his/her parents.	1.0	4.0	3.0	0

Family Involvement / Engagement

13 Responses

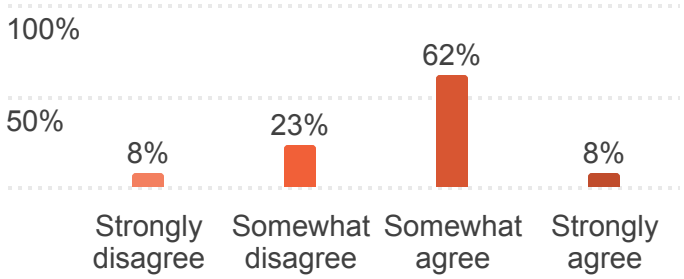
Teachers and staff at my school encourage parents to be active partners in educating their child.



Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school encourage parents to be active partners in educating their child.	3.5	0.6	2.0	4.0

13 Responses

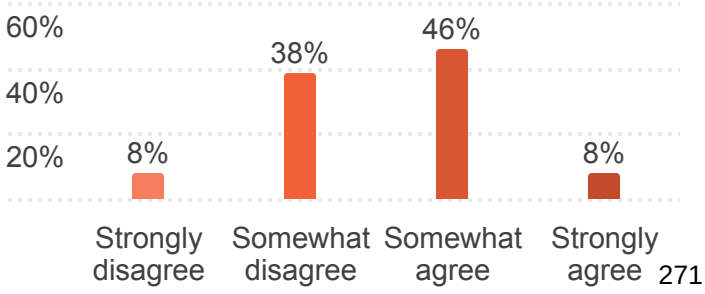
Parents care about how their child performs in school.



Field	Mean	Standard Deviation	Min	Max
Parents care about how their child performs in school.	2.7	0.7	1.0	4.0

13 Responses

Parents are actively involved in my school.

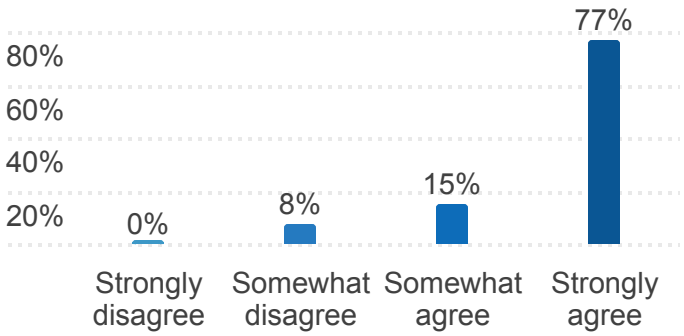


Field	Mean	Standard Deviation	Min	Max
Parents are actively involved in my school.	2.5	0.7	1.0	4.0

Physical Environment

My school is clean and well-maintained.

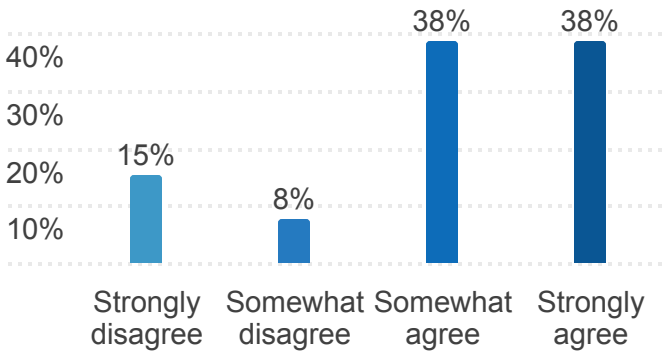
13 Responses



Field	Mean	Standard Deviation	Min	Max
My school is clean and well-maintained.	3.7	0.6	2.0	4.0

Teachers at my school keep their classrooms clean and organized.

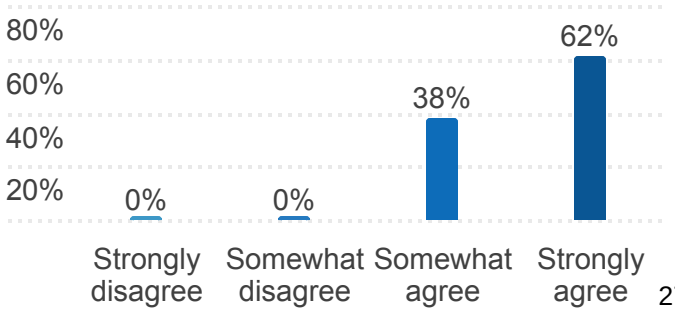
13 Responses



Field	Mean	Standard Deviation	Min	Max
Teachers at my school keep their classrooms clean and organized.	3.0	1.0	1.0	4.0

Instructional materials are up to date and in good condition.

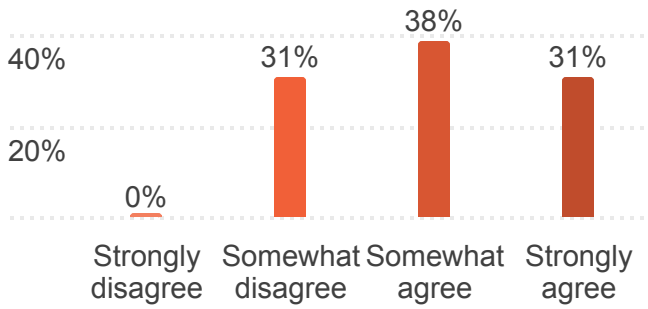
13 Responses



Field	Mean	Standard Deviation	Min	Max
Instructional materials are up to date and in good condition.	3.6	0.5	3.0	4.0

Academic Culture / Learning Environment

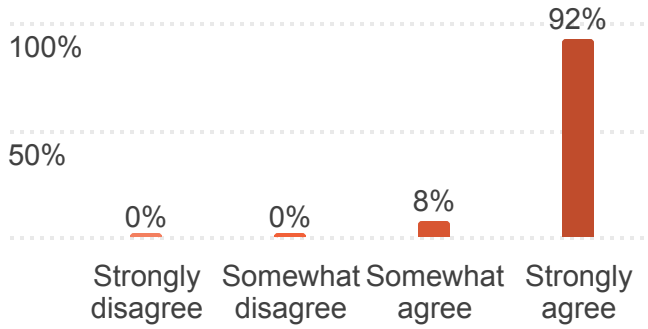
Students are motivated to learn at my school.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Students are motivated to learn at my school.	3.0	0.8	2.0	4.0

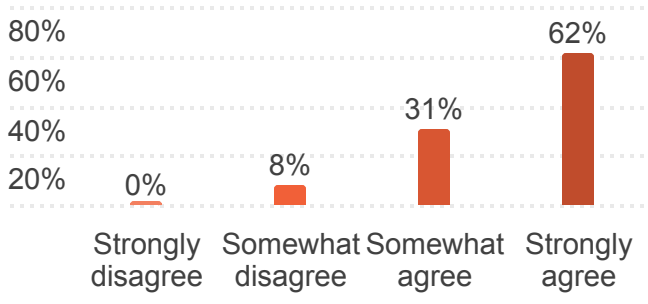
Teachers at my school work hard to make sure that students do their best.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers at my school work hard to make sure that students do their best.	3.9	0.3	3.0	4.0

Teachers at my school promote academic success for all students.

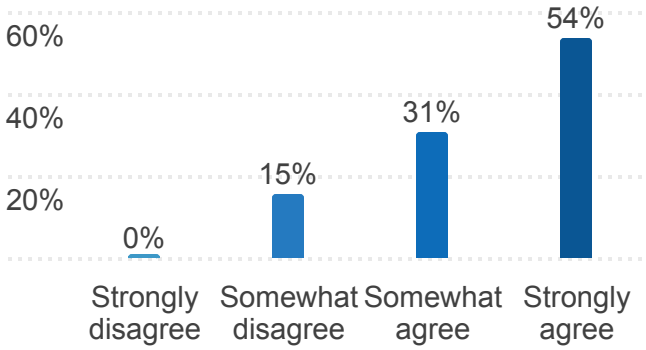


13 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers at my school promote academic success for all students.	3.5	0.6	2.0	4.0

Discipline & Behavioral Expectations

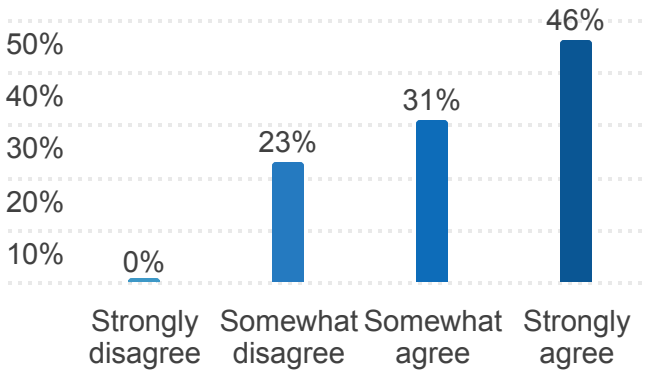
Teachers and staff at my school recognize students for good behavior.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school recognize students for good behavior.	3.4	0.7	2.0	4.0

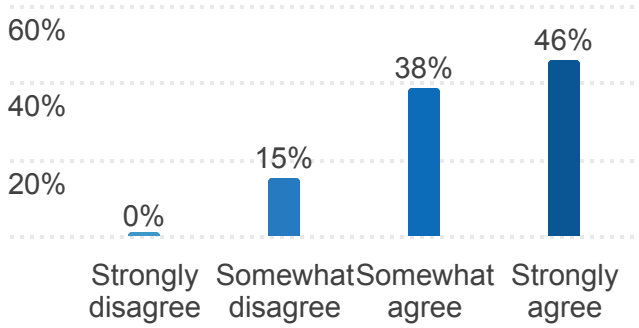
My school effectively handles student discipline and behavior problems.



13 Responses

Field	Mean	Standard Deviation	Min	Max
My school effectively handles student discipline and behavior problems.	3.2	0.8	2.0	4.0

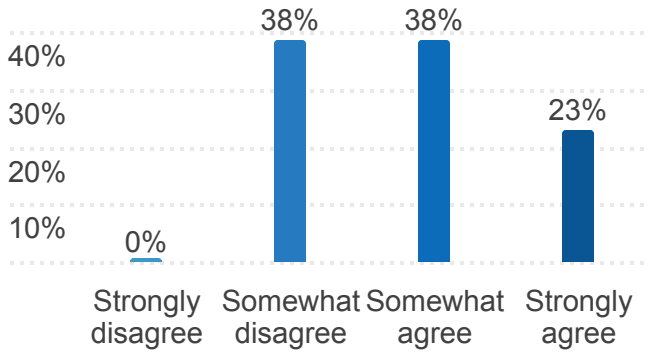
School rules are applied consistently to all students.



13 Responses

Field	Mean	Standard Deviation	Min	Max
School rules are applied consistently to all students.	3.3	0.7	2.0	4.0

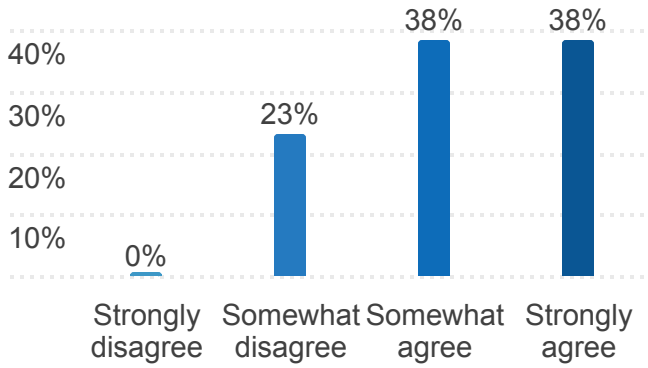
Students at my school meet behavioral expectations.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school meet behavioral expectations.	2.8	0.8	2.0	4.0

Discipline practices at my school improve student behavior and reduce disruptions.



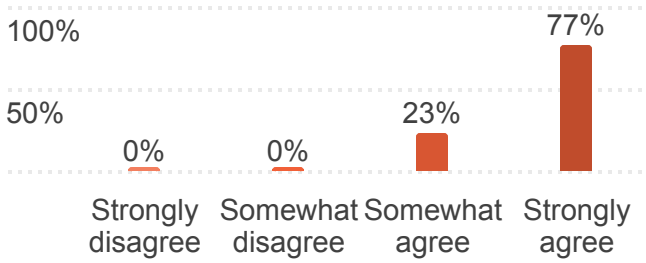
13 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline practices at my school improve student behavior and reduce disruptions.	3.2	0.8	2.0	4.0

School Safety

I feel safe at school.

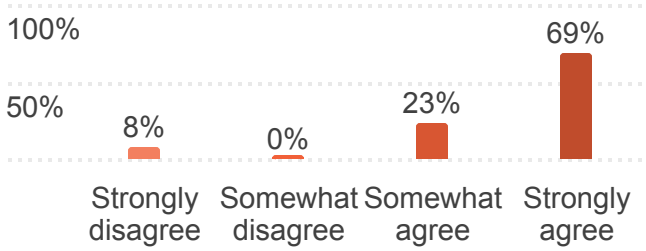
13 Responses



Field	Mean	Standard Deviation	Min	Max
I feel safe at school.	3.8	0.4	3.0	4.0

My school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills).

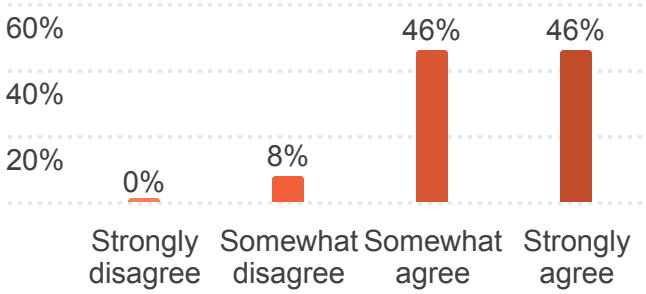
13 Responses



Field	Mean	Standard Deviation	Min	Max
My school or school district provides effective training in safety procedures to staff.	3.5	0.8	1.0	4.0

If I report unsafe or dangerous behaviors, I trust the problem will be addressed.

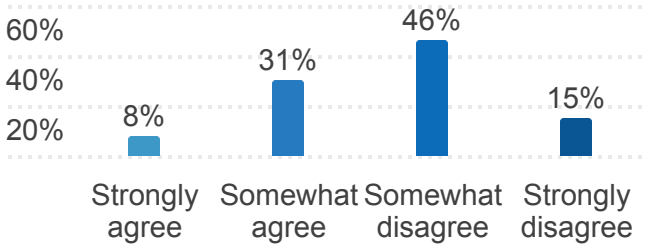
13 Responses



Field	Mean	Standard Deviation	Min	Max
If I report unsafe or dangerous behaviors, I trust the problem will be addressed.	3.4	0.6	2.0	4.0

Peer Conflict and Bullying

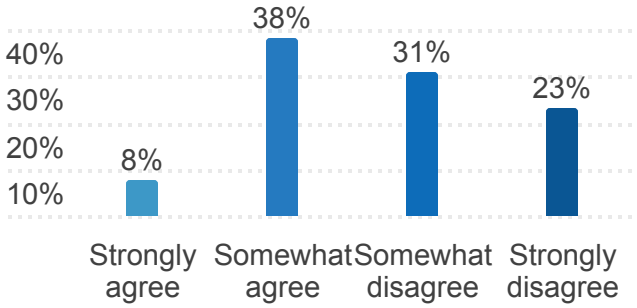
I think that bullying is a problem at this school.



13 Responses

Field	Mean	Standard Deviation	Min	Max
I think that bullying is a problem at this school.	2.7	0.8	1.0	4.0

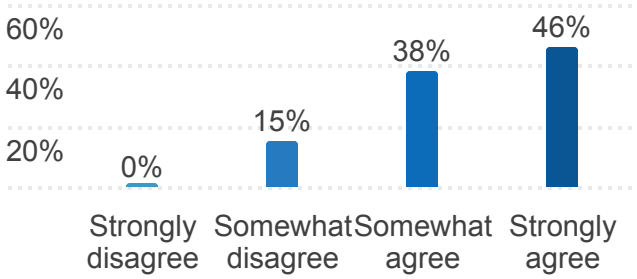
Bullying of students over the internet or through texting is a problem at this school (cyberbullying).



13 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying of students over the internet or through texting is a problem at this school (cyberbullying).	2.7	0.9	1.0	4.0

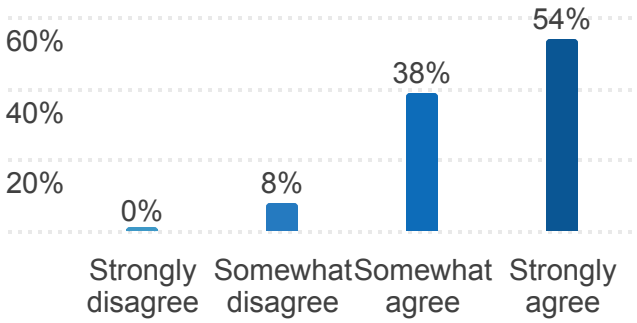
My school uses effective strategies for bullying prevention.



13 Responses

Field	Mean	Standard Deviation	Min	Max
My school uses effective strategies for bullying prevention.	3.3	0.7	2.0	4.0

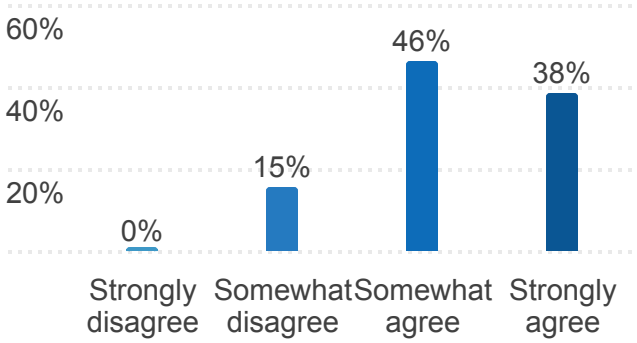
Staff at my school take effective measures to stop bullying.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Staff at my school take effective measures to stop bullying.	3.5	0.6	2.0	4.0

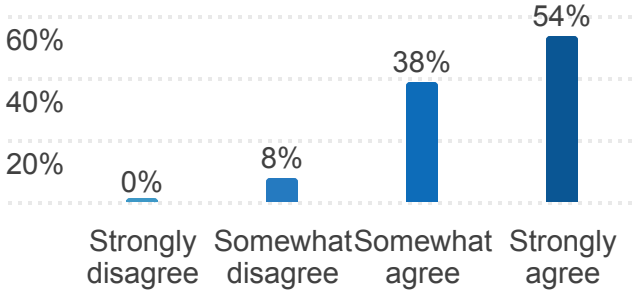
My school uses effective strategies for conflict resolution.



13 Responses

Field	Mean	Standard Deviation	Min	Max
My school uses effective strategies for conflict resolution.	3.2	0.7	2.0	4.0

Students at my school would help another student who was being bullied or harassed.

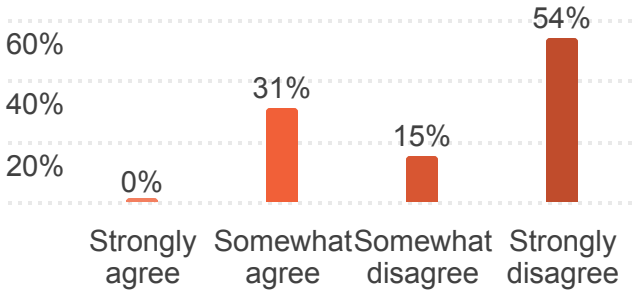


13 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school would help another student who was being bullied or harassed.	3.5	0.6	2.0	4.0

Substance Use

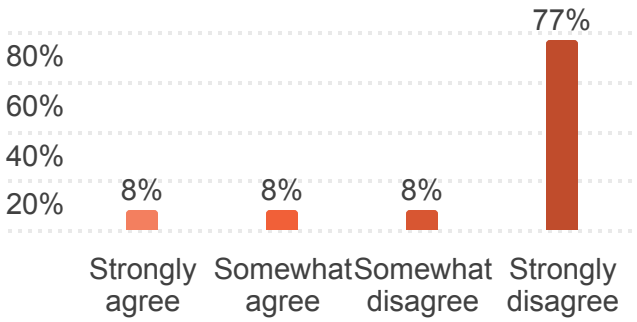
Students vaping is a problem at my school.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Students vaping is a problem at my school.	3.2	0.9	2.0	4.0

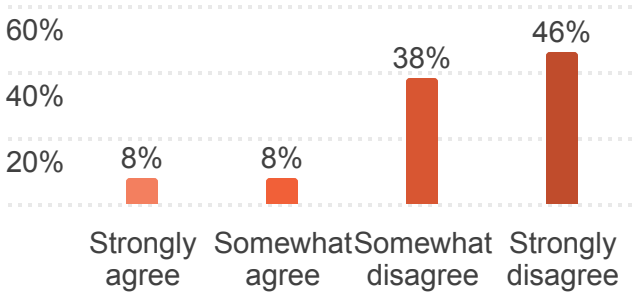
Students drinking alcohol is a problem at my school.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Students drinking alcohol is a problem at my school.	3.5	0.9	1.0	4.0

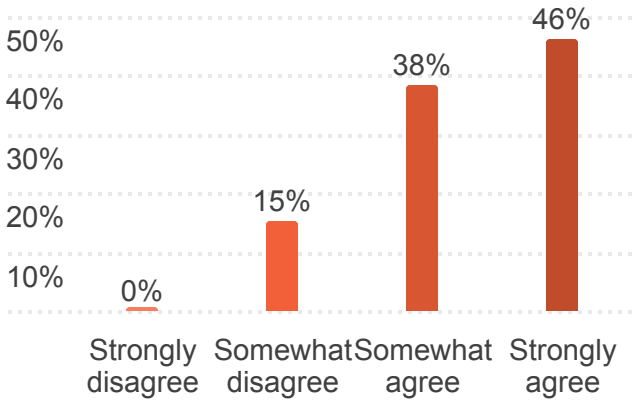
Students using drugs is a problem at my school.



13 Responses

Field	Mean	Standard Deviation	Min	Max
Students using drugs is a problem at my school.	3.2	0.9	1.0	4.0

My school has effective programs that address substance use among students.

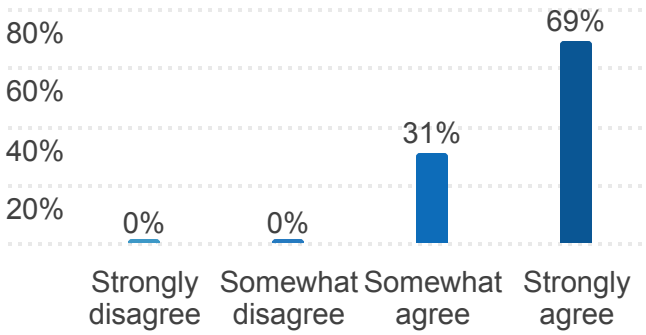


13 Responses

Field	Mean	Standard Deviation	Min	Max
My school has effective programs that address substance use among students.	3.3	0.7	2.0	4.0

Services & Supports

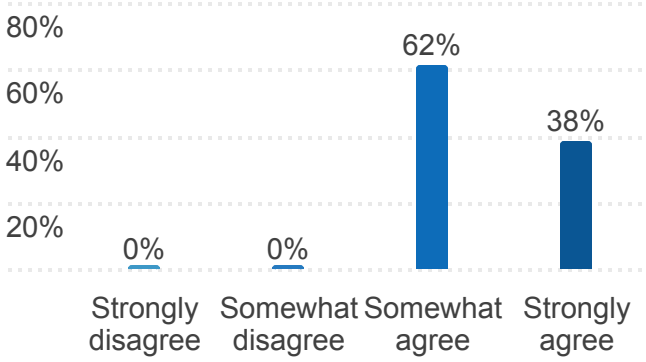
My school is able to ensure students' basic needs are met (e.g., clothing, food, housing).



13 Responses

Field	Mean	Standard Deviation	Min	Max
My school is able to ensure students' basic needs are met (e.g., clothing, food, housing).	3.7	0.5	3.0	4.0

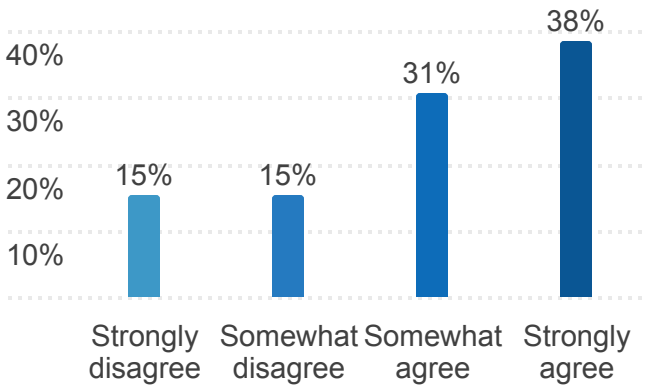
My school collaborates well with community organizations to help address students' mental health needs.



13 Responses

Field	Mean	Standard Deviation	Min	Max
My school collaborates well with community organizations to help address students' mental health needs.	3.4	0.5	3.0	4.0

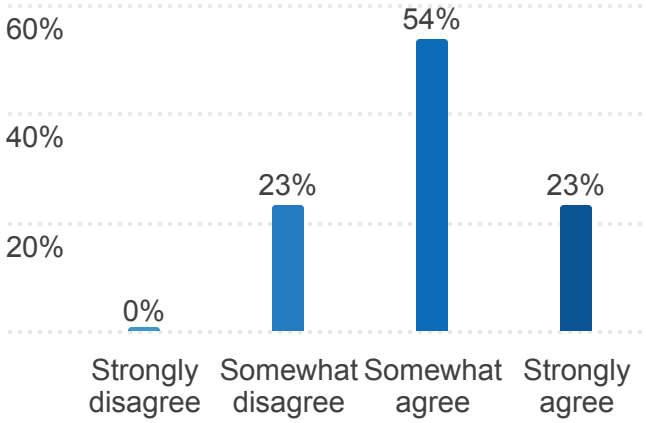
My school offers programs to support teacher and staff mental health and well-being.



13 Responses

Field	Mean	Standard Deviation	Min	Max
My school offers programs to support teacher and staff mental health and well-being.	2.9	1.1	1.0	4.0

Leaders at my school prioritize educator well-being.

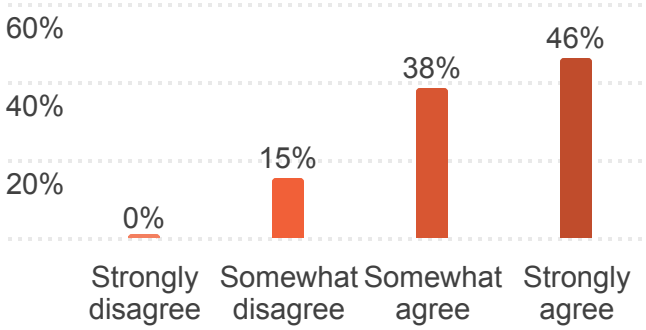


13 Responses

Field	Mean	Standard Deviation	Min	Max
Leaders at my school prioritize educator well-being.	3.0	0.7	2.0	4.0

Mental Health & Well-being

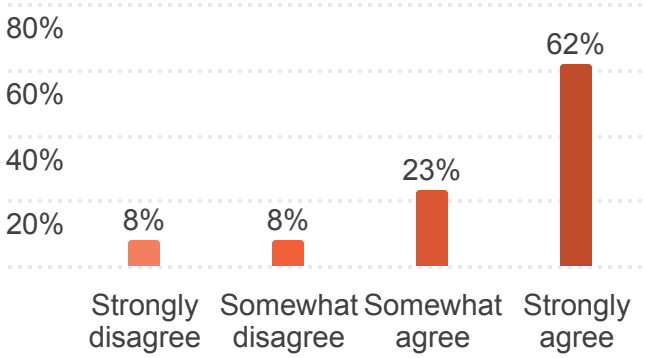
My school provides parents with advice and resources to support their children's mental health needs.



13 Responses

Field	Mean	Standard Deviation	Min	Max
My school provides parents with advice and resources to support their children's mental health needs.	3.3	0.7	2.0	4.0

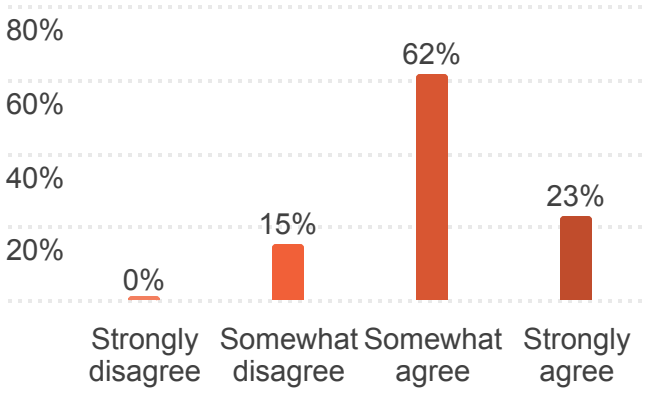
My school places a priority on addressing students' mental health needs



13 Responses

Field	Mean	Standard Deviation	Min	Max
My school places a priority on addressing students' mental health needs	3.4	0.9	1.0	4.0

I have the training I need to identify students with mental health concerns.



13 Responses

Field	Mean	Standard Deviation	Min	Max
I have the training I need to identify students with mental health concerns.	3.1	0.6	2.0	4.0

ATTENDANCE PLAN

285

TO

TORNILLO PK-8TH

SCHOOL SUCCESS BEGINS WITH ATTENDANCE

REVIEW AND ANALYZE ATTENDANCE DATA

2024-2025

Grade	1st 6 Wks	2nd 6 Wks	3rd 6 Wks
PK4	96.12%	96.63%	92.83%
K	94.73%	92.74%	94.47%
1	96.41%	96.59%	93.67%
2	98.09%	97.19%	96.42%
3	98.12%	95.66%	96.37%
4	97.74%	97.14%	96.39%
5	97.41%	95.41%	95.31%
6	98.57%	96.94%	96.85%
7	96.80%	96.13%	96.45%
8	97.27%	94.60%	96.67%

2023-2024

Grade	1st 6 Wks	2nd 6 Wks	3rd 6 Wks
PK4	96.62%	94.15%	89.20%
K	96.07%	95.71%	91.35%
1	96.63%	96.69%	94.63%
2	96.91%	96.37%	94.89%
3	97.99%	97.02%	96.37%
4	97.56%	96.74%	95.64%
5	97.57%	97.56%	96.19%
6	97.34%	96.88%	94.81%
7	96.96%	95.68%	93.47%
8	96.16%	96.78%	96.02%

CAMPUS ATTENDANCE TEAMS

Attendance Teams responsible for improving attendance are successful when they involve the right people and maintain a clear sense of purposes. Principal leadership is especially essential.

01 PRINCIPAL/ADMINISTRATORS

02 COUNSELORS

03 ATTENDANCE CLERKS

04 TEACHERS/

287

CURRENT ATTENDANCE PLAN

Absenteeism Prevention Plan

- 9 weeks Attendance Committee Meetings – Lead campus attendance review team meetings on a regular basis to ANALYZE THE DATA and identify students who are showing patterns of absences/tardiness to access needs and brainstorm interventions
- Teachers through ClassDojo are sending notice to parents
- Every 9 weeks incentives given by school counselors – pop corn, water bottles, lanyards, etc. Etc.
- Warning Letters/45 day plan
- Attendance Groups – Counselors
- Attendance Support Clerk – Attendance duties

NEXT STEP ATTENDANCE PLAN

Absenteeism Prevention Plan

- Weekly Attendance Committee Meeting – Lead campus attendance review team meetings on a regular basis to ANALYZE THE DATA and identify students who are showing patterns of absences/tardiness to access needs and brainstorm interventions
- Morning calls when students absent by all personnel involved with attendance
- ClassDojo weekly NEWSLETTER – Attendance Committee members
- Welcome notes when student is absent "We Miss You, We are glad you are here"
- Weekly incentives – free day on Mondays', Crocs day, cell phone use during lunch, (conducting a google survey for incentives) based on survey incentives will be updated.

THANK YOU

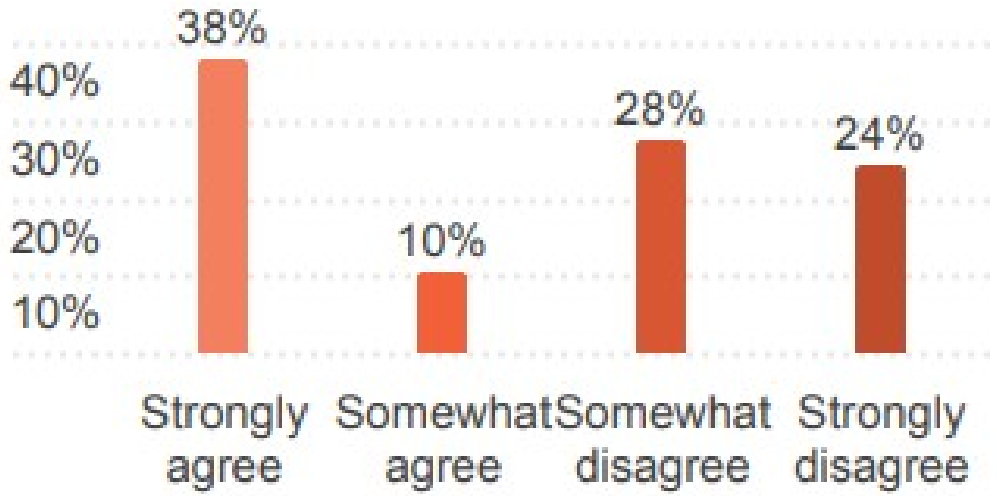
For your attention

Campus Survey

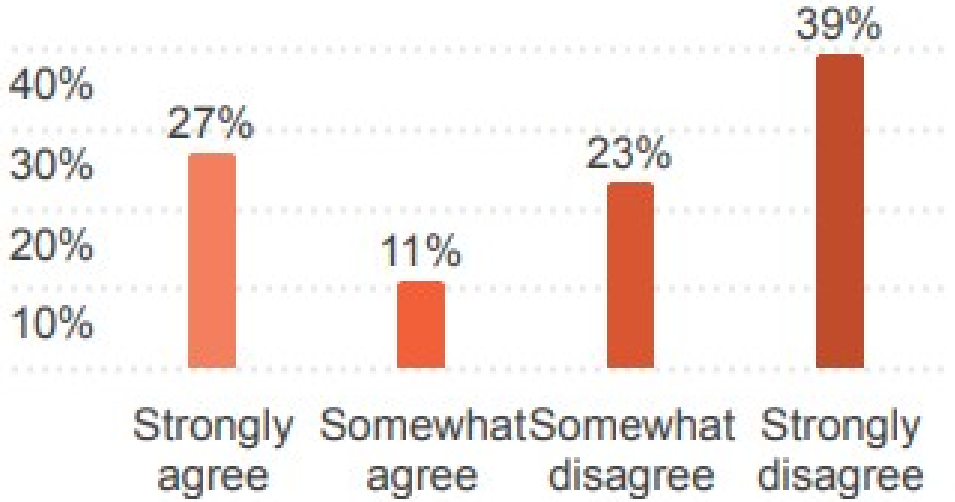
Tornillo High School

Family

Students vaping is a problem at my child's school.

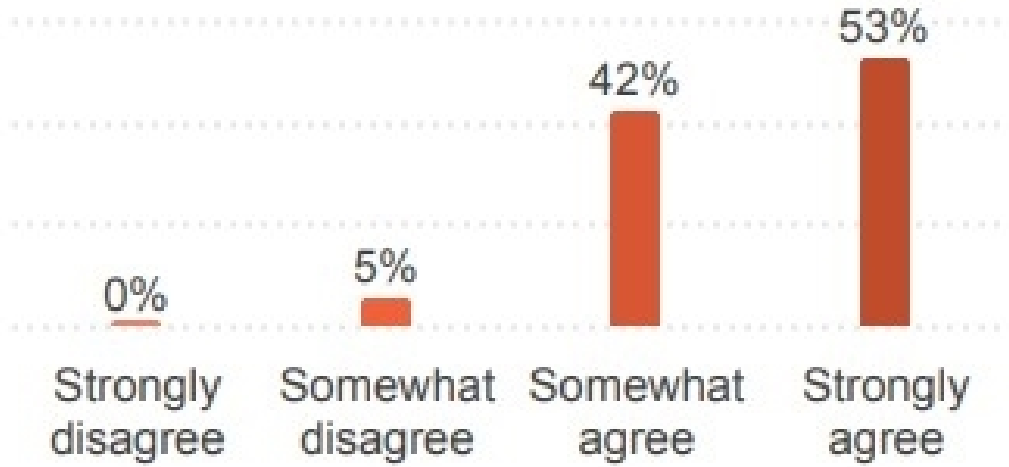


Students drinking alcohol is a problem at my child's school.

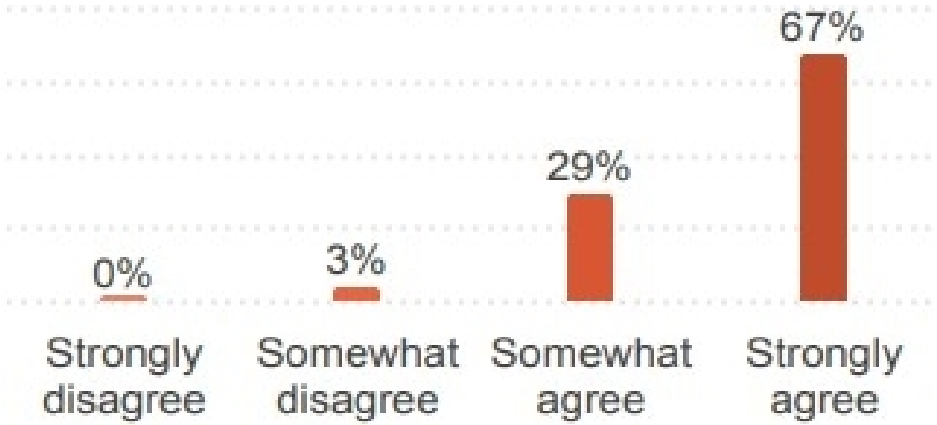


Family

I believe my child is safe at this school.

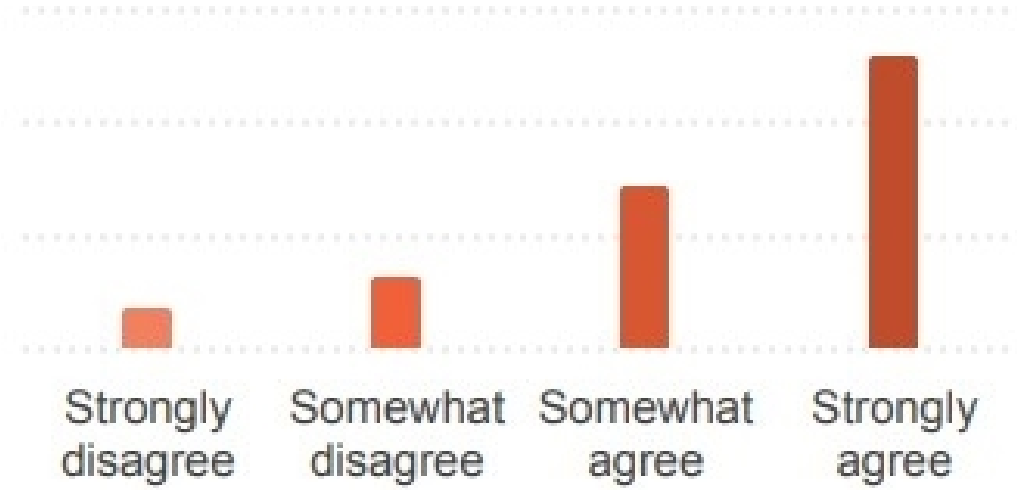


My child's school takes effective measures to keep students safe.

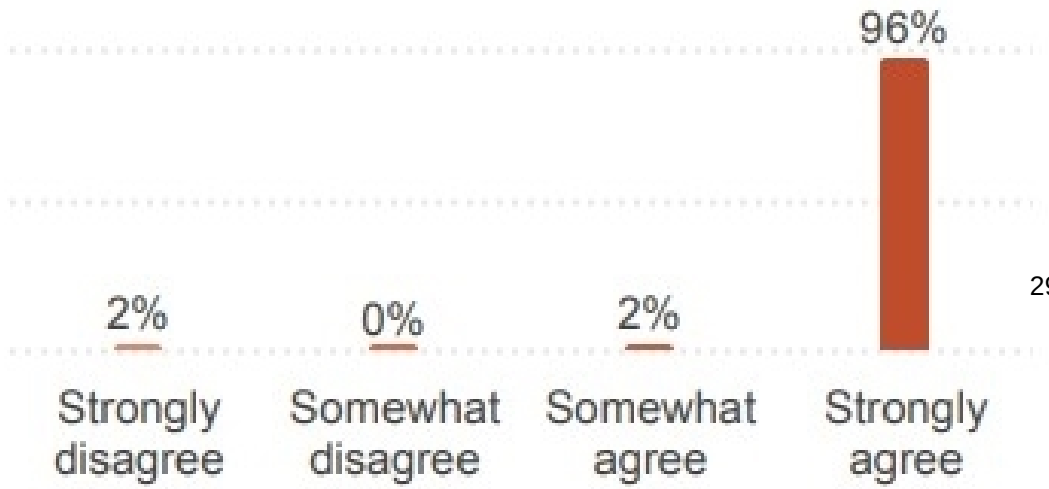


Family

My child's school notifies parents or guardians effectively in the case of a school-wide emergency.

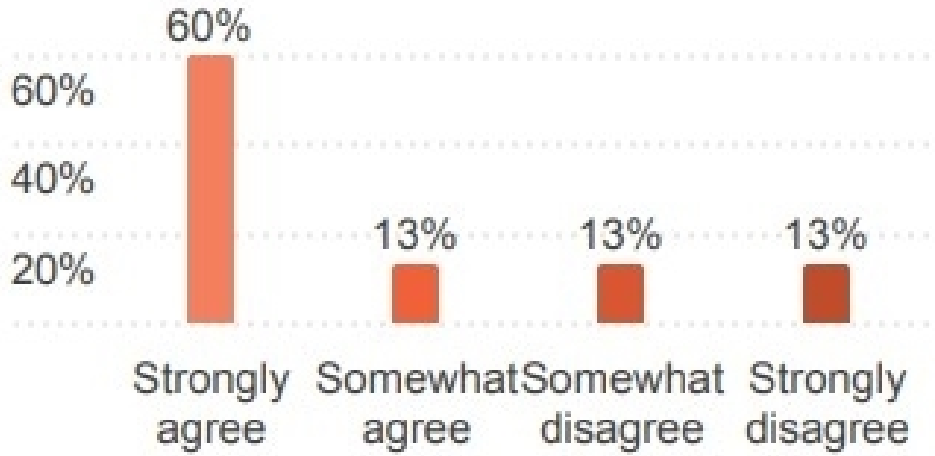


I talk to my child about what he / she does in school.

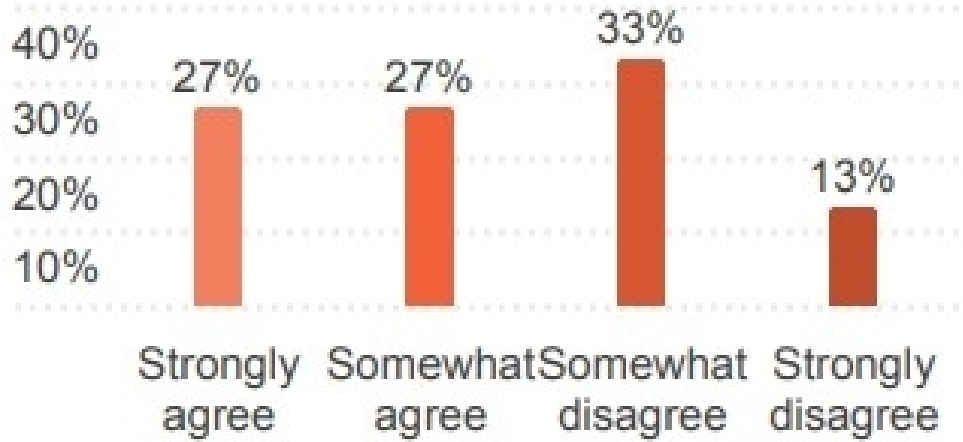


Staff

Students vaping is a problem at my school.

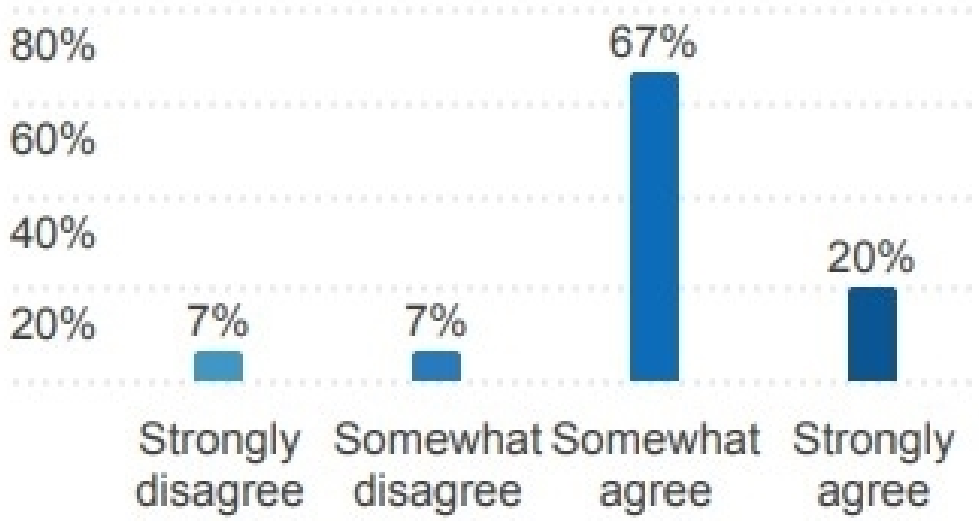


Students using drugs is a problem at my school.

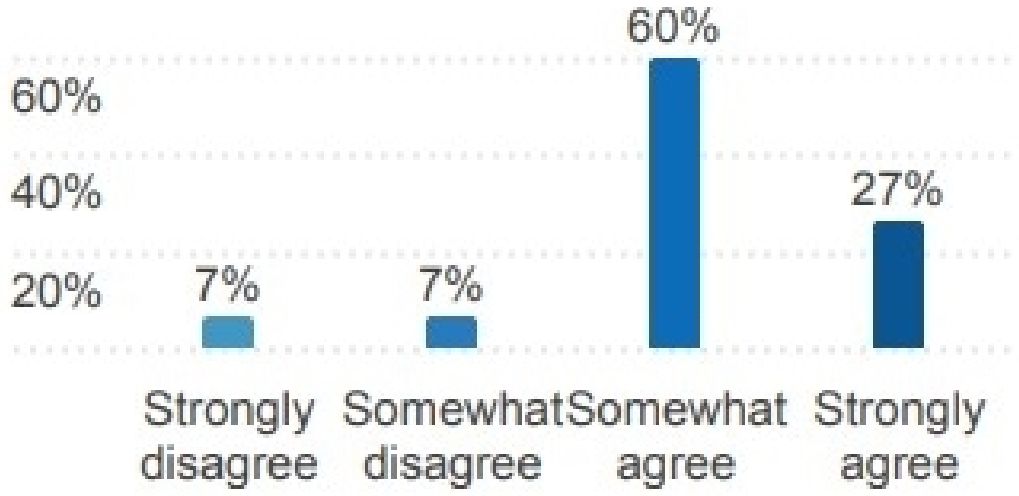


Staff

Teachers and staff at my school recognize students for good behavior.

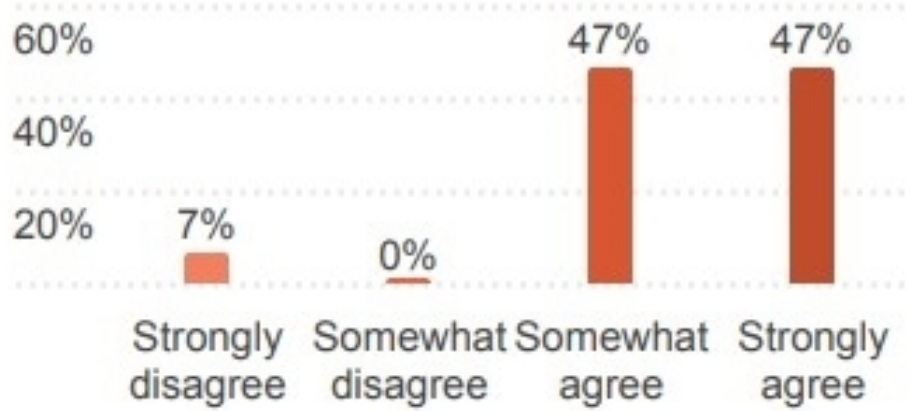


I have a good relationship with my students' families.

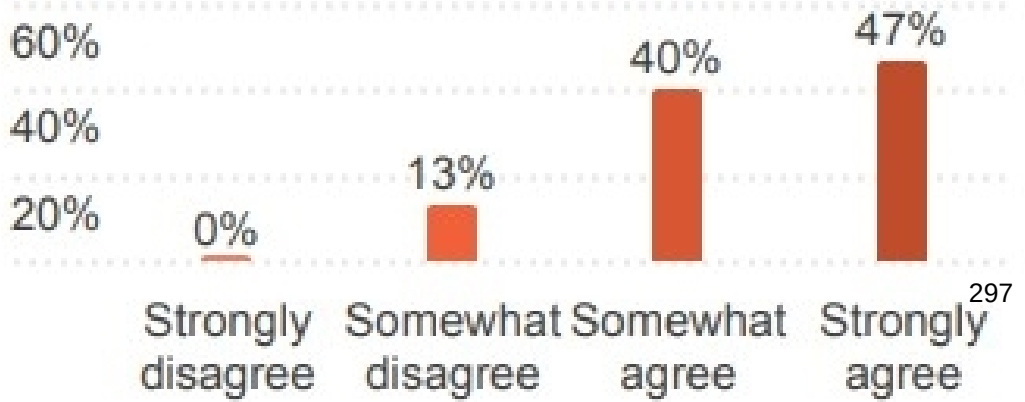


Staff

Teachers at my school promote academic success for all students.



I feel safe at school.



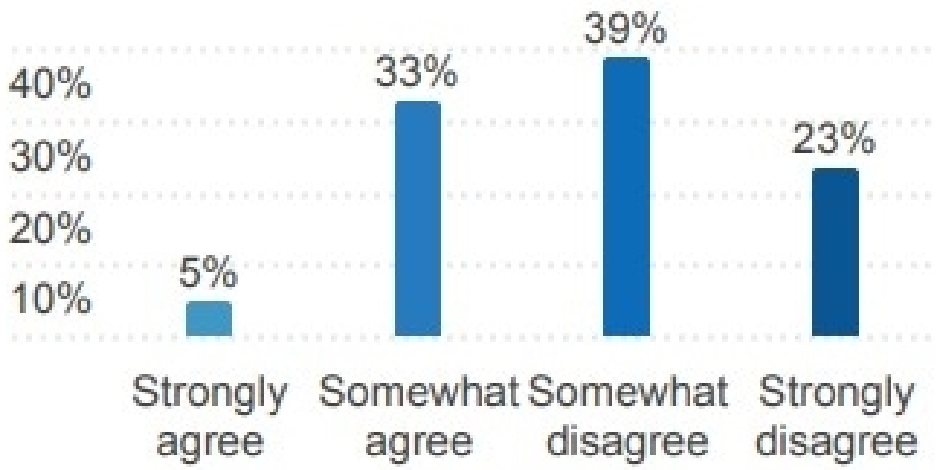
Next Steps

- Bring community presenters
- Expand on vaping lessons during SEL time
- Add vape sensors
- Community meetings
- Lessons on drinking and driving
- Add lessons about alcohol & drugs to SEL topics
- Professional Development on latest vapes/Tech (PDN)
- Substance abuse hotline
- Substance abuse (Parent & Student sessions)
- School Pulse student support

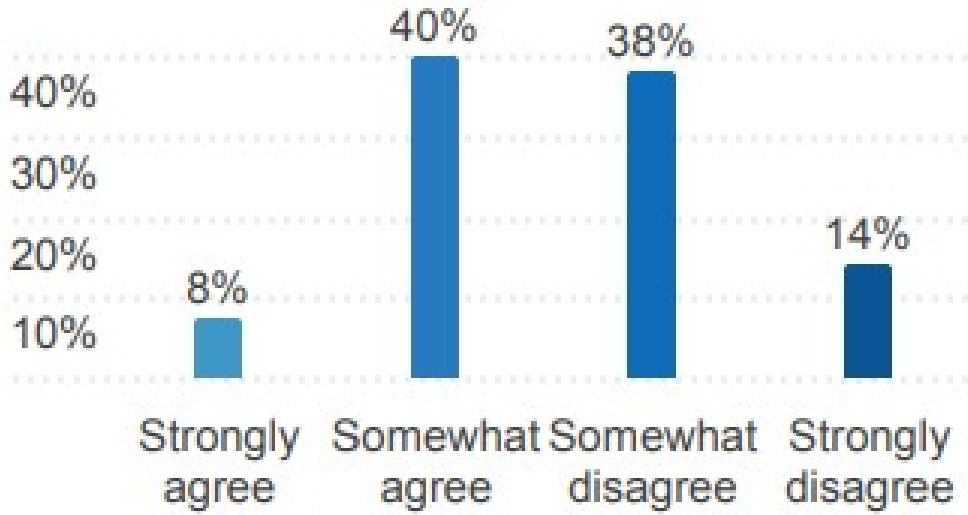
298

Student

Students at my school say or do hurtful things online or through texting.

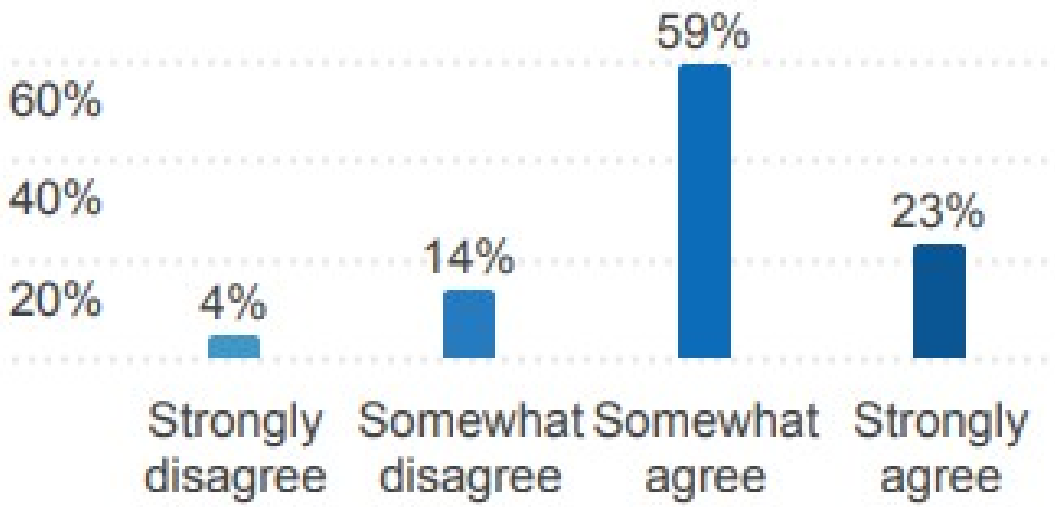


Students at my school leave other students out of groups or activities on purpose.

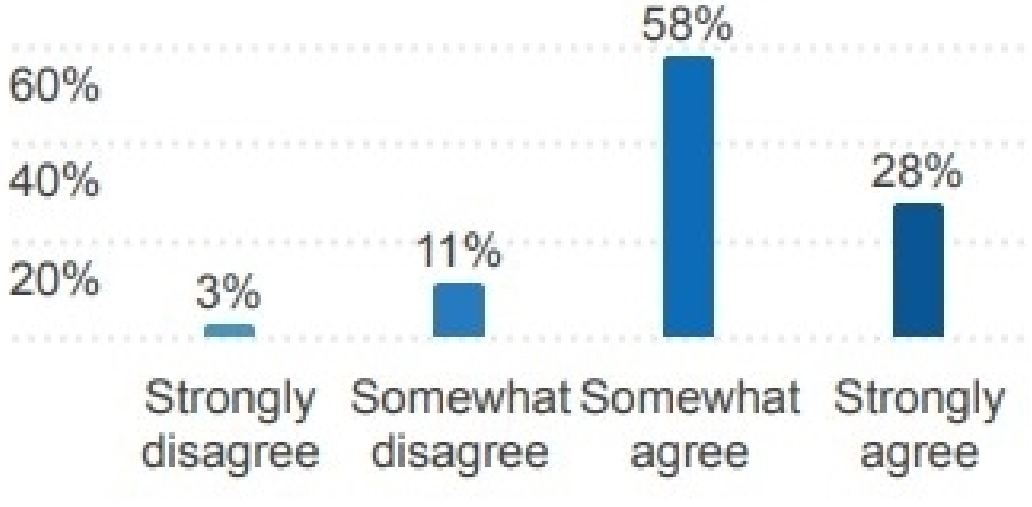


Student

In my school, we learn ways to ask for help when we need it.

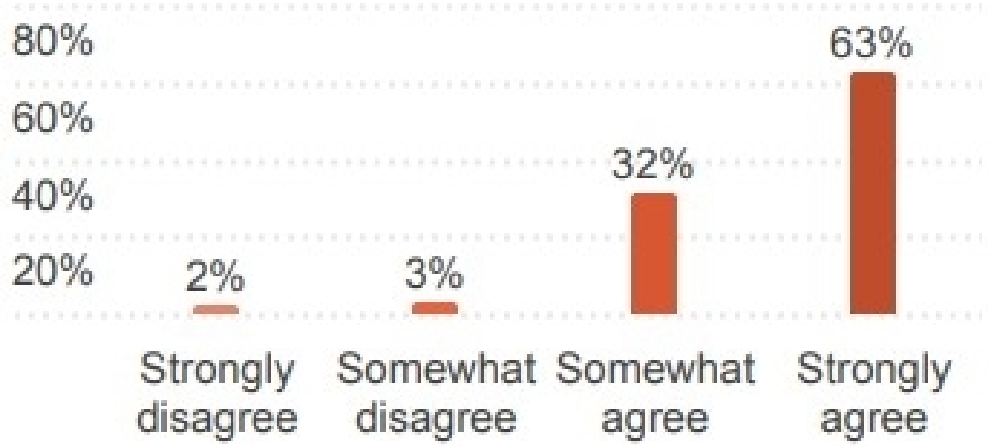


In my school, we learn how our actions affect others.

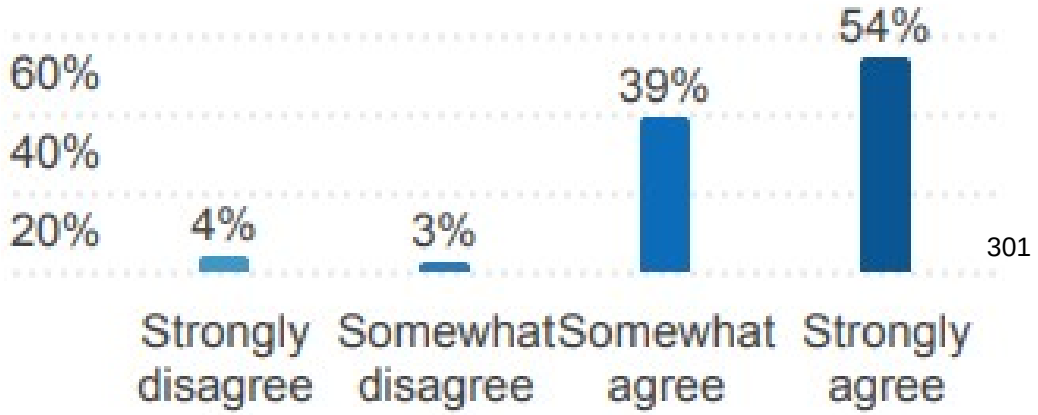


Student

My parents encourage me to work hard in school.



I have one or more good friends at my school.



Next Steps

- Cyber bullying lessons
- Social media behavior
- Consequences of posting on social media and different platforms
- Team building activities for students
- Student to student activities
- Counseling sessions on being kind/accepting
- Bullying vs. Mean
- Drop box (Hallway)

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Texas School Climate Scale

Tornillo High School - Secondary Student Survey

Fall 2024-2025

The University of Texas at Austin
Texas Institute for Excellence in Mental Health
Steve Hicks School of Social Work

TCSS
TEXAS CENTER for STUDENT SUPPORTS

TEA
Texas Education Agency

Background

Research has shown that positive school climate is an important protective factor for children, helping to mitigate the negative impact of stressors and support resilience. A positive school climate has been shown to be associated with students reporting fewer risk-taking behaviors, fewer discipline issues, lower rates of bullying and victimization, fewer depressive symptoms, and greater self-esteem. A positive school climate also contributes to improved academic outcomes, increased motivation to learn, lower absenteeism, and higher graduation rates. A positive school climate also impacts educators; it is associated with lower emotional exhaustion, greater feelings of accomplishment, and improved retention. As a concept that is so important to the positive development of students, it is critical for schools to regularly measure school climate and utilize results in planning for universal (Tier 1) school interventions.

Texas School Climate Survey. The Texas School Climate Survey is a suite of four surveys to measure climate from the perspective of school personnel, family members, elementary students (grades 3-5), and secondary students (grades 6-12). Each survey asks respondents about their demographics and a series of questions related to the domains of Engagement, Environment, and Safety. The surveys use a 4-point Likert scale of agreement (from “Strongly Disagree” to “Strongly Agree”) and higher ratings reflect more positive perceptions of school climate.

The Elementary Student Survey includes 26 items across 8 conceptual subscales and the Secondary Student Survey includes 39 items across 9 conceptual scales. The School Personnel Survey includes 52 items across 12 conceptual subscales and the Parent / Caregiver Survey includes includes 37 items across 10 conceptual subscales. Since school climate factors vary between schools within the same district, school personnel who work across multiple participating schools and family members with children at multiple participating schools are asked to complete a survey for each school. Table 1 below describes the subscales in the Secondary Student Survey.

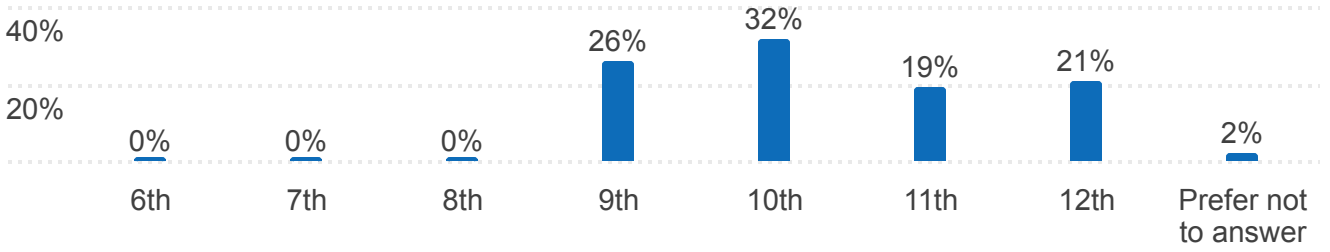
Table 1: Secondary Student Survey Subscales

Subscale	Description
School Connectedness & Belonging	Students’ perceptions of how well they fit in and whether they feel a sense of belonging at school.
Staff - Student Relationships	Students’ perceptions of how much adults at school care about them and offer support.
Peer Relationships / Prosocial Behavior	Students’ perceptions of how well students get along with peers and treat each other.
Family Involvement / Engagement	Students’ perceptions of their caregivers’ involvement with their education.
Academic Culture / Learning Environment	Students’ perceptions of motivation to learn and academic expectations.
Physical Environment	Students’ perceptions of how well their school is maintained.
Discipline & Behavioral Expectations	Students’ perceptions of school rules and disciplinary practices.
School Safety	Students’ perceptions of their own emotional and physical safety at school.
Peer Conflict & Bullying	Students’ perceptions of negative peer interactions and response to bullying behaviors at school.
Substance Use	Students’ perceptions of the degree to which students use alcohol, drugs and vaping products at school.

Demographics of Respondents

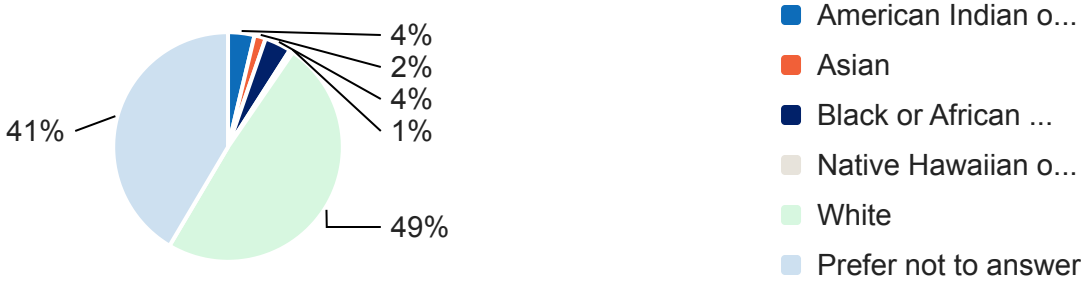
What grade are you in?

183 Responses



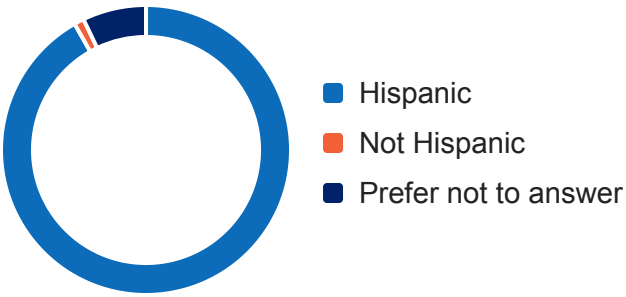
What is your race?

182 Responses



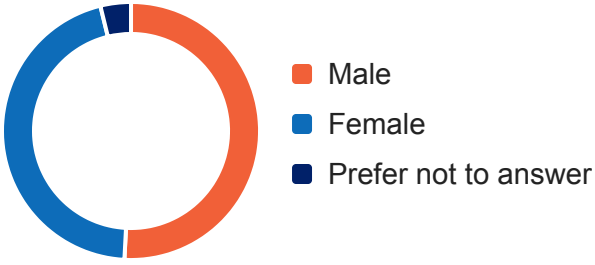
What is your ethnicity?

183 Responses



What is your gender?

183 Responses



Overview Results

Climate Total

183 Responses

Field	Mean	Standard Deviation	Min	Max
Climate	3.0	0.4	1.5	4.0

Climate Total

School Connectedness & Belonging

183 Responses

Field	Mean	Standard Deviation	Min	Max
Connectedness	3.0	0.6	1.0	4.0

School Connectedness

Staff - Student Relationships

183 Responses

Field	Mean	Standard Deviation	Min	Max
Staff - Student	3.0	0.6	1.0	4.0

Staff - Student Relationships

Peer Relationships/Prosocial Behavior

183 Responses

Field	Mean	Standard Deviation	Min	Max
Peer Relationships	2.9	0.6	1.0	4.0

Peer Relationships/ Prosocial Beh

Family Involvement / Engagement

183 Responses

Field	Mean	Standard Deviation	Min	Max
Family	3.3	0.6	1.0	4.0

Family Involvement

Physical Environment

183 Responses

Field	Mean	Standard Deviation	Min	Max
Physical Environment	3.1	0.7	1.0	4.0

Physical Environment

Academic Culture/ Learning Environ

183 Responses

Field	Mean	Standard Deviation	Min	Max
Learning Environment	3.0	0.6	1.0	4.0

Academic Culture/ Learning Environ

Discipline & Behavioral Expectations

183 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	3.0	0.6	1.0	4.0

Discipline & Behavioral Expectations

School Safety

183 Responses

Field	Mean	Standard Deviation	Min	Max
School Safety	3.0	0.6	1.0	4.0

School Safety

Peer Conflict & Bullying

183 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying	2.8	0.6	1.5	4.0

Peer Conflict & Bullying

Substance Use

183 Responses

Field	Mean	Standard Deviation	Min	Max
Substance Use	2.8	0.9	1.0	4.0

Substance Use

Mental Health & Well-being

183 Responses

Field	Mean	Standard Deviation	Min	Max
Mental Health	2.9	0.6	1.0	4.0

Mental Health & Well-being

Building Skills

183 Responses

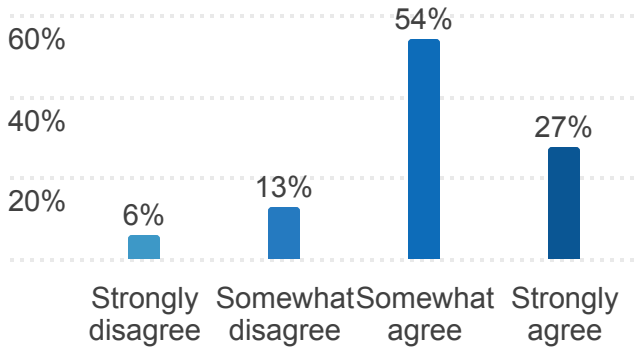
Field	Mean	Standard Deviation	Min	Max
Building Skills	3.0	0.6	1.0	4.0

Building Skills

School Connectedness & Belonging

I feel like I belong at this school.

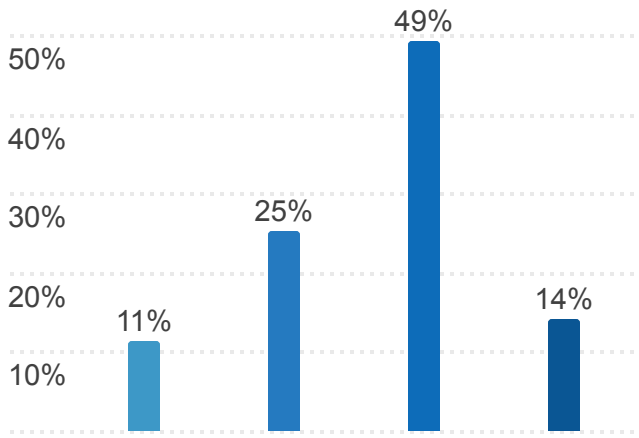
183 Responses



Field	Mean	Standard Deviation	Min	Max
I feel like I belong at this school.	3.0	0.8	1.0	4.0

Most days I look forward to going to school.

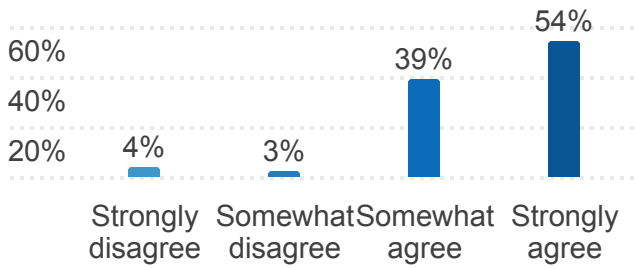
183 Responses



Field	Mean	Standard Deviation	Min	Max
Most days I look forward to going to school.	2.7	0.9	1.0	4.0

I have one or more good friends at my school.

183 Responses

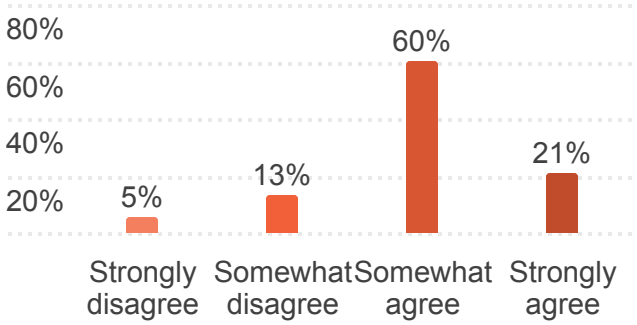


Field	Mean	Standard Deviation	Min	Max
I have one or more good friends at my school.	3.4	0.7	1.0	4.0

Staff - Student Relationships

Adults at my school care about me.

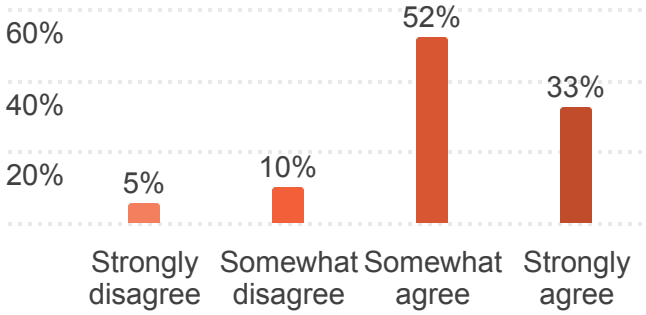
183 Responses



Field	Mean	Standard Deviation	Min	Max
Adults at my school care about me.	3.0	0.7	1.0	4.0

I know an adult at school who I can talk with if I need help.

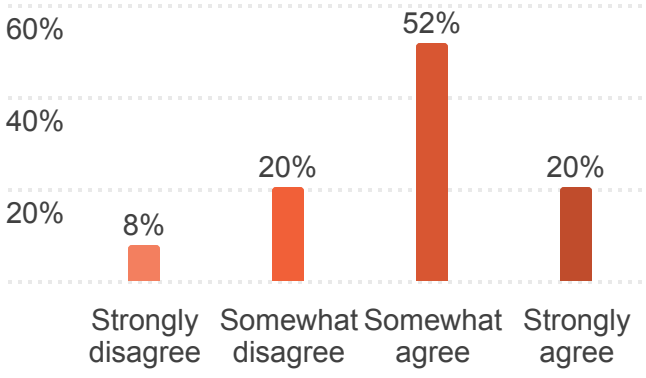
183 Responses



Field	Mean	Standard Deviation	Min	Max
I know an adult at school who I can talk with if I need help.	3.1	0.8	1.0	4.0

Adults at my school treat all students fairly.

183 Responses

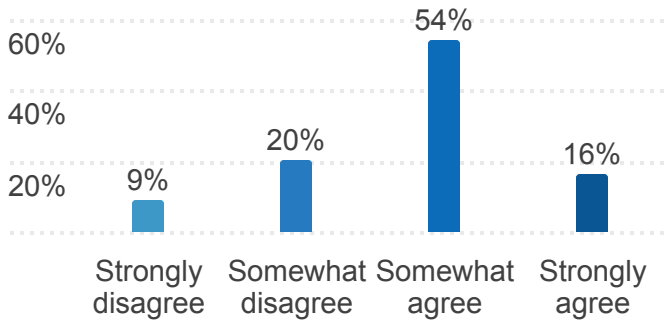


Field	Mean	Standard Deviation	Min	Max
Adults at my school treat all students fairly.	2.8	0.8	1.0	4.0

Peer Relationships / Prosocial Behavior

Students at my school are kind to each other.

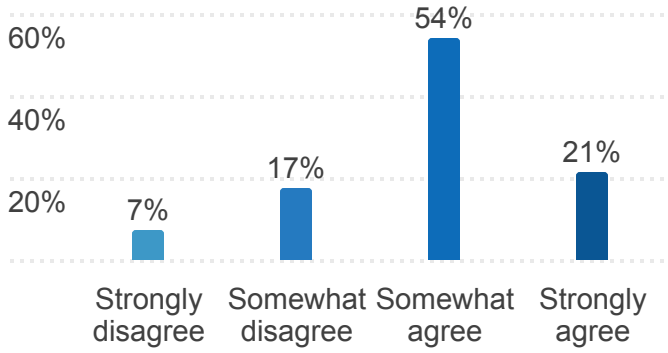
183 Responses



Field	Mean	Standard Deviation	Min	Max
Students at my school are kind to each other.	2.8	0.8	1.0	4.0

Students at my school treat others who are different from them with respect.

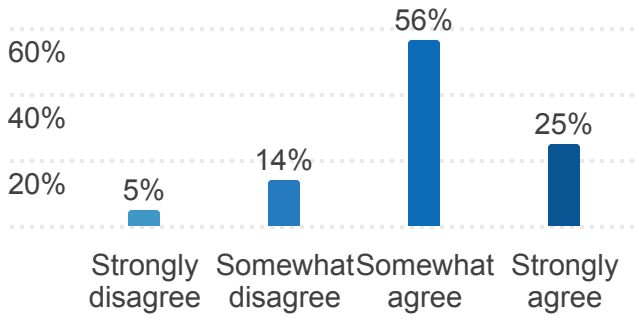
183 Responses



Field	Mean	Standard Deviation	Min	Max
Students at my school treat others who are different from them with respect.	2.9	0.8	1.0	4.0

Students at my school help each other when they need it.

183 Responses

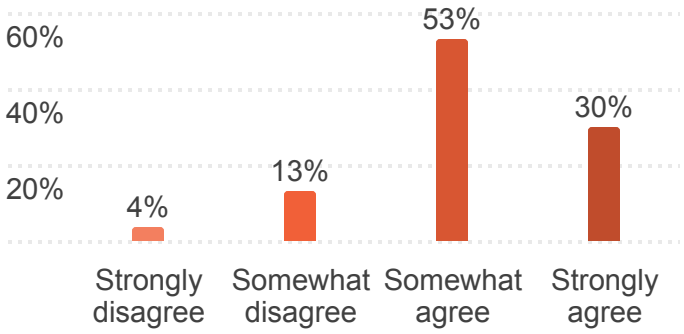


Field	Mean	Standard Deviation	Min	Max
Students at my school help each other when they need it.	3.0	0.8	1.0	4.0

Family Involvement / Engagement

My parents talk to me about what I do in school.

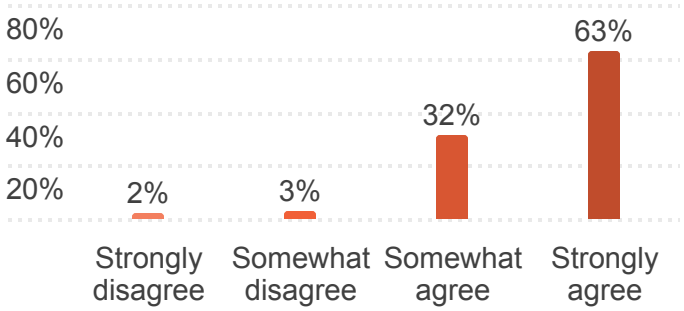
183 Responses



Field	Mean	Standard Deviation	Min	Max
My parents talk to me about what I do in school.	3.1	0.8	1.0	4.0

My parents encourage me to work hard in school.

183 Responses

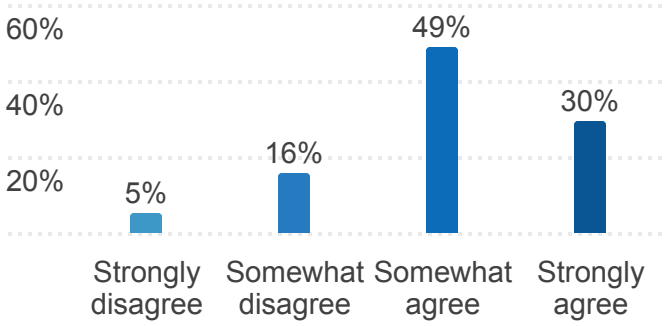


Field	Mean	Standard Deviation	Min	Max
My parents encourage me to work hard in school.	3.6	0.7	1.0	4.0

Physical Environment

My school is neat and clean.

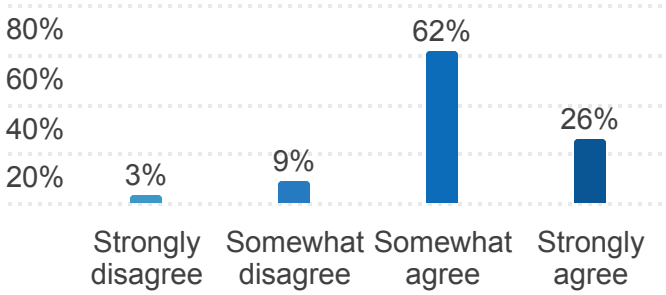
183 Responses



Field	Mean	Standard Deviation	Min	Max
My school is neat and clean.	3.0	0.8	1.0	4.0

The way my school looks is pleasant and welcoming.

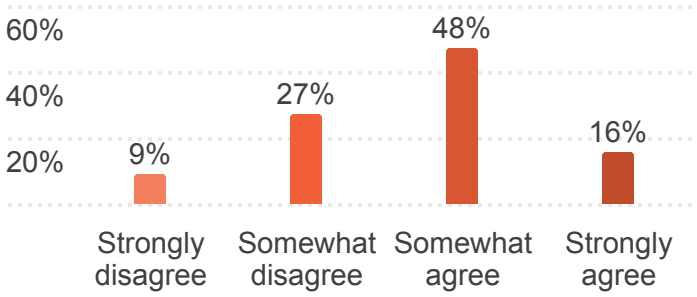
183 Responses



Field	Mean	Standard Deviation	Min	Max
The way my school looks is pleasant and welcoming.	3.1	0.7	1.0	4.0

Academic Culture & Learning Environment

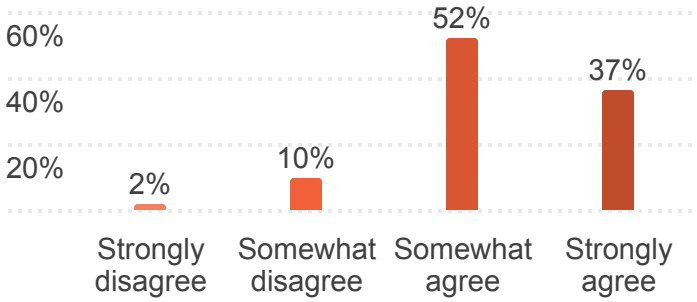
The students at my school are motivated to learn.



183 Responses

Field	Mean	Standard Deviation	Min	Max
The students at my school are motivated to learn.	2.7	0.8	1.0	4.0

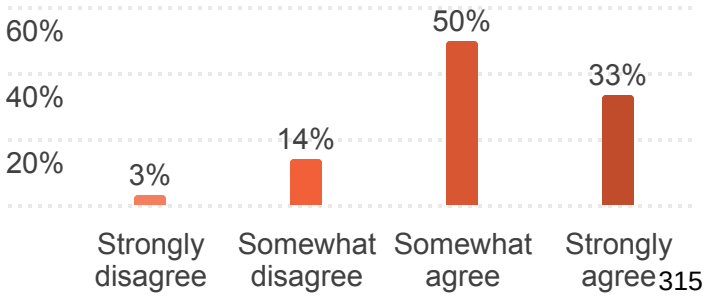
My teachers encourage me to work hard in school.



183 Responses

Field	Mean	Standard Deviation	Min	Max
My teachers encourage me to work hard in school.	3.2	0.7	1.0	4.0

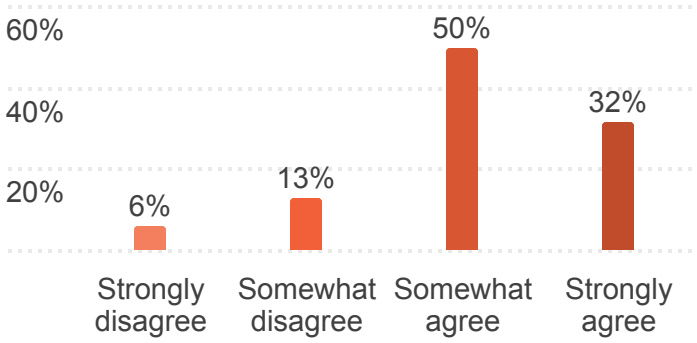
I keep doing my schoolwork, even when it's really hard.



183 Response

Field	Mean	Standard Deviation	Min	Ma
I keep doing my schoolwork, even when it's really hard.	3.1	0.8	1.0	4.

The things I am learning in school are important.

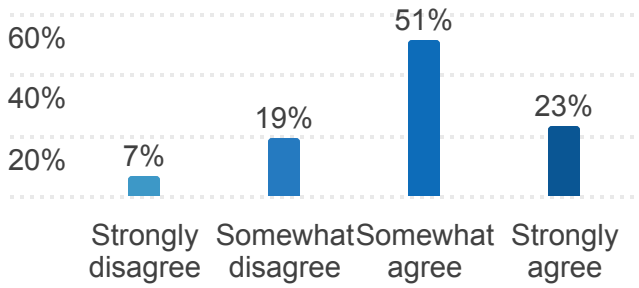


183 Responses

Field	Mean	Standard Deviation	Min	Max
The things I am learning in school are important.	3.1	0.8	1.0	4.0

Discipline & Behavioral Expectations

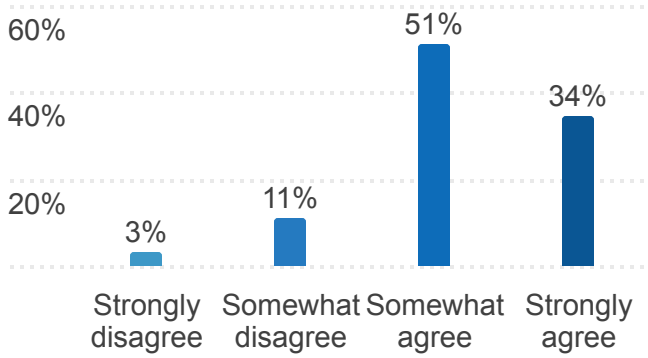
Adults recognize students for good behavior at my school.



183 Responses

Field	Mean	Standard Deviation	Min	Max
Adults recognize students for good behavior at my school.	2.9	0.8	1.0	4.0

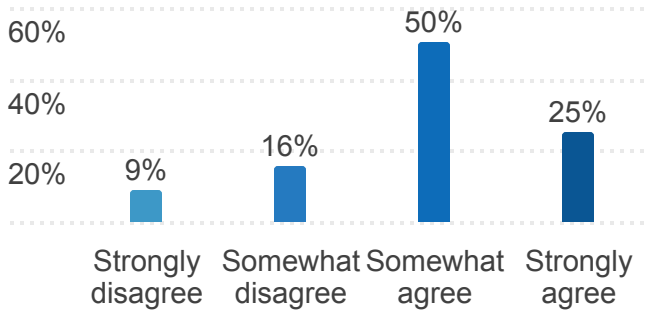
School rules are clear.



183 Responses

Field	Mean	Standard Deviation	Min	Max
School rules are clear.	3.2	0.7	1.0	4.0

School rules are applied consistently to all students.



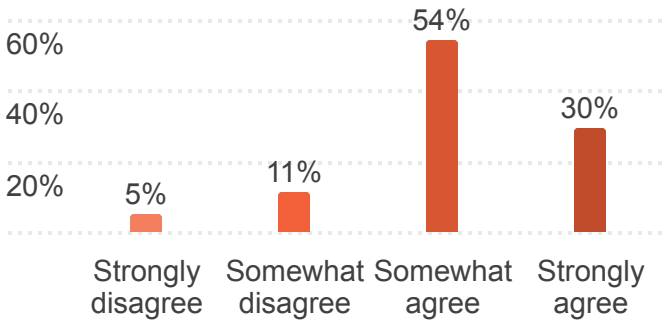
183 Responses

Field	Mean	Standard Deviation	Min	Max
School rules are applied consistently to all students.	2.9	0.9	1.0	4.0

School Safety

Adults at my school keep everyone safe.

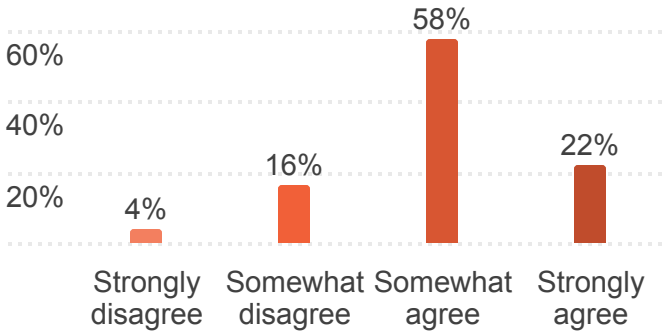
183 Responses



Field	Mean	Standard Deviation	Min	Max
Adults at my school keep everyone safe.	3.1	0.8	1.0	4.0

I feel safe at school.

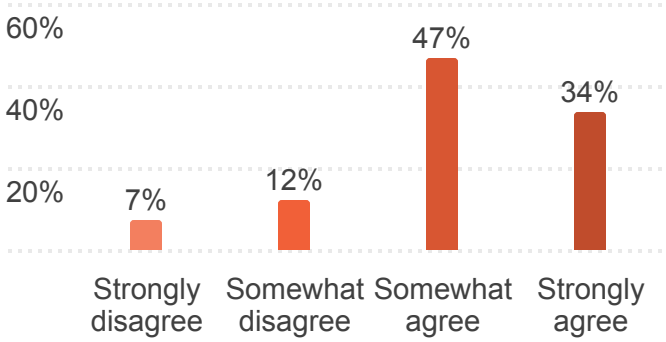
183 Responses



Field	Mean	Standard Deviation	Min	Max
I feel safe at school.	3.0	0.7	1.0	4.0

If students hear about a threat to school or student safety, they would report it to an adult.

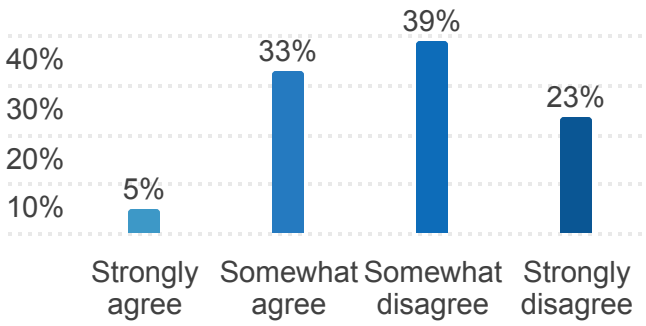
183 Responses



Field	Mean	Standard Deviation	Min	Max
If students hear about a threat to school or student safety, they would report it to an adult.	3.1	0.9	1.0	4.0

Peer Conflict / Bullying

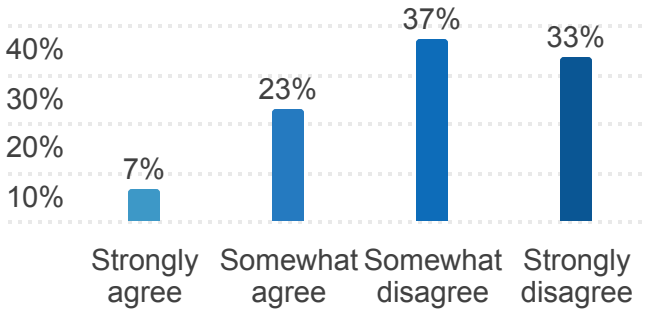
Students at my school say or do hurtful things online or through texting.



183 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school say or do hurtful things online or through texting.	2.8	0.9	1.0	4.0

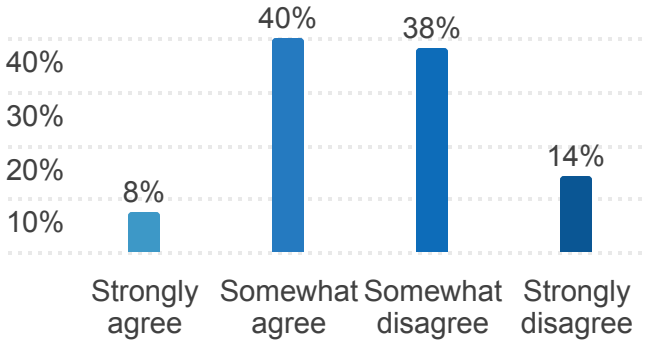
Students at my school fight a lot.



183 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school fight a lot.	3.0	0.9	1.0	4.0

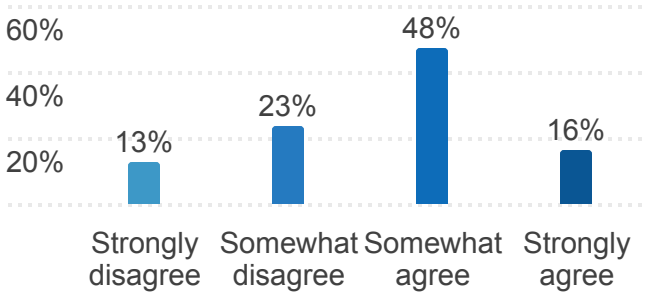
Students at my school leave other students out of groups or activities on purpose.



183 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school leave other students out of groups or activities on purpose.	2.6	0.8	1.0	4.0

Students at my school try to stop bullying when they see it.

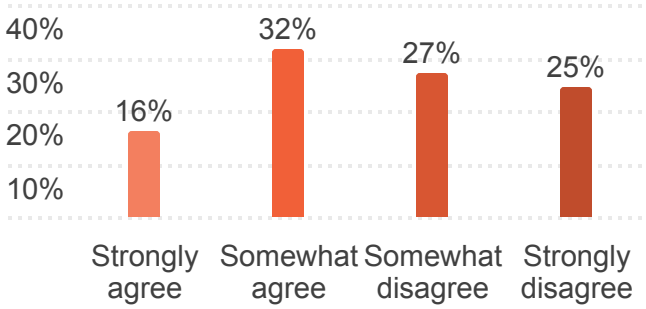


183 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school try to stop bullying when they see it.	2.7	0.9	1.0	4.0

Substance Use

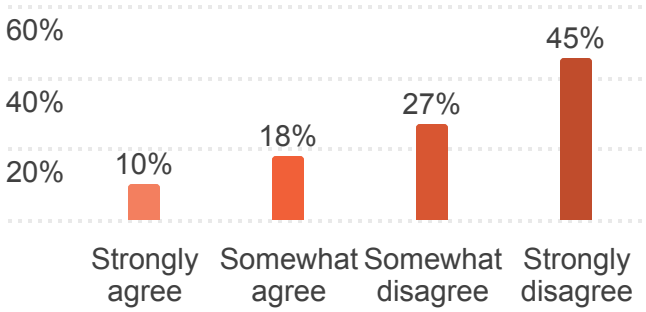
Student vaping is common at my school.



183 Responses

Field	Mean	Standard Deviation	Min	Max
Student vaping is common at my school.	2.6	1.0	1.0	4.0

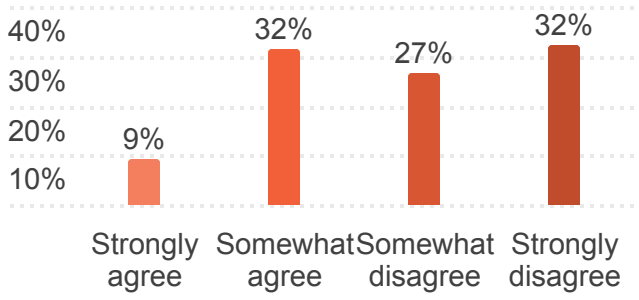
Students drinking alcohol is common at my school.



183 Responses

Field	Mean	Standard Deviation	Min	Max
Students drinking alcohol is common at my school.	3.1	1.0	1.0	4.0

Students using drugs is common at my school.

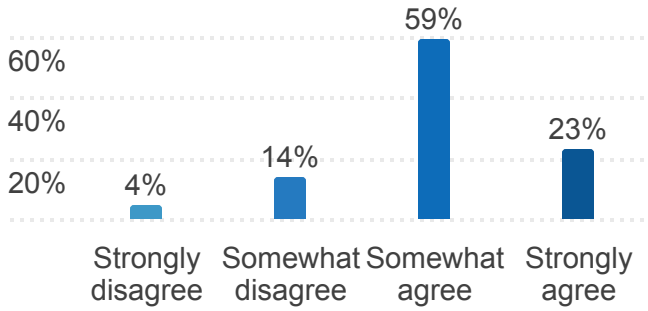


183 Responses

Field	Mean	Standard Deviation	Min	Max
Students using drugs is common at my school.	2.8	1.0	1.0	4.0

Building Skills

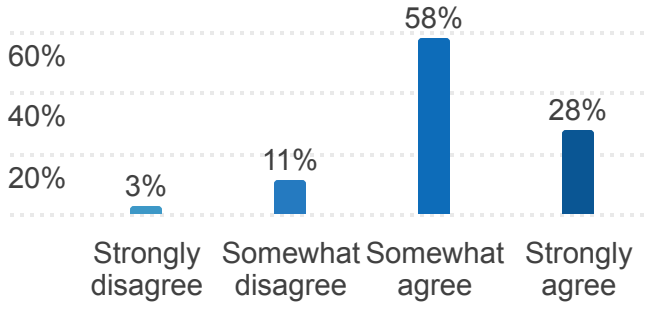
In my school, we learn ways to ask for help when we need it.



183 Responses

Field	Mean	Standard Deviation	Min	Max
In my school, we learn ways to ask for help when we need it.	3.0	0.7	1.0	4.0

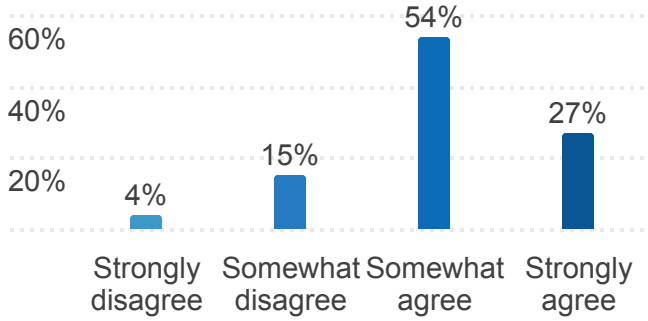
In my school, we learn how our actions affect others.



183 Responses

Field	Mean	Standard Deviation	Min	Max
In my school, we learn how our actions affect others.	3.1	0.7	1.0	4.0

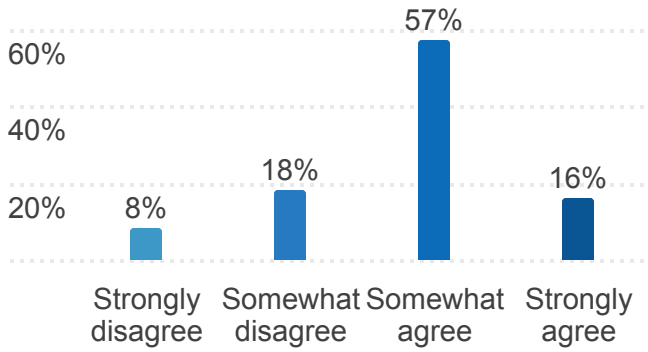
In my school, we learn how to value all people for who they are.



183 Responses

Field	Mean	Standard Deviation	Min	Max
In my school, we learn how to value all people for who they are.	3.0	0.8	1.0	4.0

In my school, we learn what to do when we feel stressed.

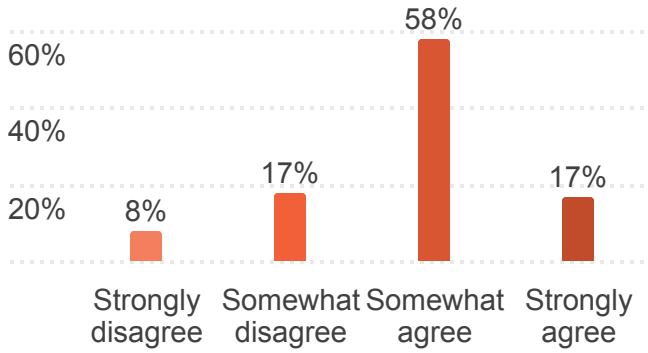


183 Responses

Field	Mean	Standard Deviation	Min	Max
In my school, we learn what to do when we feel stressed.	2.8	0.8	1.0	4.0

Services & Supports

My school provides support for students who need help with clothing, food, or shelter.

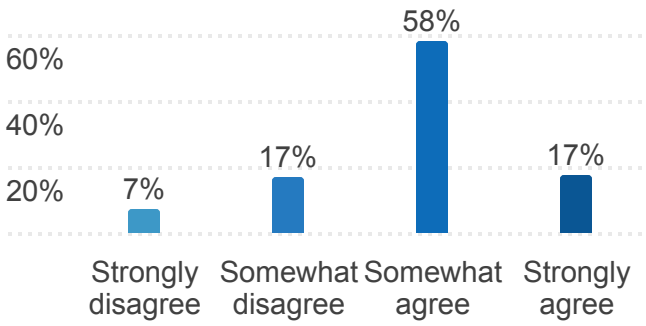


183 Responses

Field	Mean	Standard Deviation	Min	Max
My school provides support for students who need help with clothing, food, or shelter.	2.8	0.8	1.0	4.0

Mental Health & Well-being

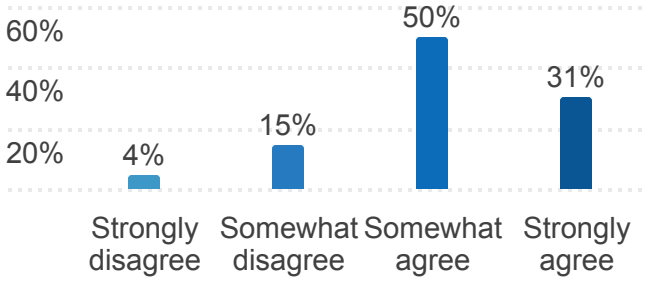
Adults at my school share ideas on how I can support my mental health.



183 Responses

Field	Mean	Standard Deviation	Min	Max
Adults at my school share ideas on how I can support my mental health.	2.9	0.8	1.0	4.0

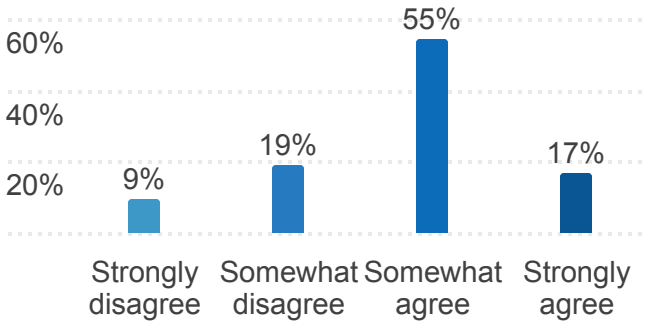
Adults at my school show care toward students with mental health needs.



183 Responses

Field	Mean	Standard Deviation	Min	Max
Adults at my school show care toward students with mental health needs.	3.1	0.8	1.0	4.0

I know how to access mental health services through my school if I need them.

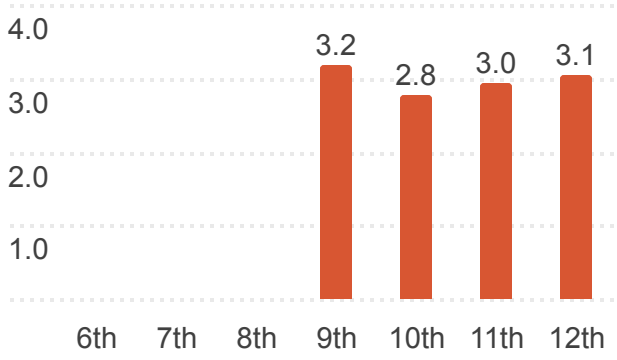


183 Responses

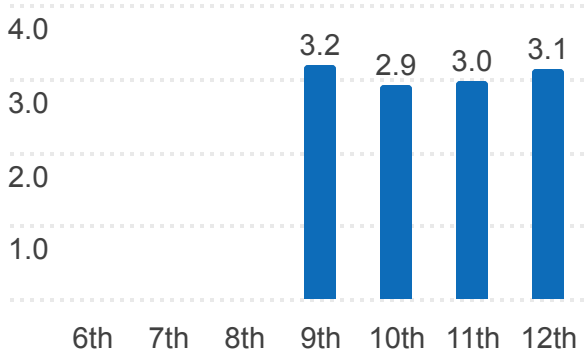
Field	Mean	Standard Deviation	Min	Max
I know how to access mental health services through my school if I need them.	2.8	0.8	1.0	4.0

Average Climate Scales by Grade

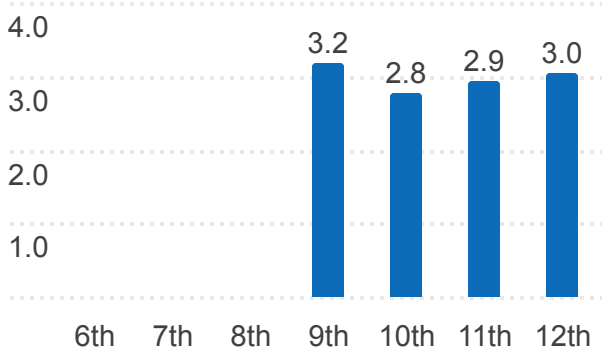
Climate Total Score



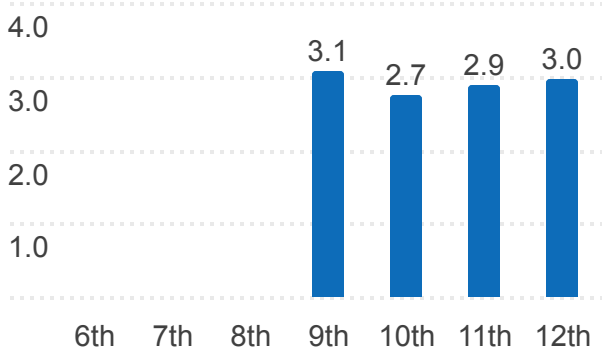
School Connectedness & Belonging



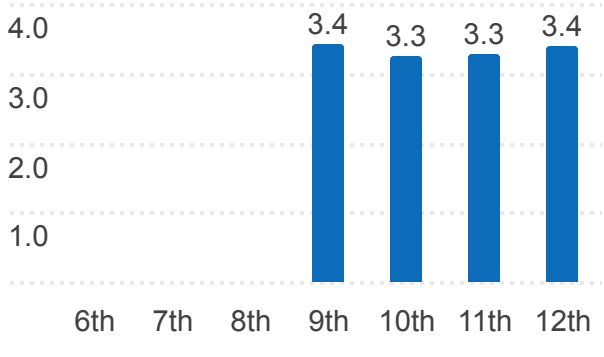
Staff - Student Relationships



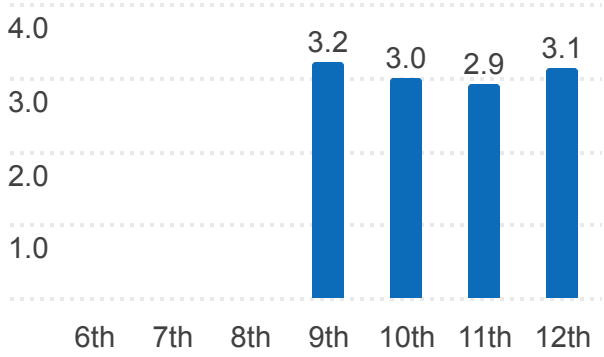
Peer Relationships/ Prosocial Behavior



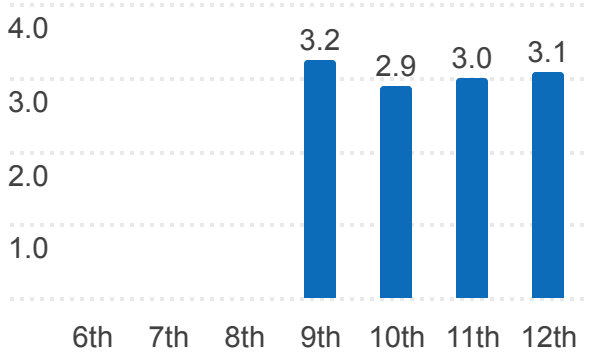
Family Involvement / Engagement



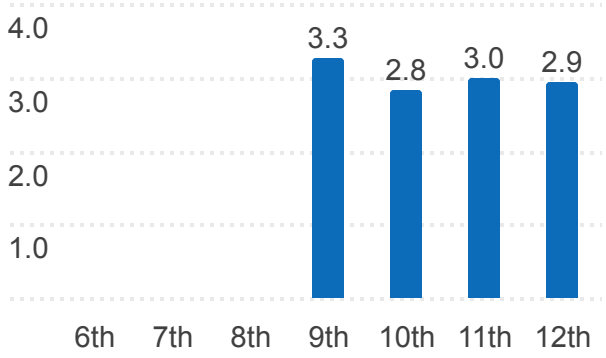
Physical Environment



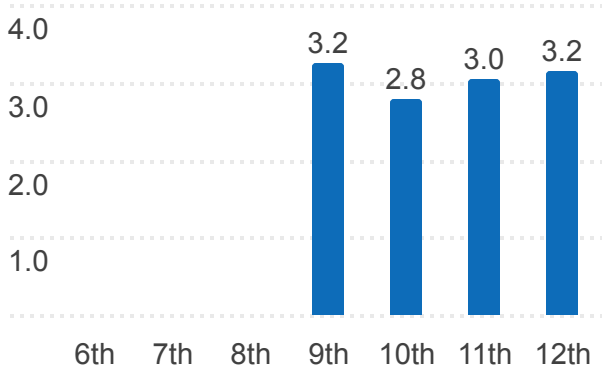
Academic Culture/ Learning Environ



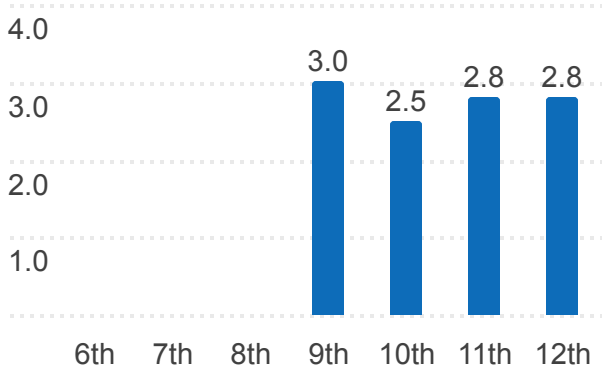
Discipline & Behavioral Expectations



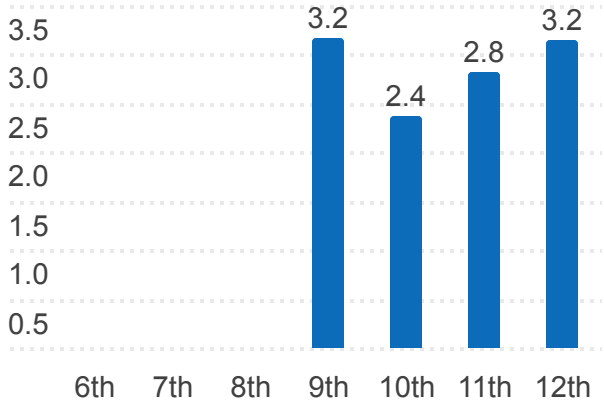
School Safety



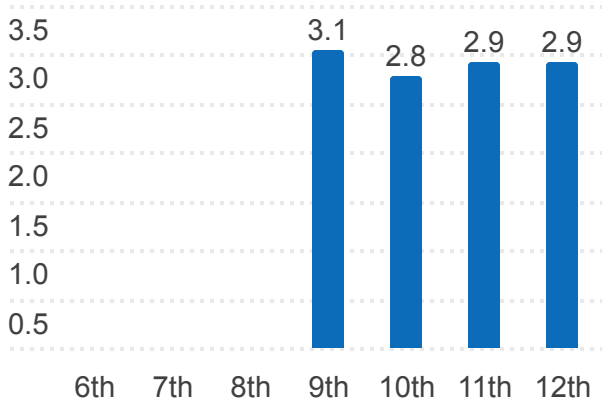
Peer Conflict & Bullying



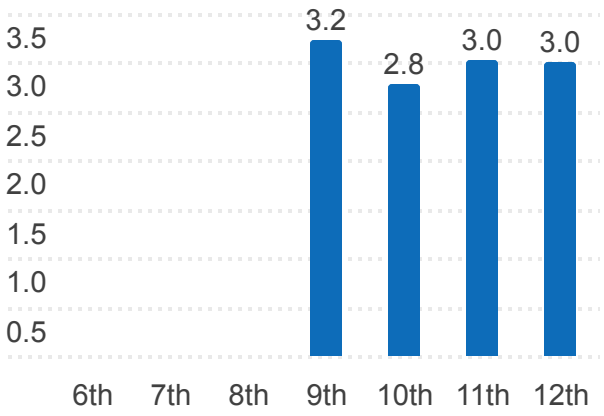
Substance Use



Mental Health & Well-being

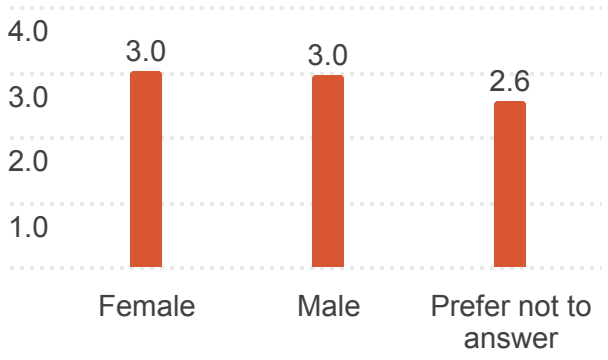


Building Skills

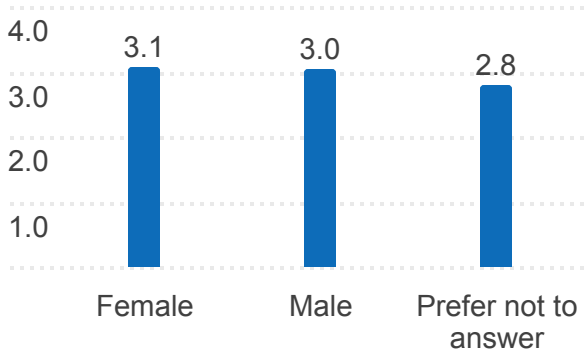


Average Climate Scales by Gender

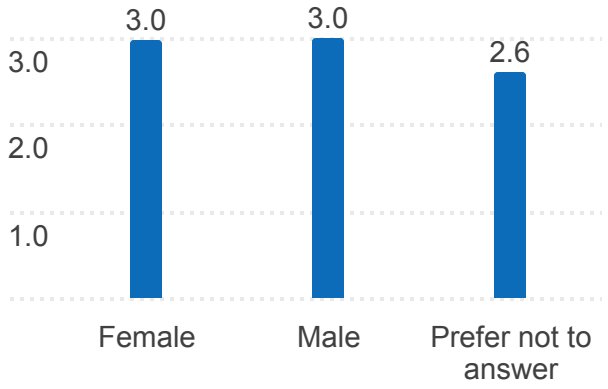
Climate Total Score



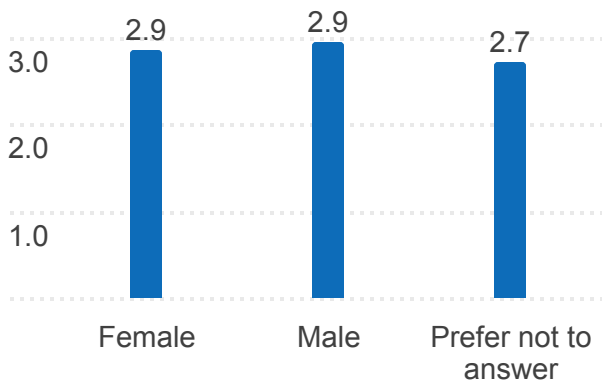
School Connectedness & Belonging



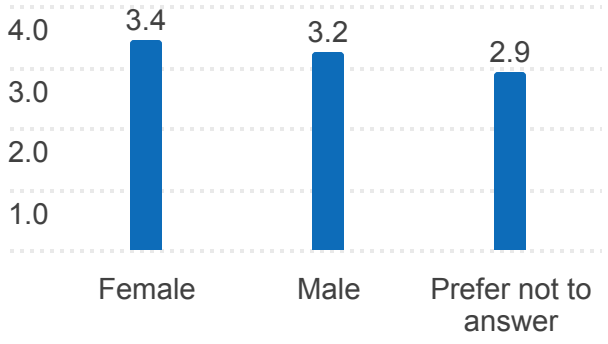
Staff - Student Relationships



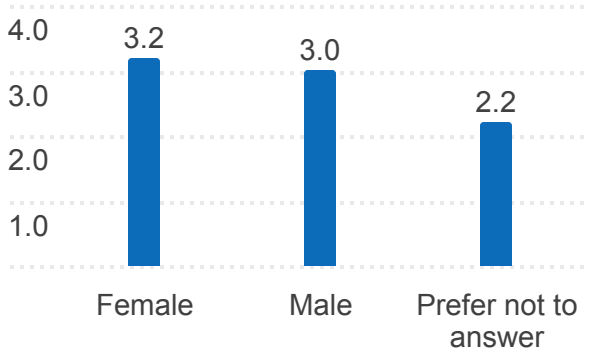
Peer Relationships/ Prosocial Behavior



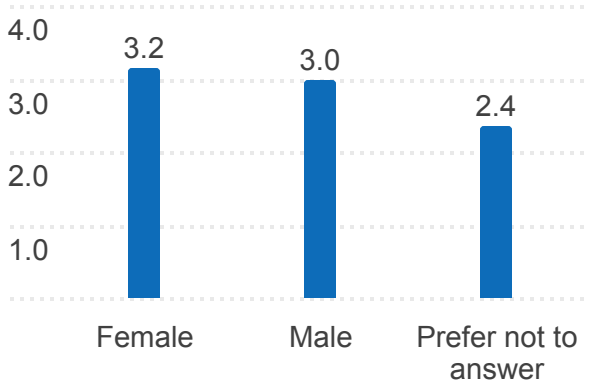
Family Involvement / Engagement



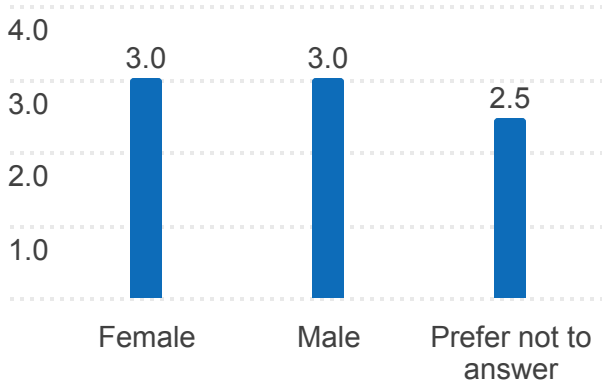
Physical Environment



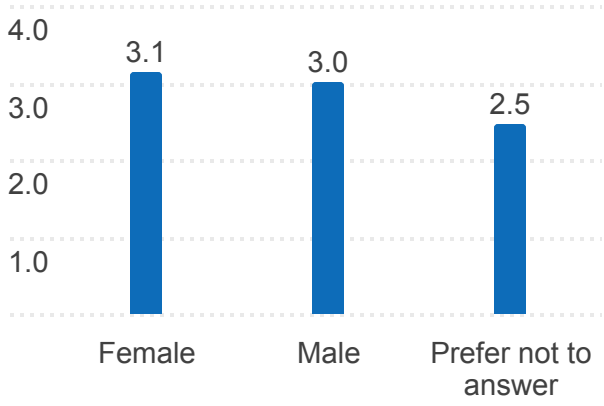
Academic Culture / Learning Environ



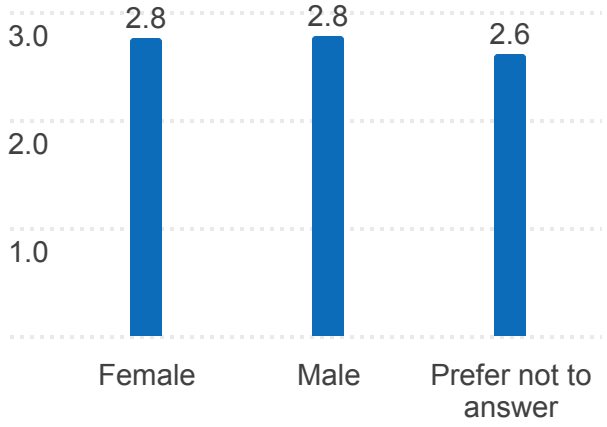
Discipline & Behavioral Expectations



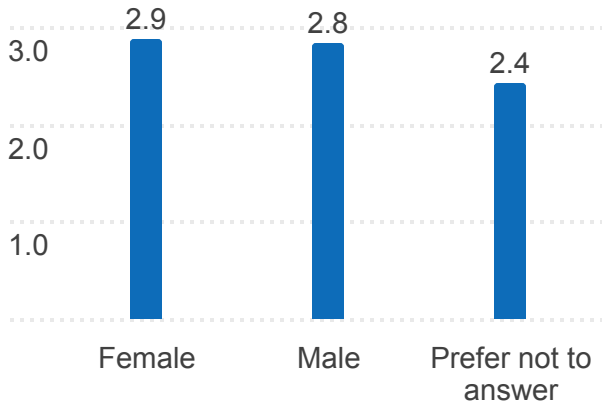
School Safety



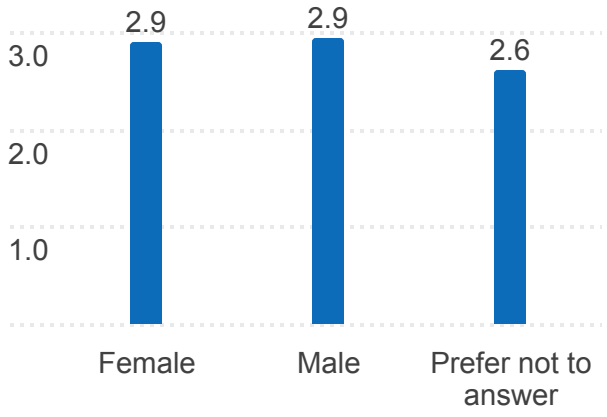
Peer Conflict & Bullying



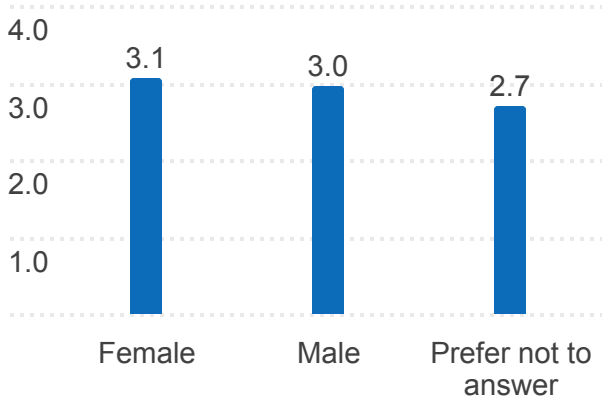
Substance Use



Mental Health & Well-being

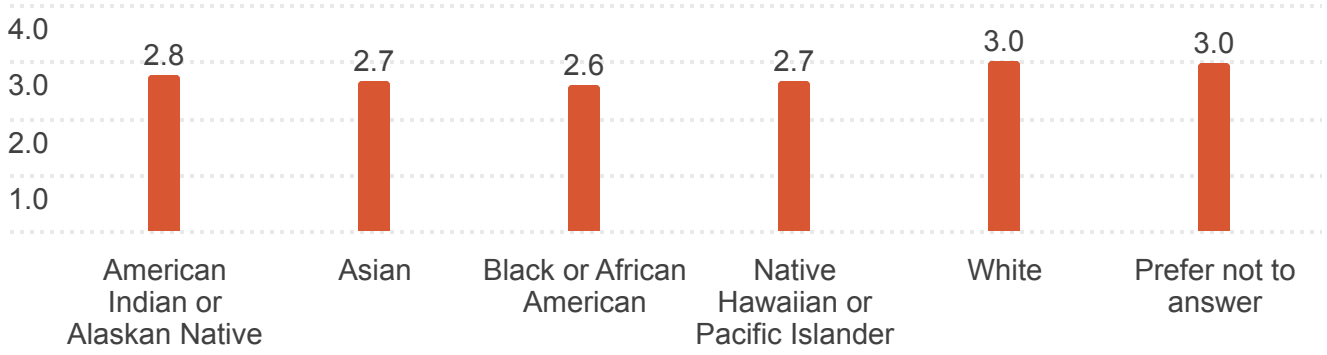


Building Skills

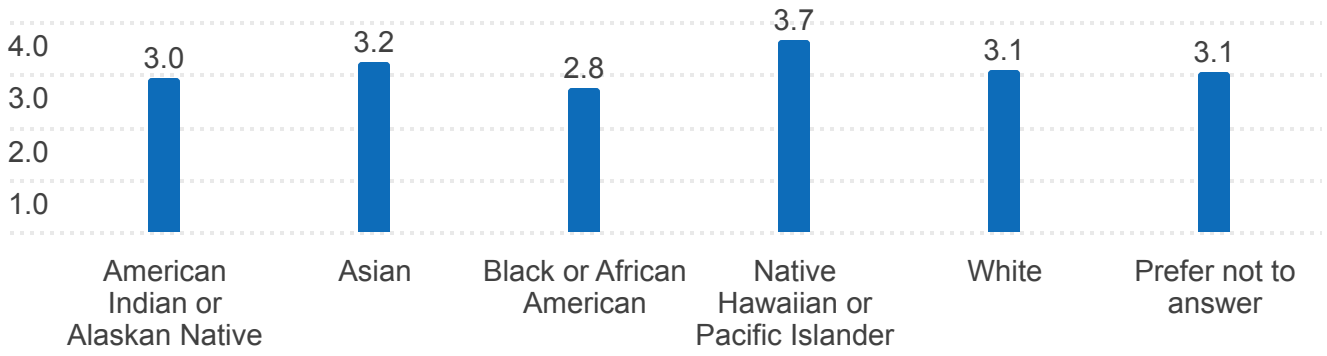


Average Climate Scales by Race

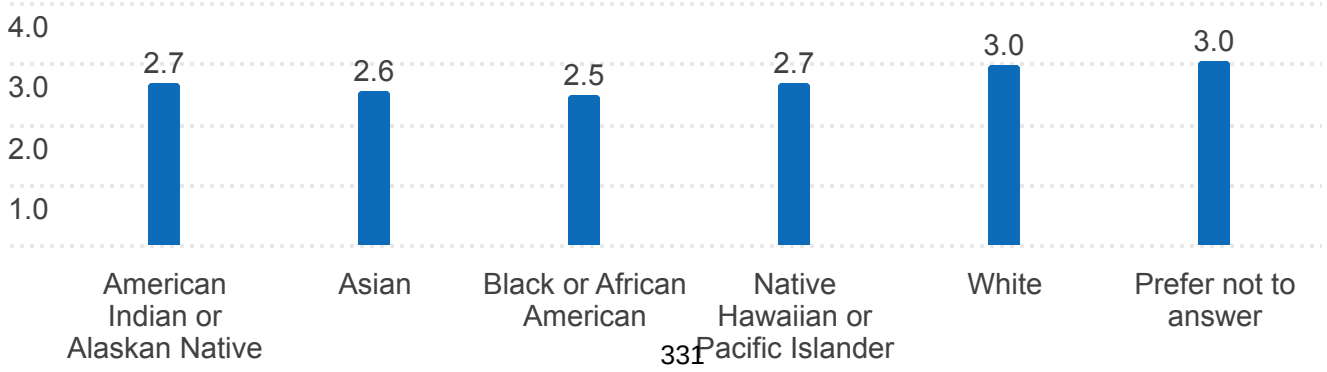
Climate Total Score



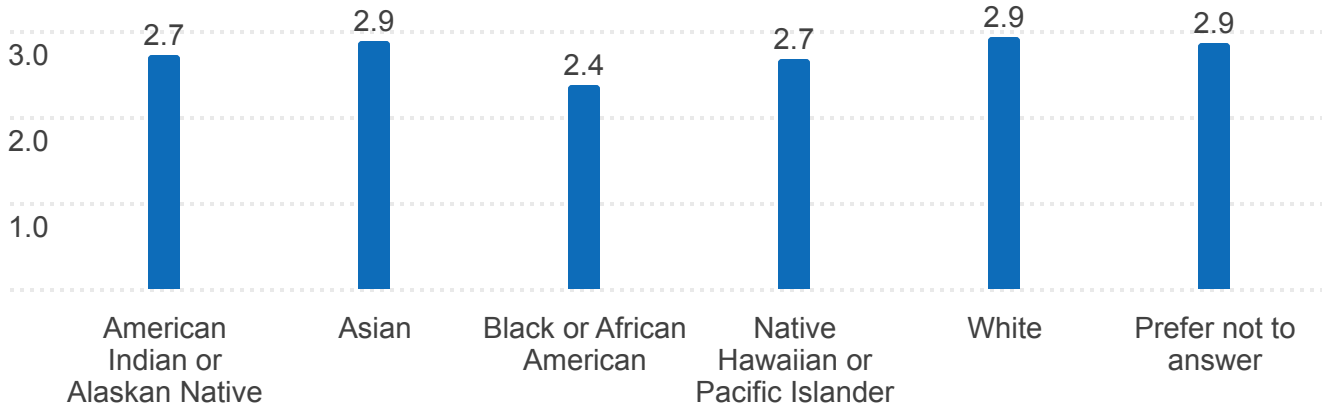
School Connectedness & Belonging



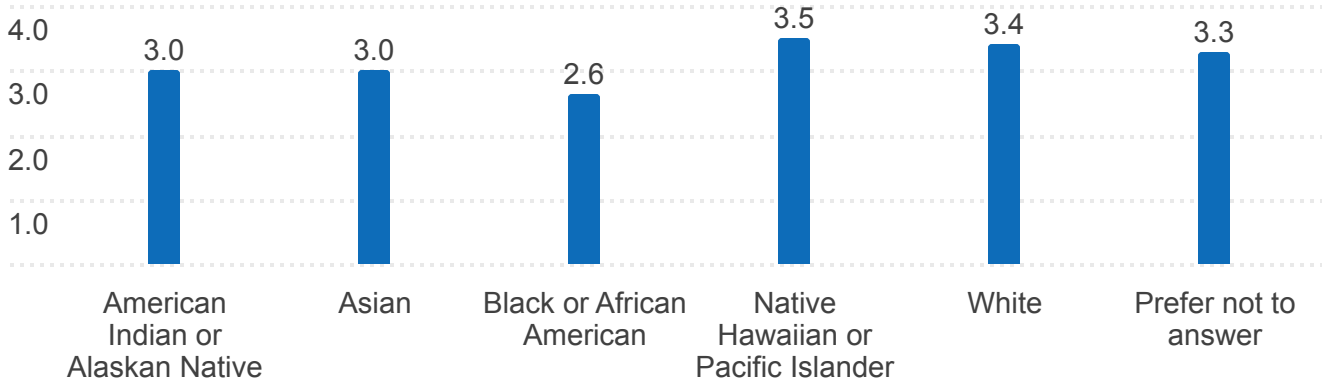
Staff - Student Relationships



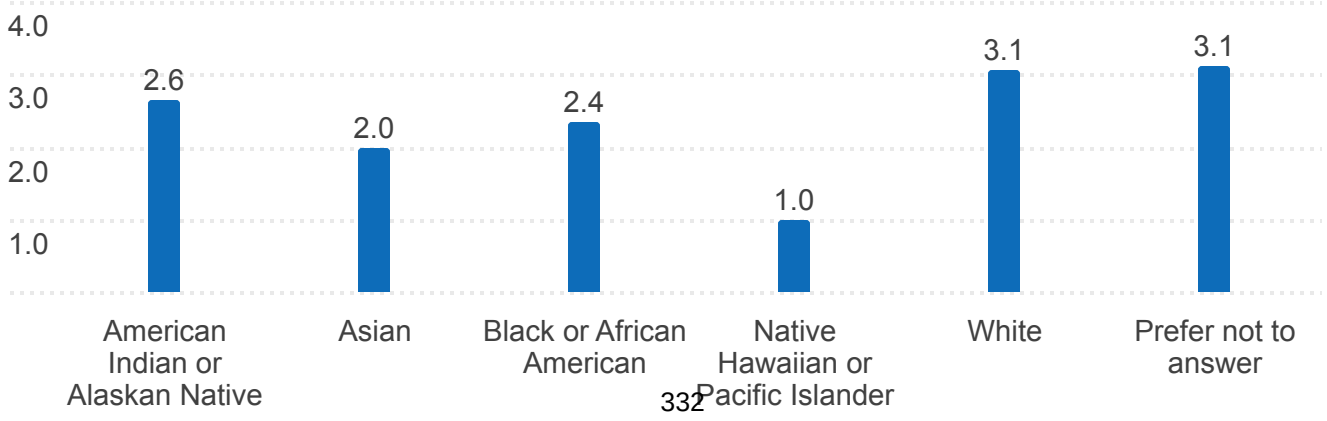
Peer Relationships / Prosocial Behavior



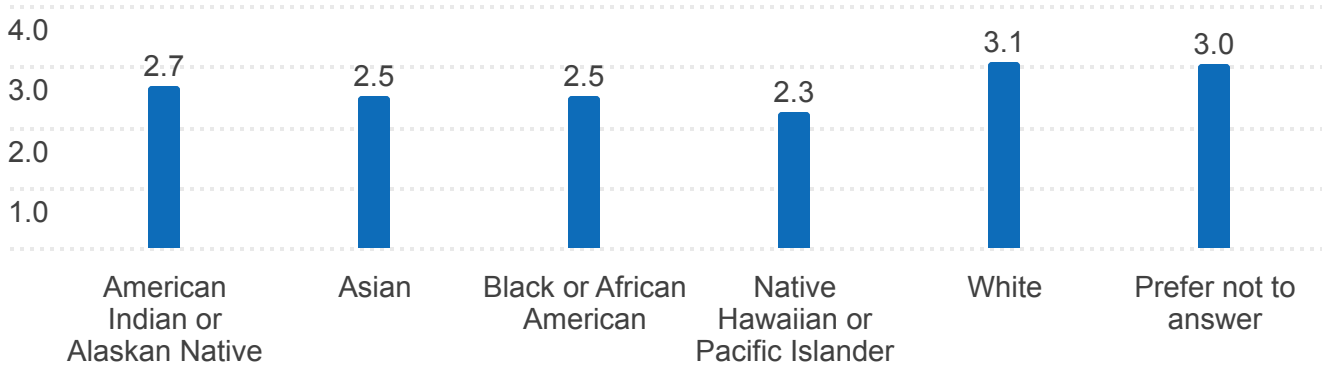
Family Involvement / Engagement



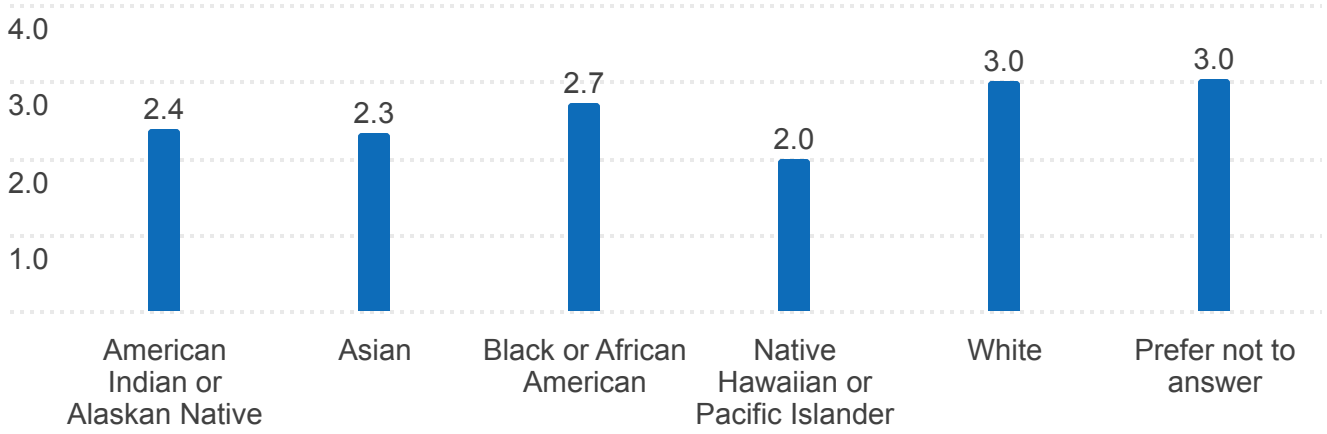
Physical Environment



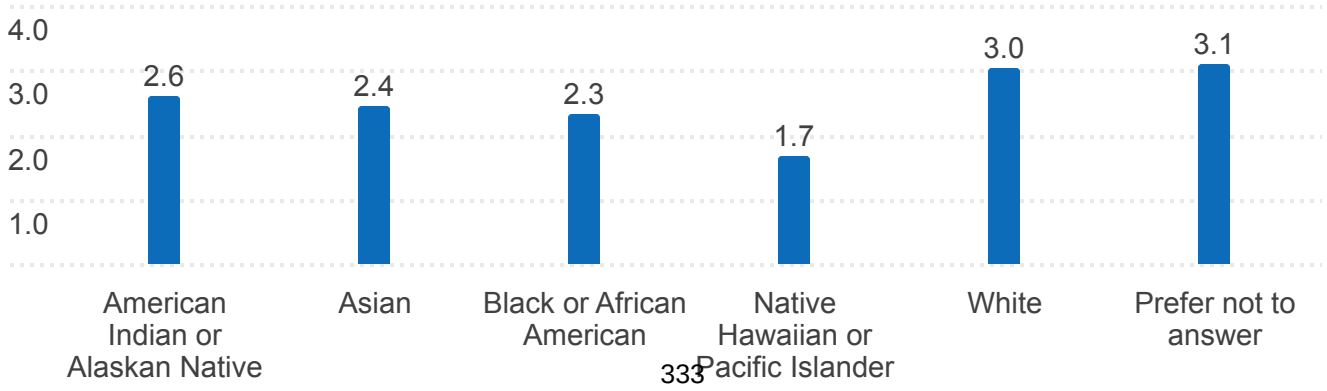
Academic Culture / Learning Environment



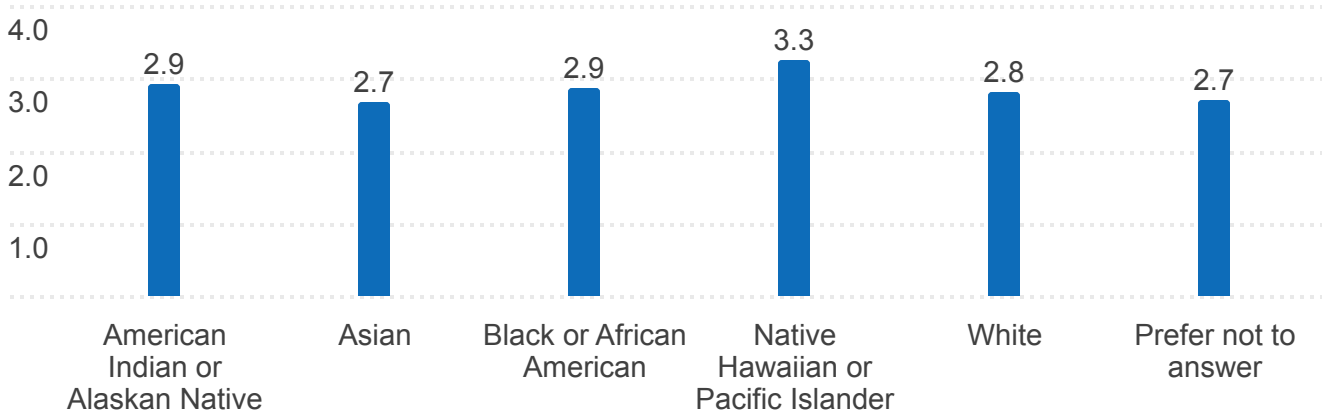
Discipline & Behavioral Expectations



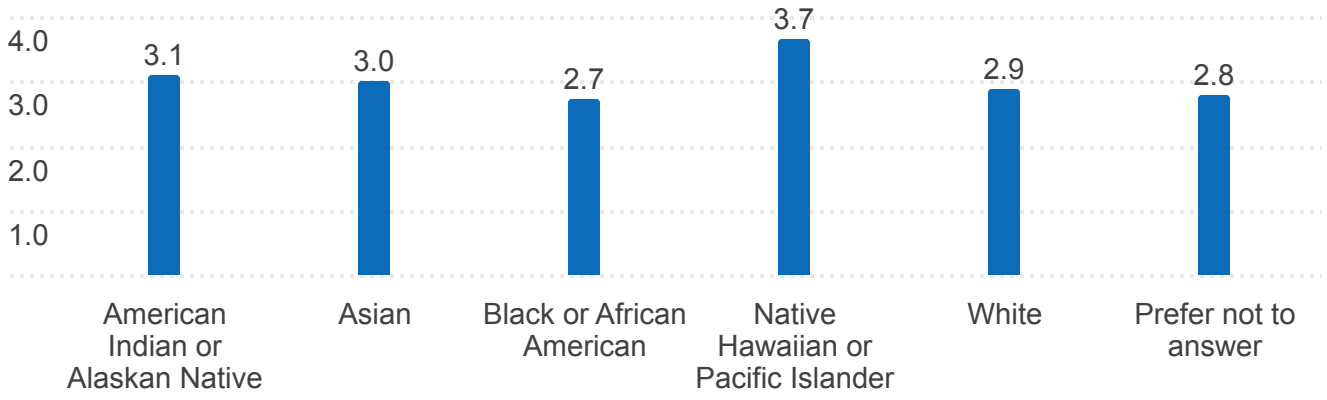
School Safety



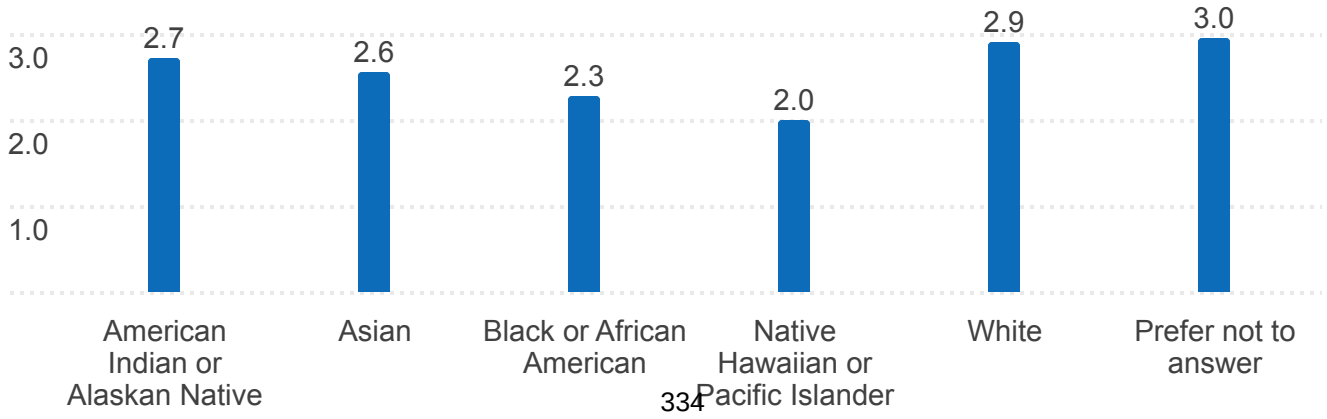
Peer Conflict & Bullying



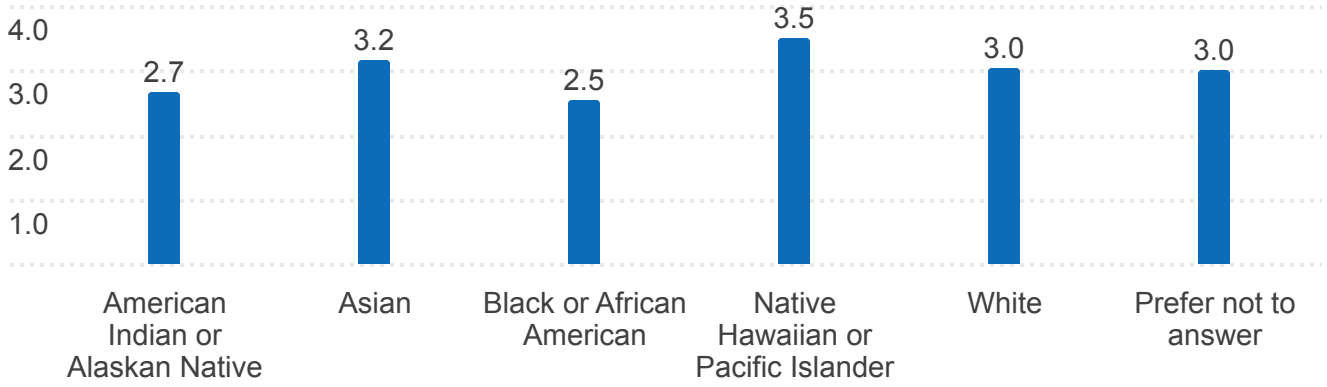
Substance Use



Mental Health & Well-being

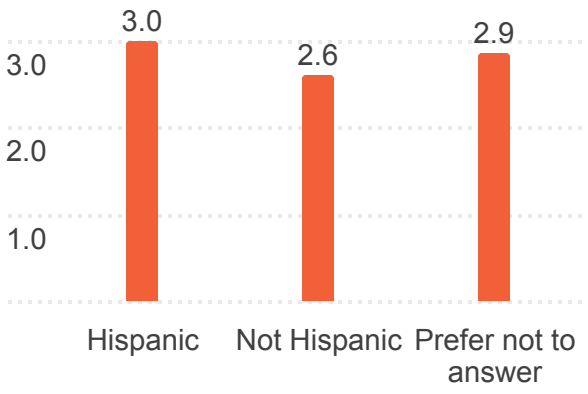


Building Skills

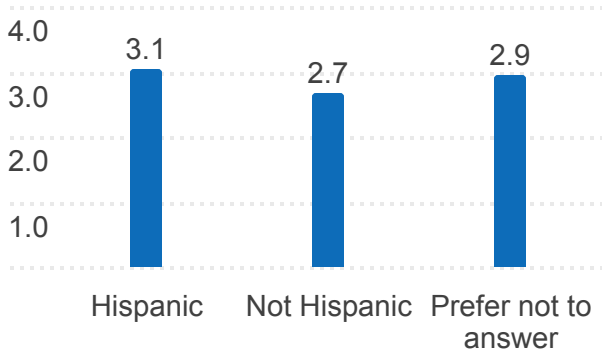


Average Climate Scales by Ethnicity

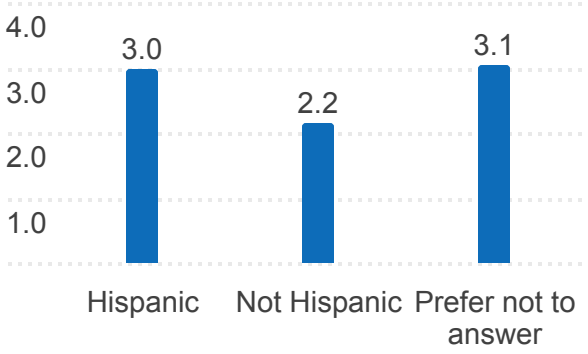
Climate Total Score



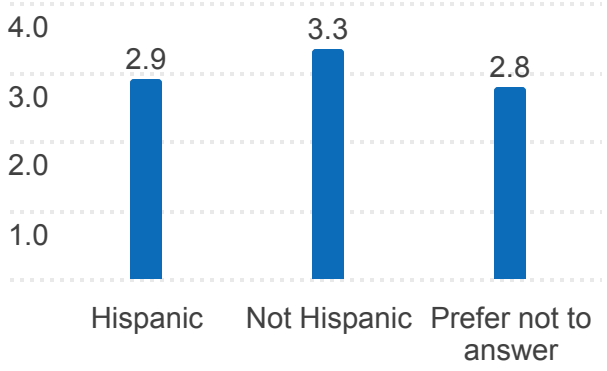
School Connectedness & Belonging



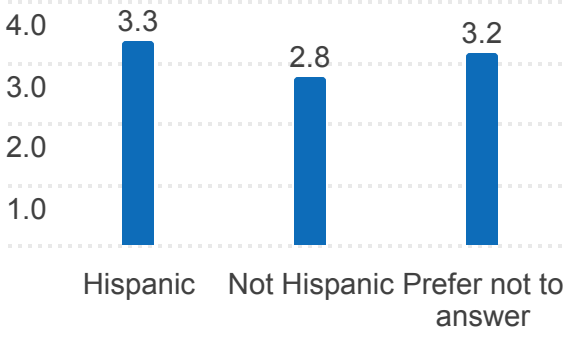
Staff - Student Relationships



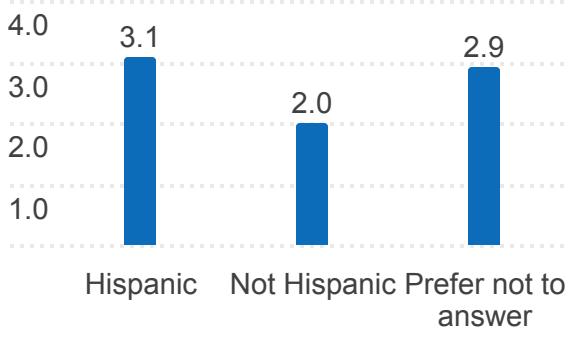
Peer Relationships/ Prosocial Behavior



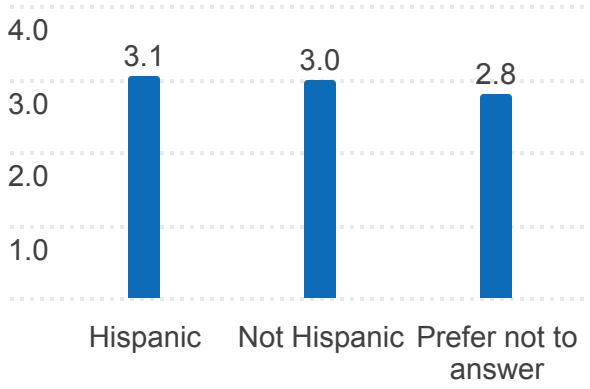
Family Involvement / Engagement



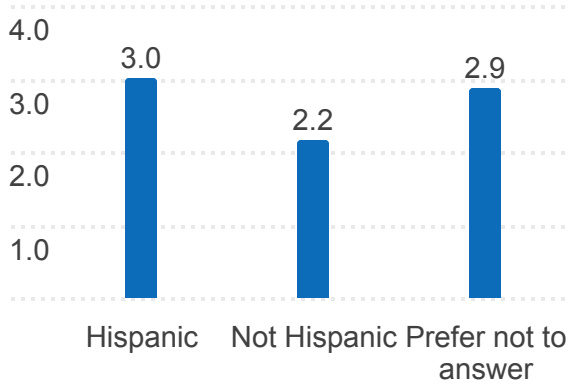
Physical Environment



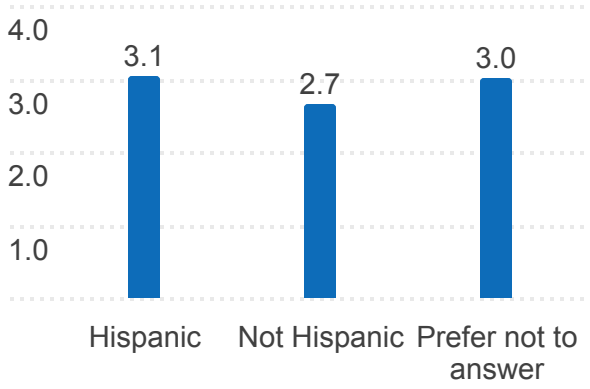
Academic Culture/ Learning Environ



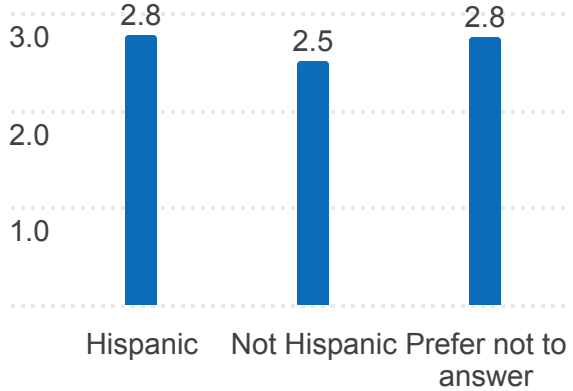
Discipline & Behavioral Expectations



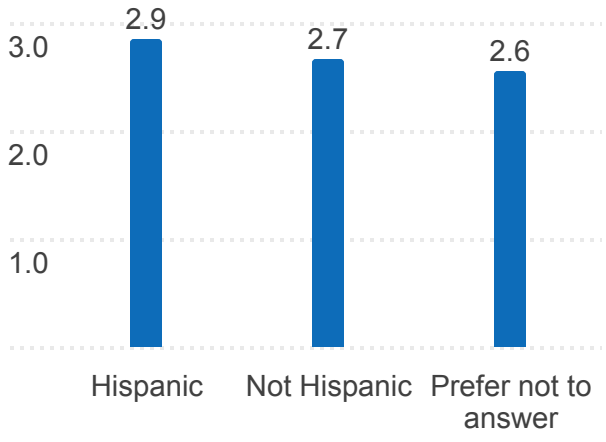
School Safety



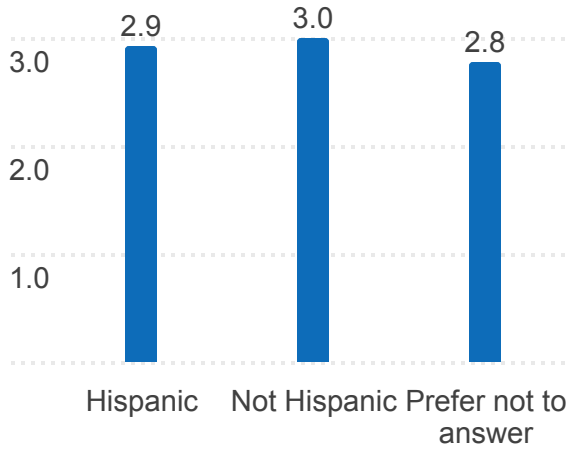
Peer Conflict & Bullying



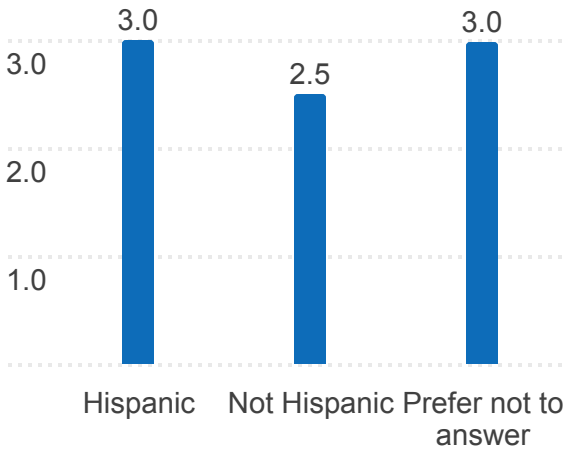
Substance Use



Mental Health & Well-being



Building Skills



Texas School Climate Scale

Tornillo High School - Family Survey

Fall 2024-2025

The University of Texas at Austin
Texas Institute for Excellence in Mental Health
Steve Hicks School of Social Work

TCSS
TEXAS CENTER for STUDENT SUPPORTS

TEA
Texas Education Agency

Background

Research has shown that positive school climate is an important protective factor for children, helping to mitigate the negative impact of stressors and support resilience. A positive school climate has been shown to be associated with students reporting fewer risk-taking behaviors, fewer discipline issues, lower rates of bullying and victimization, fewer depressive symptoms, and greater self-esteem. A positive school climate also contributes to improved academic outcomes, increased motivation to learn, lower absenteeism, and higher graduation rates. A positive school climate also impacts educators; it is associated with lower emotional exhaustion, greater feelings of accomplishment, and improved retention. As a concept that is so important to the positive development of students, it is critical for schools to regularly measure school climate and utilize results in planning for universal (Tier 1) school interventions.

Texas School Climate Survey. The Texas School Climate Survey is a suite of four surveys to measure climate from the perspective of school personnel, family members, elementary students (grades 3-5), and secondary students (grades 6-12). Each survey asks respondents about their demographics and a series of questions related to the domains of Engagement, Environment, and Safety. The surveys use a 4-point Likert scale of agreement (from “Strongly Disagree” to “Strongly Agree”) and higher ratings reflect more positive perceptions of school climate.

The Elementary Student Survey includes 26 items across 8 conceptual subscales and the Secondary Student Survey includes 39 items across 9 conceptual scales. The School Personnel Survey includes 52 items across 12 conceptual subscales and the Parent / Caregiver Survey includes includes 37 items across 10 conceptual subscales. Since school climate factors vary between schools within the same district, school personnel who work across multiple participating schools and family members with children at multiple participating schools are asked to complete a survey for each school. Table 1 below describes the subscales in the Parent / Caregiver Survey.

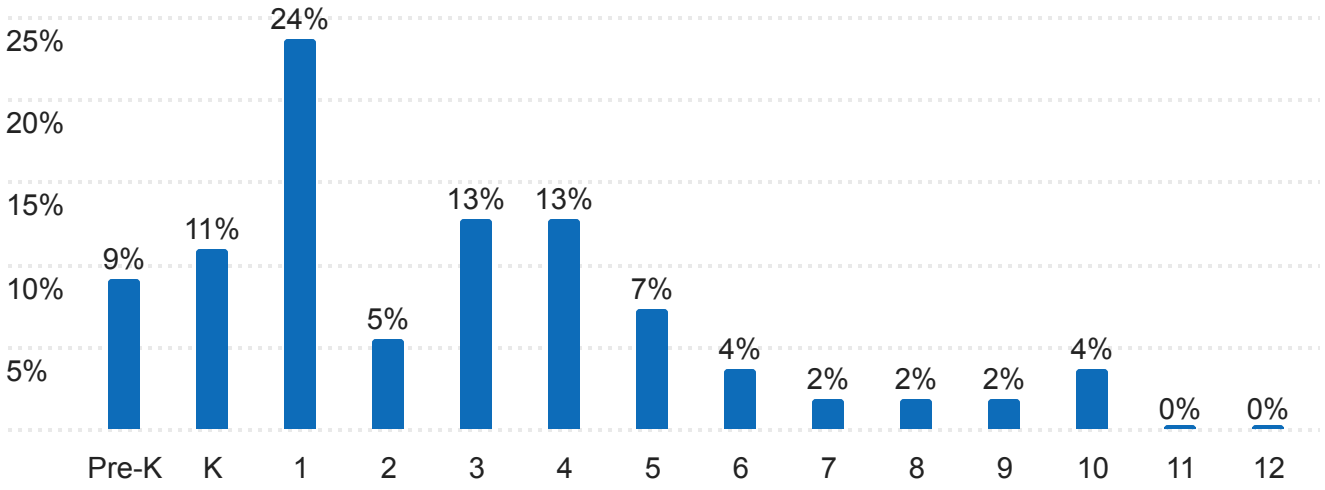
Table 1: Parent / Caregiver Survey Subscales

Subscale	Description
School Connectedness & Belonging	Parents’ perceptions of how well their child fits in and feels connected to the school.
Staff-Student Relationships	Parents’ perceptions of the degree to which staff have developed supportive relationships with their child and treat students fairly.
Staff-Parent Relationships	Parents’ perceptions of how staff communicate with them and make them feel welcome at school.
Family Involvement / Engagement	Parents’ perceptions of how involved they are in their child’s education.
Physical Environment	Parents’ perceptions of how well their child’s school is maintained.
Academic Culture / Learning Environment	Parents’ perceptions of their child’s motivation to learn and teachers’ efforts to promote their academic success.
Discipline & Behavioral Expectations	Parents’ perceptions of rules and disciplinary practices at their child’s school.
School Safety	Parents’ perception of their child’s safety at school and the effectiveness of the school’s safety measures.
Peer Conflict & Bullying	Parents’ perception of bullying and cyberbullying behaviors at their child’s school.
Substance Use	Parents’ perception of the degree to which students use alcohol, drugs and vaping products at school.

Demographics of Respondents

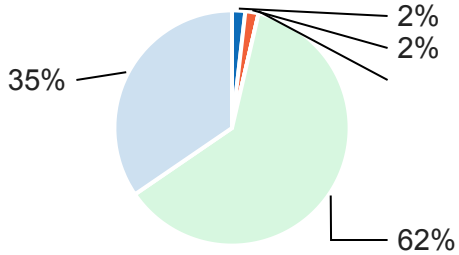
What grade is your child in?

55 Responses



What is your race?

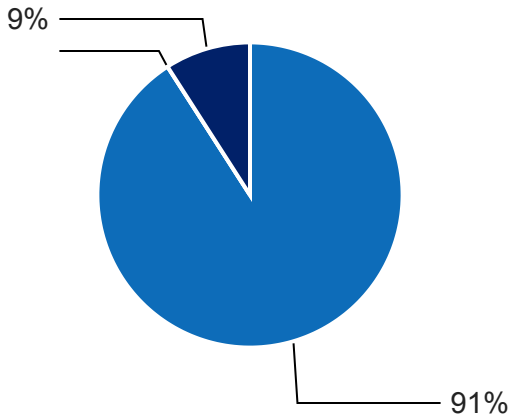
55 Responses



American Indian or Alaskan Native
Asian
Black or African American
Native Hawaiian or Pacific Islander
White
Prefer not to answer

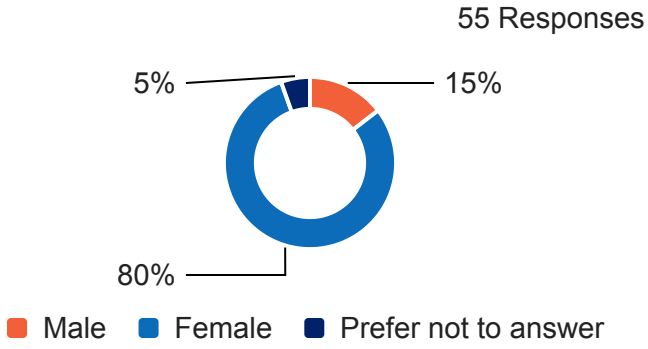
What is your ethnicity?

55 Responses

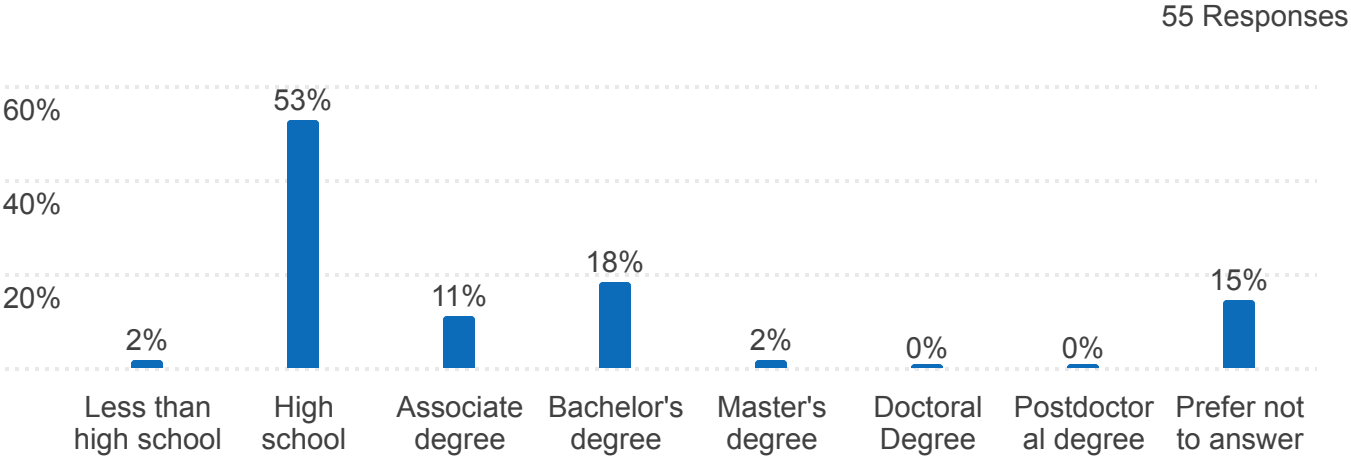


Hispanic
Not Hispanic
Prefer not to answer

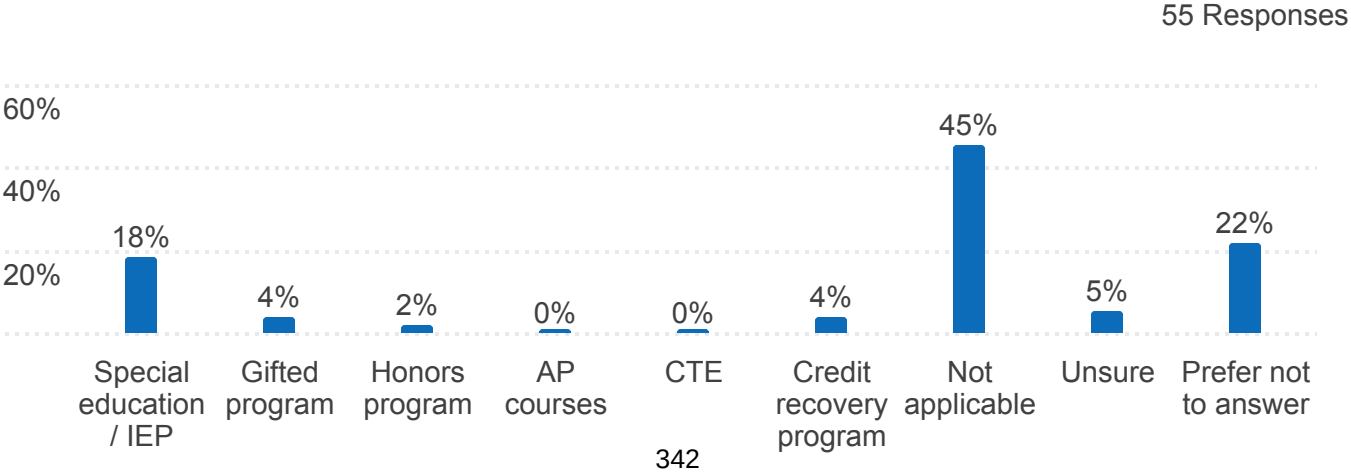
What is your gender?



What is the highest level of education that you completed?



Is your student involved in any of these programs? (may select more than one)



Overview Results

Climate Total

55 Responses

Field	Mean	Standard Deviation	Min	Max
Climate	3.3	0.4	2.2	4.0

Climate Total

School Connectedness & Belonging

55 Responses

Field	Mean	Standard Deviation	Min	Max
Connectedness	3.5	0.5	2.3	4.0

School Connectedness & Belonging

Staff - Student Relationships

55 Responses

Field	Mean	Standard Deviation	Min	Max
Staff-Student	3.3	0.7	1.0	4.0

Staff - Student Relationships

Parent - Staff Relationships

55 Responses

Field	Mean	Standard Deviation	Min	Max
Parent-Staff	3.3	0.7	1.5	4.0

Parent - Staff Relationships

Family Involvement / Engagement

55 Responses

Field	Mean	Standard Deviation	Min	Max
Family Involvement	3.5	0.5	1.7	4.0

Family Involvement

Physical Environment

55 Responses

Field	Mean	Standard Deviation	Min	Max
Phys_Environ	3.8	0.4	2.5	4.0

Physical Environment

Academic Culture / Learning Environment

55 Responses

Field	Mean	Standard Deviation	Min	Max
Learn_Environ	3.5	0.6	1.0	4.0

Learning Environment

Discipline & Behavioral Expectations

55 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	3.5	0.5	1.8	4.0

Discipline & Behavioral Expectations

School Safety

55 Responses

Field	Mean	Standard Deviation	Min	Max
Safety	3.5	0.5	2.0	4.0

School Safety

Peer Conflict & Bullying

55 Responses

Field	Mean	Standard Deviation	Min	Max
Bully	2.6	1.0	1.0	4.0

Peer Conflict & Bullying

Substance Use

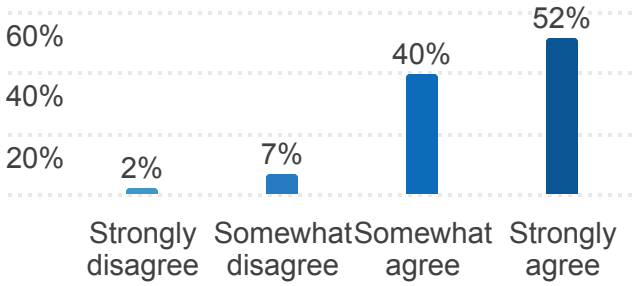
55 Responses

Field	Mean	Standard Deviation	Min	Max
Substance_Use	2.5	1.1	1.0	4.0

Substance Use

School Connectedness & Belonging

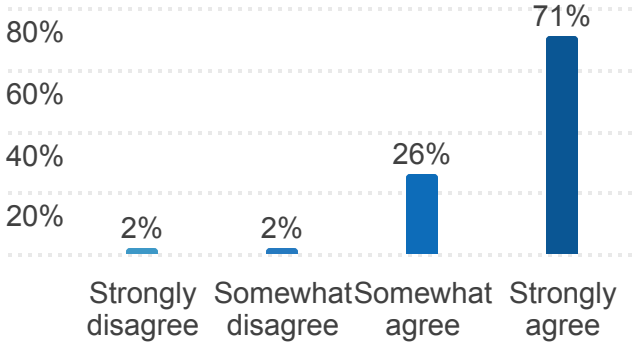
My child feels like he/she belongs at this school.



58 Responses

Field	Mean	Standard Deviation	Min	Max
My child feels like he / she belongs at this school.	3.4	0.7	1.0	4.0

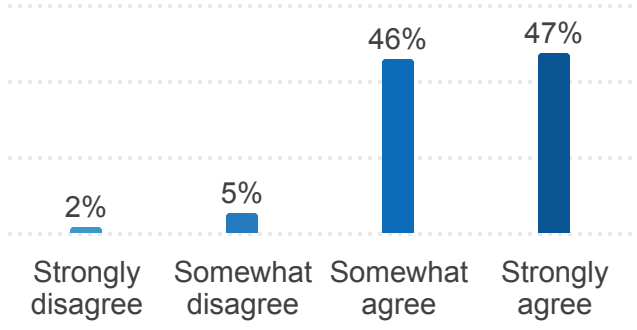
My child has one or more good friends at this school.



58 Responses

Field	Mean	Standard Deviation	Min	Max
My child has one or more good friends at this school.	3.7	0.6	1.0	4.0

My child looks forward to going to school.

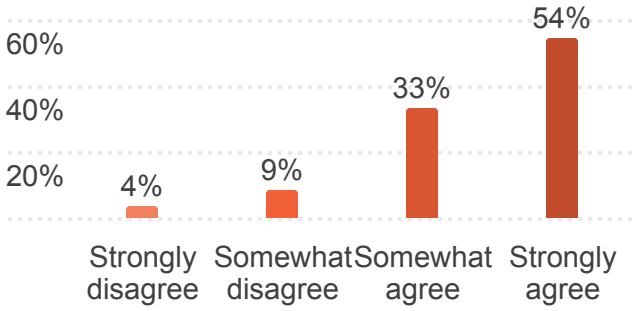


57 Responses

Field	Mean	Standard Deviation	Min	Max
My child looks forward to going to school.	3.4	0.7	1.0	4.0

Staff - Student Relationships

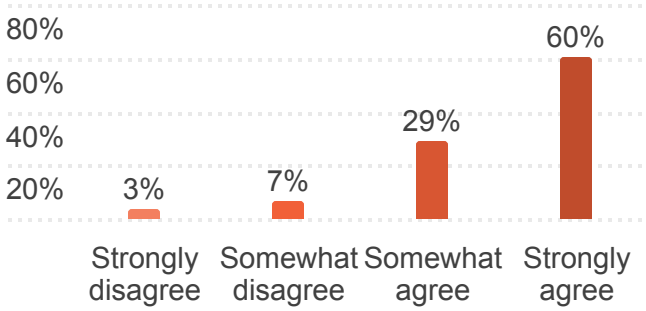
Teachers and staff at this school have built strong relationships with my child.



57 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at this school have built strong relationships with my child.	3.4	0.8	1.0	4.0

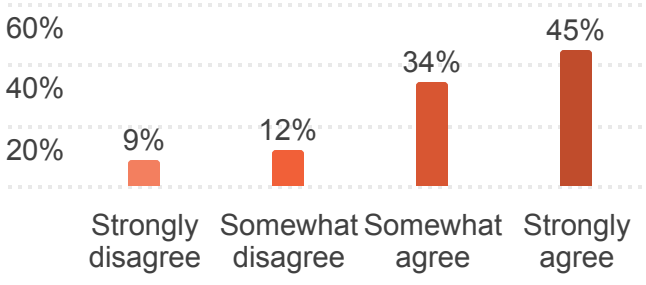
Teachers go out of their way to help students who need extra help.



58 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers go out of their way to help students who need extra help.	3.5	0.8	1.0	4.0

Teachers and staff at my child's school treat all students fairly.

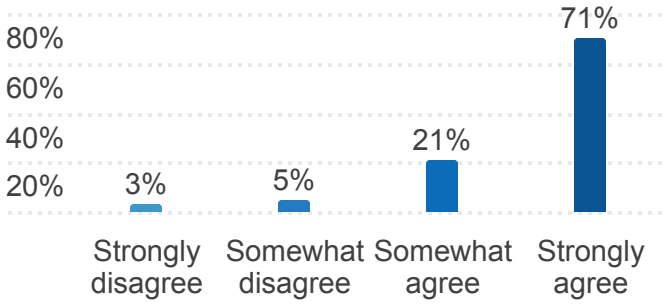


58 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my child's school treat all students fairly.	3.2	0.9	1.0	4.0

Parent - Staff Relationships

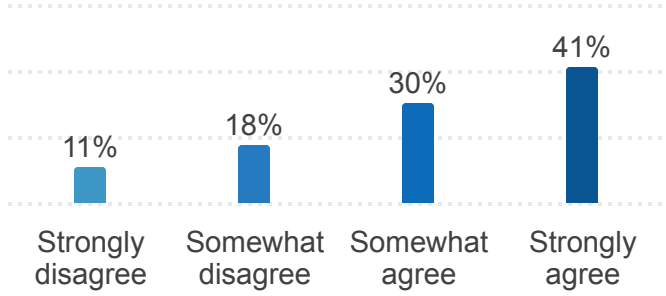
I feel comfortable talking with teachers at my child's school.



58 Responses

Field	Mean	Standard Deviation	Min	Max
I feel comfortable talking with teachers at my child's school.	3.6	0.7	1.0	4.0

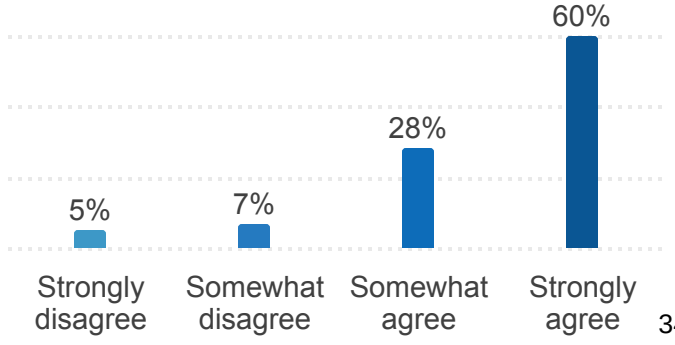
When my child does something good at school, I usually hear about it from the school.



56 Responses

Field	Mean	Standard Deviation	Min	Max
When my child does something good at school, I usually hear about it from the school.	3.0	1.0	1.0	4.0

I feel welcome at my child's school.

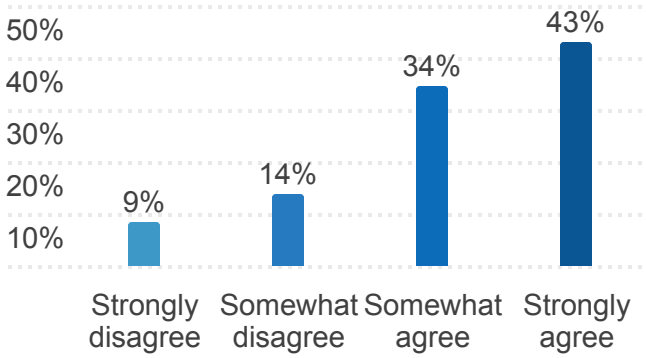


60 Responses

Field	Mean	Standard Deviation	Min	Max
I feel welcome at my child's school.	3.4	0.8	1.0	4.0

School staff take parents' concerns seriously.

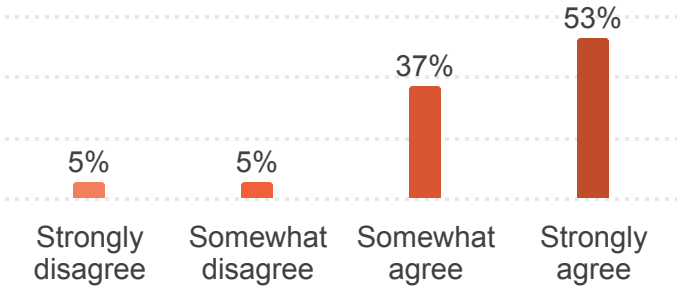
58 Responses



Field	Mean	Standard Deviation	Min	Max
School staff take parents' concerns seriously.	3.1	0.9	1.0	4.0

Family Involvement / Engagement

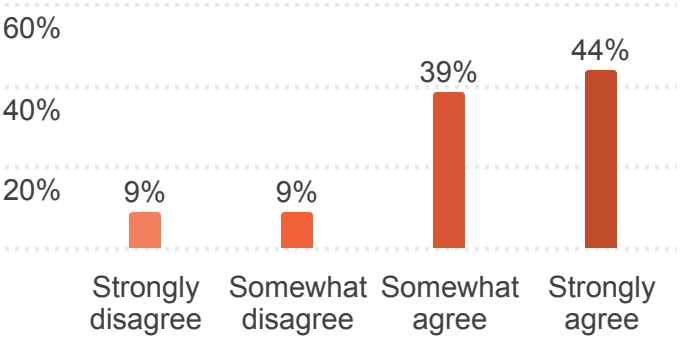
This school encourages me to be an active partner in educating my child.



57 Response

Field	Mean	Standard Deviation	Min	Ma
This school encourages me to be an active partner in educating my child.	3.4	0.8	1.0	4.(

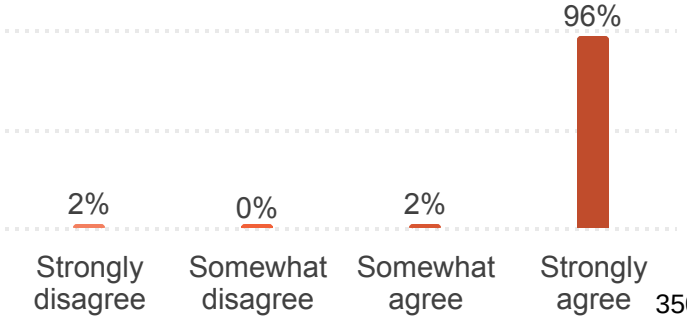
I am actively involved in my child's school.



57 Responses

Field	Mean	Standard Deviation	Min	Max
I am actively involved in my child's school.	3.2	0.9	1.0	4.0

I talk to my child about what he / she does in school.



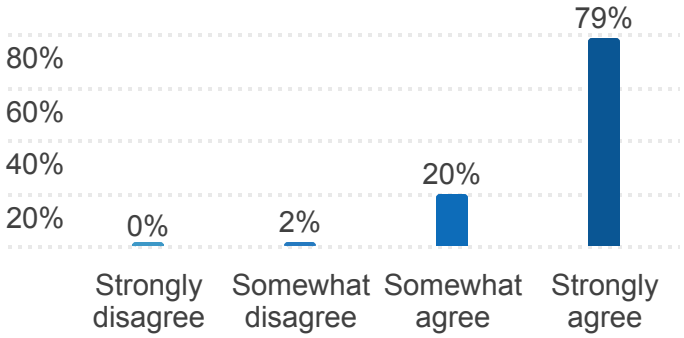
57 Responses

Field	Mean	Standard Deviation	Min	Max
I talk to my child about what he / she does in school.	3.9	0.4	1.0	4.0

Physical Environment

My child's school is clean and well-maintained.

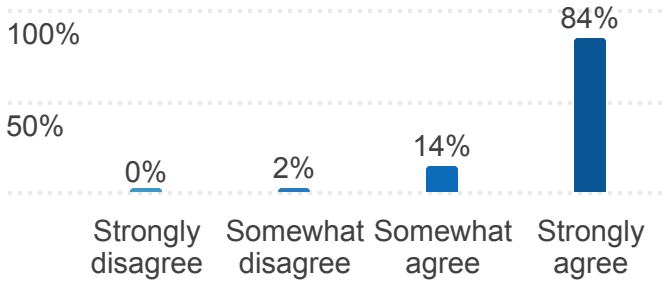
56 Responses



Field	Mean	Standard Deviation	Min	Max
My child's school is clean and well-maintained.	3.8	0.5	2.0	4.0

Teachers at my child's school keep their classrooms clean and organized.

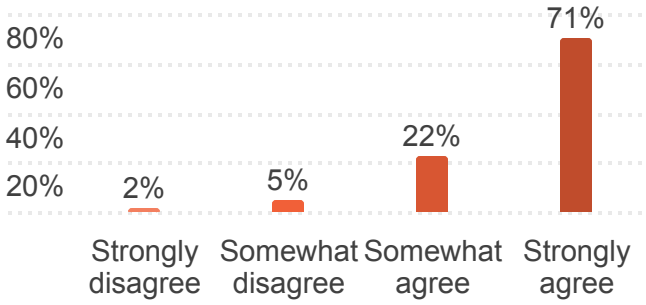
58 Responses



Field	Mean	Standard Deviation	Min	Max
Teachers at my child's school keep their classrooms clean and organized.	3.8	0.4	2.0	4.0

Academic Culture / Learning Environment

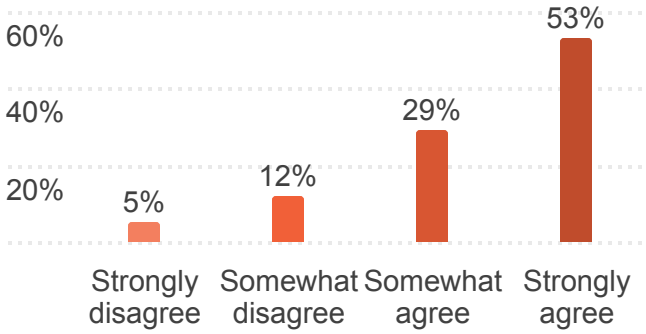
Teachers encourage my child to work hard in school.



58 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers encourage my child to work hard in school.	3.6	0.7	1.0	4.0

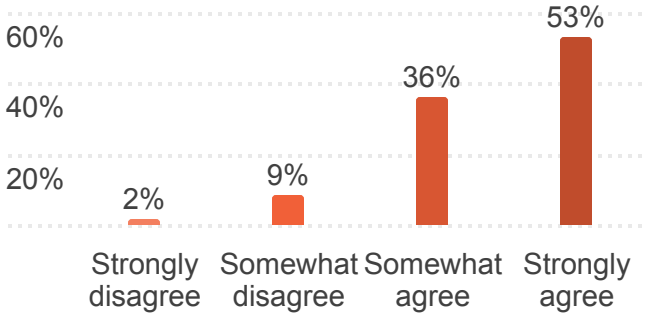
Teachers at my child's school promote academic success for all students.



58 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers at my child's school promote academic success for all students.	3.3	0.9	1.0	4.0

My child feels motivated to learn at school.



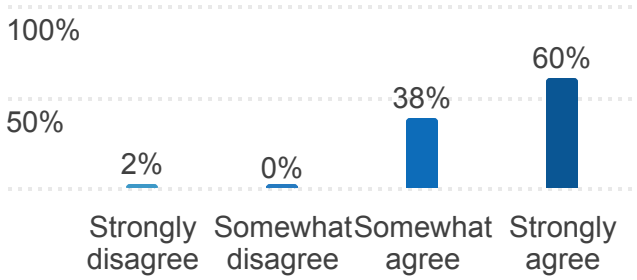
58 Responses

Field	Mean	Standard Deviation	Min	Max
My child feels motivated to learn at school.	3.4	0.7	1.0	4.0

Discipline & Behavioral Expectations

Adults at school recognize my child for good behavior.

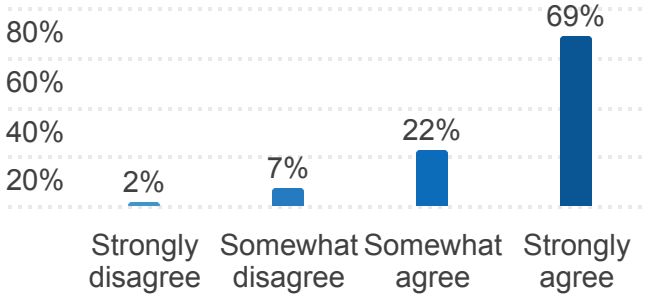
58 Responses



Field	Mean	Standard Deviation	Min	Max
Adults at school recognize my child for good behavior.	3.6	0.6	1.0	4.0

My child's school sets clear rules for behavior.

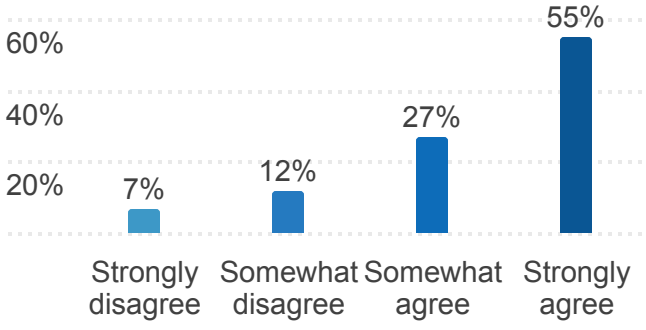
58 Responses



Field	Mean	Standard Deviation	Min	Max
My child's school sets clear rules for behavior.	3.6	0.7	1.0	4.0

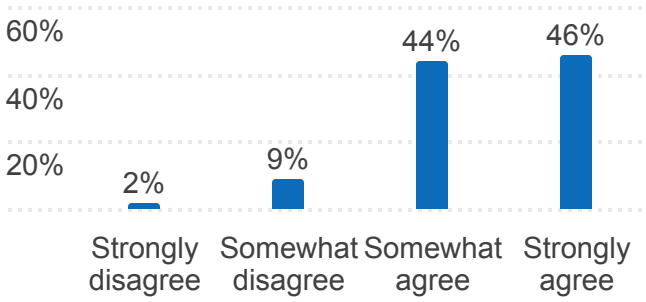
School rules are applied consistently to all students.

60 Responses



Field	Mean	Standard Deviation	Min	Max
School rules are applied consistently to all students.	3.3	0.9	1.0	4.0

Discipline practices at my child's school improve student behavior and reduce disruptions.

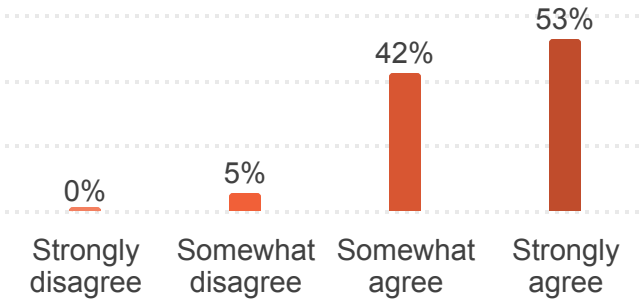


57 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline practices at my child's school improve student behavior and reduce disruptions.	3.3	0.7	1.0	4.0

School Safety

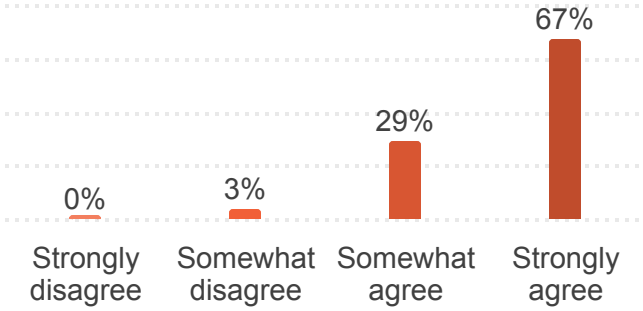
I believe my child is safe at this school.



57 Responses

Field	Mean	Standard Deviation	Min	Max
I believe my child is safe at this school.	3.5	0.6	2.0	4.0

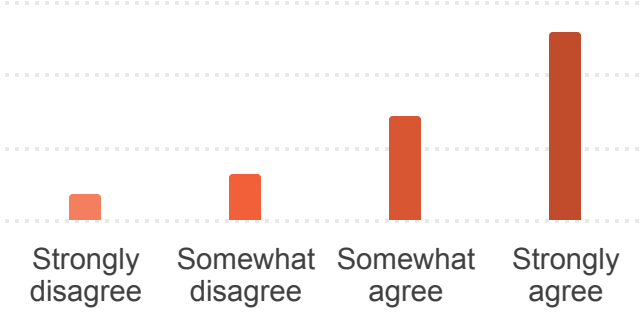
My child's school takes effective measures to keep students safe.



58 Responses

Field	Mean	Standard Deviation	Min	Max
My child's school takes effective measures to keep students safe.	3.6	0.5	2.0	4.0

My child's school notifies parents or guardians effectively in the case of a school-wide emergency.

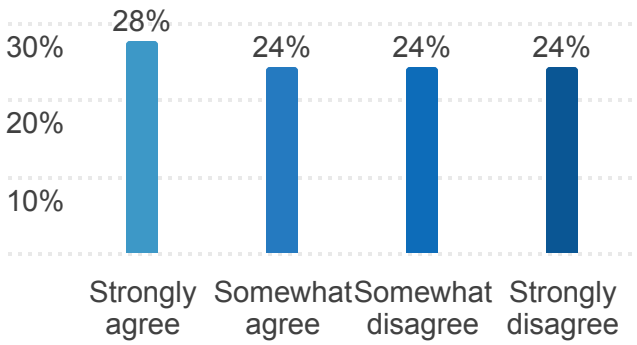


56 Responses

Field	Mean	Standard Deviation	Min	Max
My child's school notifies parents effectively in the case of a school-wide emergency.	3.3	0.9	1.0	4.0

Peer Conflict & Bullying

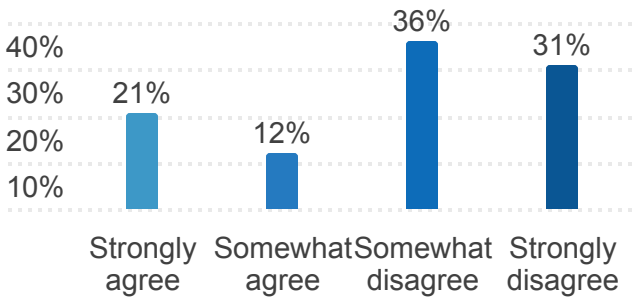
I think that bullying is a problem at my child's school.



58 Responses

Field	Mean	Standard Deviation	Min	Max
I think that bullying is a problem at my child's school.	2.4	1.1	1.0	4.0

Bullying of students over the internet or cell phones is a problem at my child's school (cyberbullying).

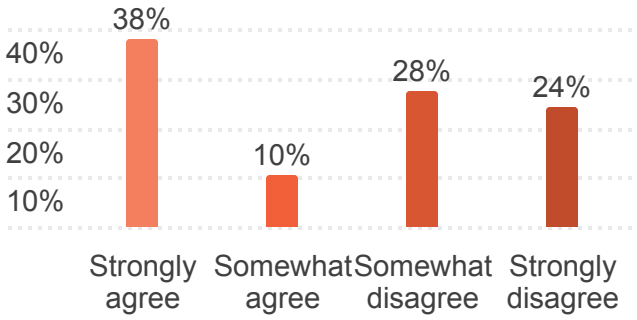


58 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying of students over the internet or cell phones is a problem at my child's school (cyberbullying).	2.8	1.1	1.0	4.0

Substance Use

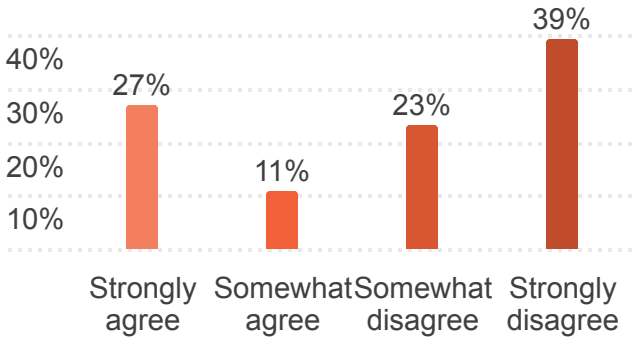
Students vaping is a problem at my child's school.



58 Responses

Field	Mean	Standard Deviation	Min	Max
Students vaping is a problem at my child's school.	2.4	1.2	1.0	4.0

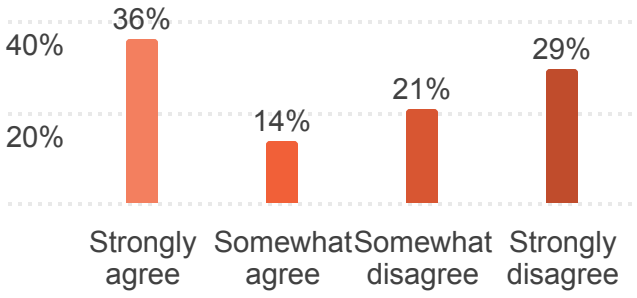
Students drinking alcohol is a problem at my child's school.



56 Responses

Field	Mean	Standard Deviation	Min	Max
Students drinking alcohol is a problem at my child's school.	2.8	1.2	1.0	4.0

Students using drugs is a problem at my child's school.

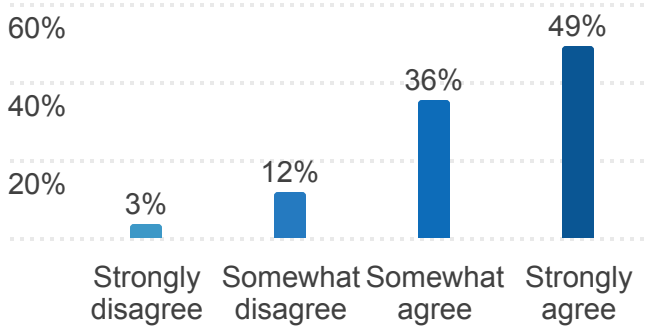


58 Responses

Field	Mean	Standard Deviation	Min	Max
Students using drugs is a problem at my child's school.	2.4	1.2	1.0	4.0

Services & Supports

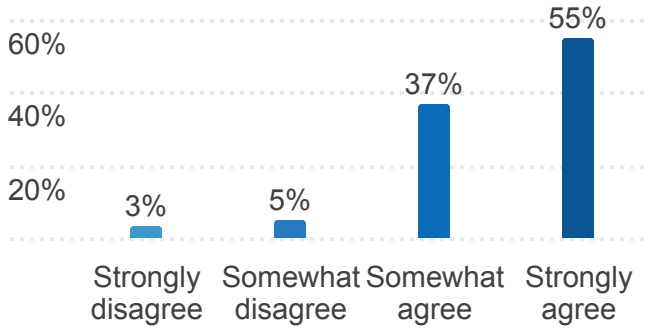
My child's school provides high quality services to help students with social or emotional needs.



59 Responses

Field	Mean	Standard Deviation	Min	Max
My child's school provides high quality services to help students with social or emotional needs.	3.3	0.8	1.0	4.0

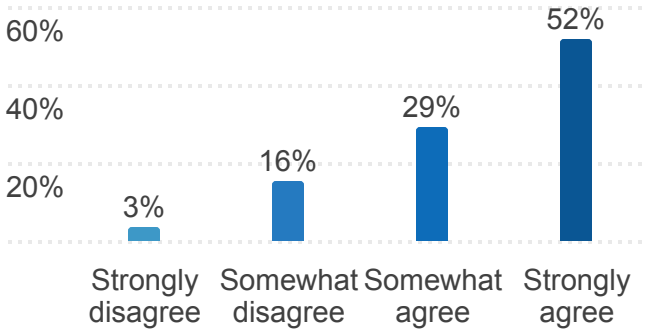
Support staff like counselors, psychologists, and wellness staff are available to my child if he/she needs them.



60 Responses

Field	Mean	Standard Deviation	Min	Max
Support staff like counselors, psychologists, and wellness staff are available to my child if he/she needs them.	3.4	0.7	1.0	4.0

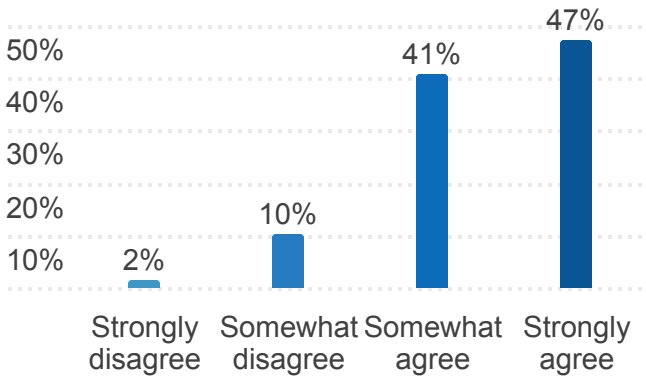
I know how to access support for my child's non-academic needs (e.g., housing, food, health care) within my school if I need them.



58 Responses

Field	Mean	Standard Deviation	Min	Max
I know how to access support for my child's non-academic needs within my school if I need them.	3.3	0.9	1.0	4.0

My child's school has sufficient resources to address and prevent substance use.

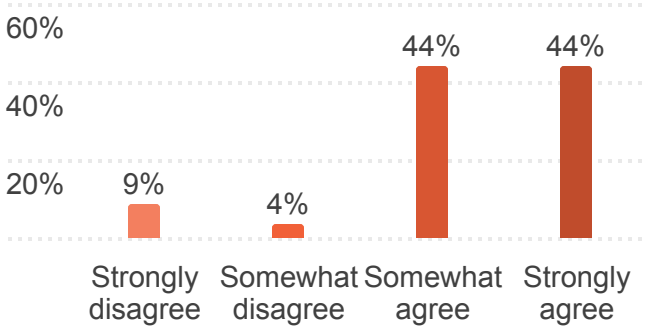


59 Responses

Field	Mean	Standard Deviation	Min	Max
My child's school has sufficient resources to address and prevent substance use.	3.3	0.7	1.0	4.0

Mental Health & Well-being

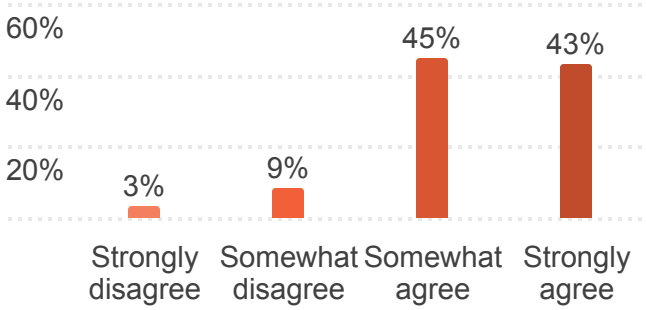
My child's school provides parents with information and resources to support children's mental health needs.



6 Responses

Field	Mean	Standard Deviation	Min	Max
My child's school places a priority on teaching students to manage their stress levels.	3.0	0.8	2.0	4.0

My child's school places a priority on addressing students' mental health needs.

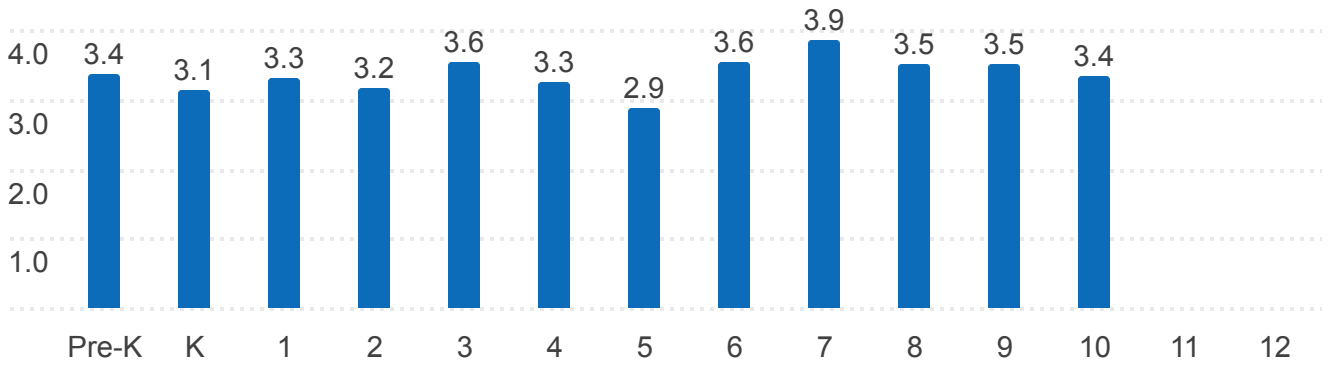


58 Responses

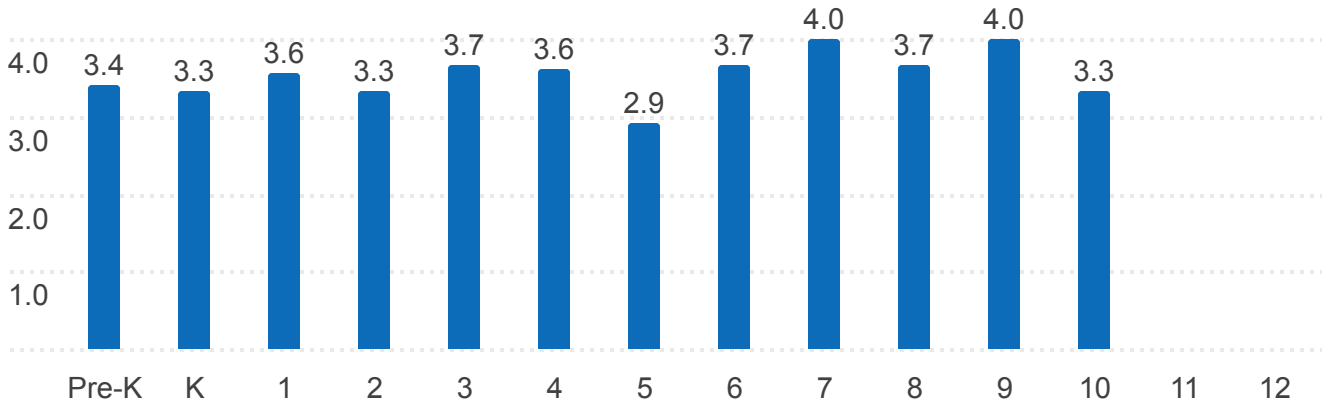
Field	Mean	Standard Deviation	Min	Max
My child's school places a priority on addressing students' mental health needs.	3.3	0.8	1.0	4.0

Average Climate Scales by Student Grade

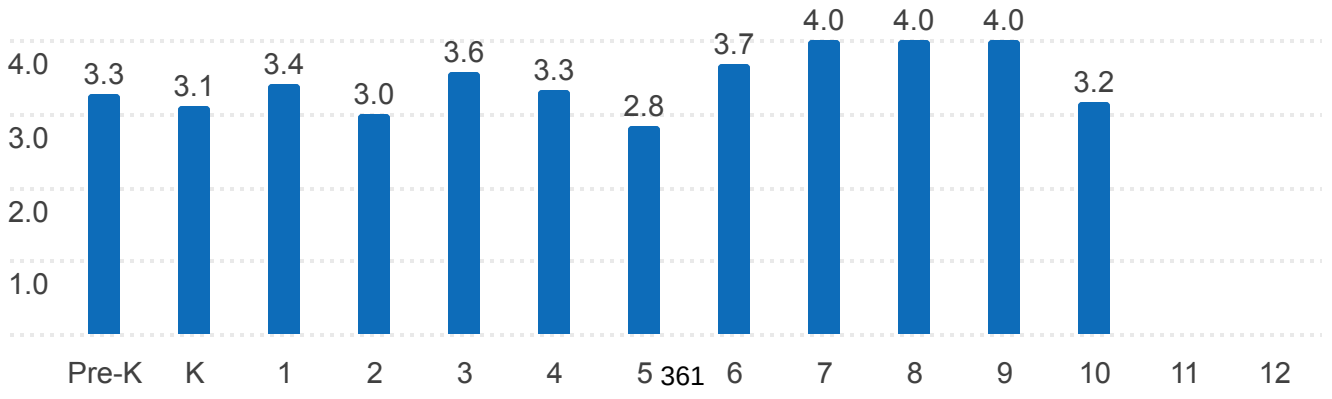
Climate Total



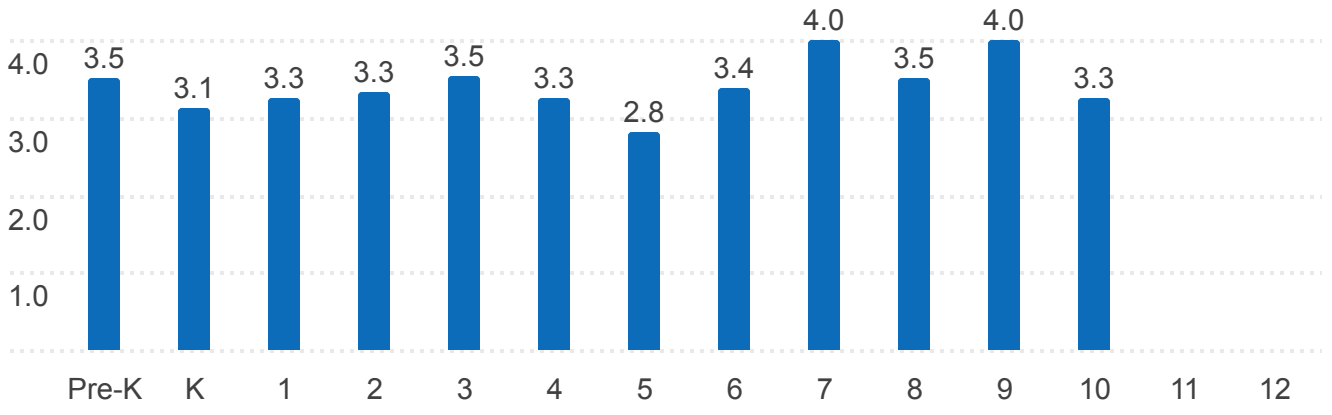
School Connectedness & Belonging



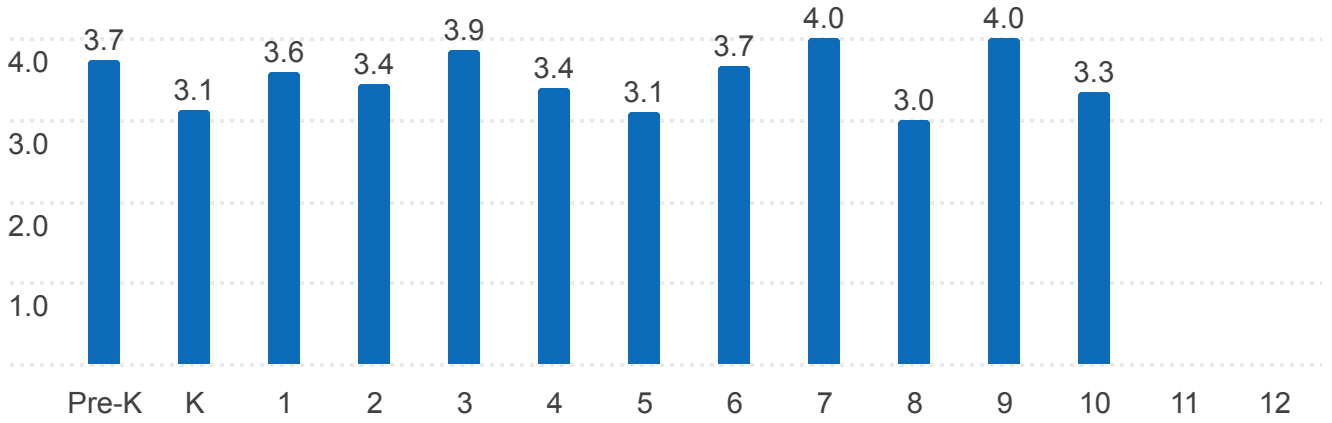
Staff - Student Relationships



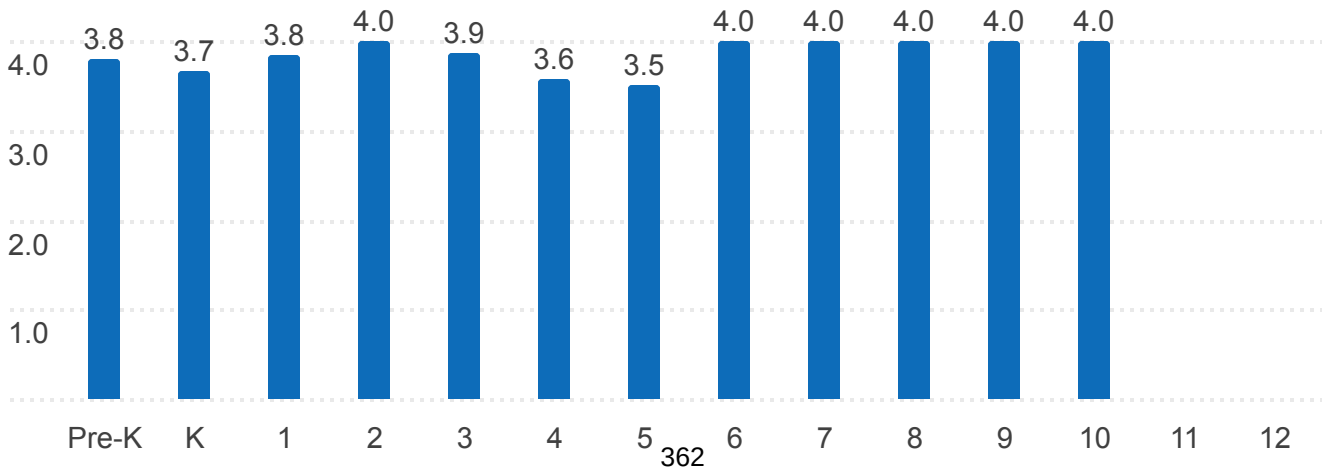
Parent - Staff Relationships



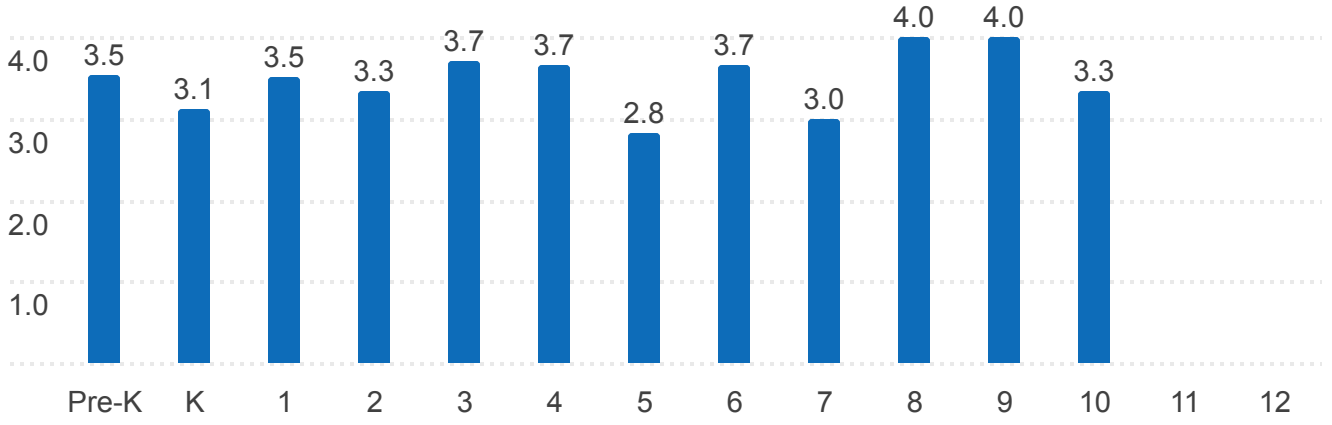
Family Involvement / Engagement



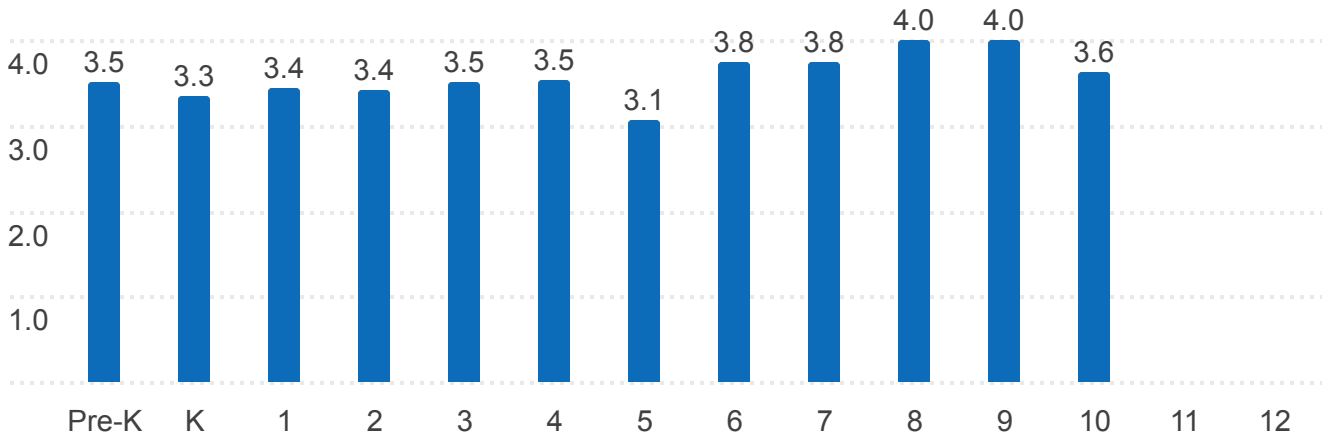
Physical Environment



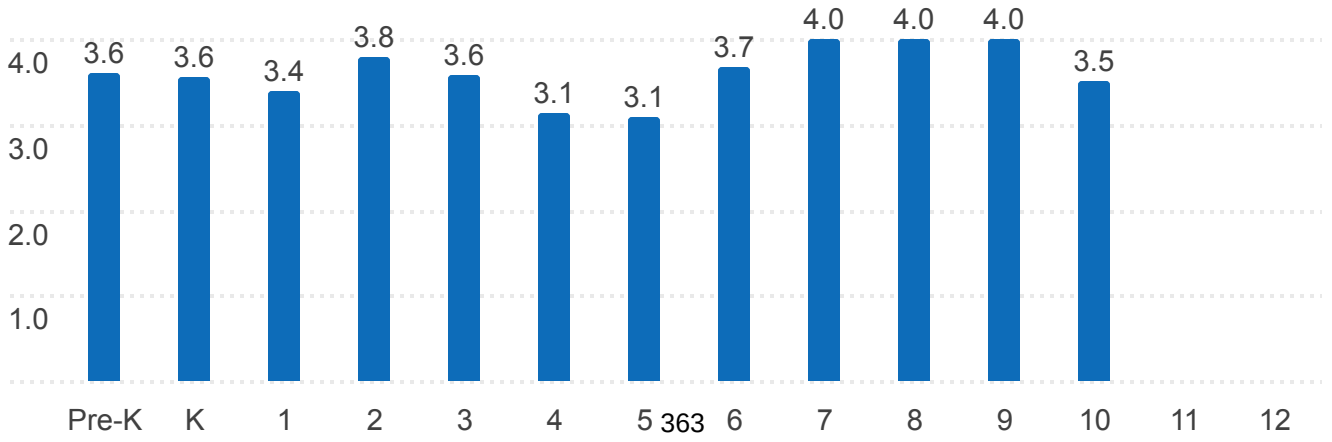
Academic Culture / Learning Environment



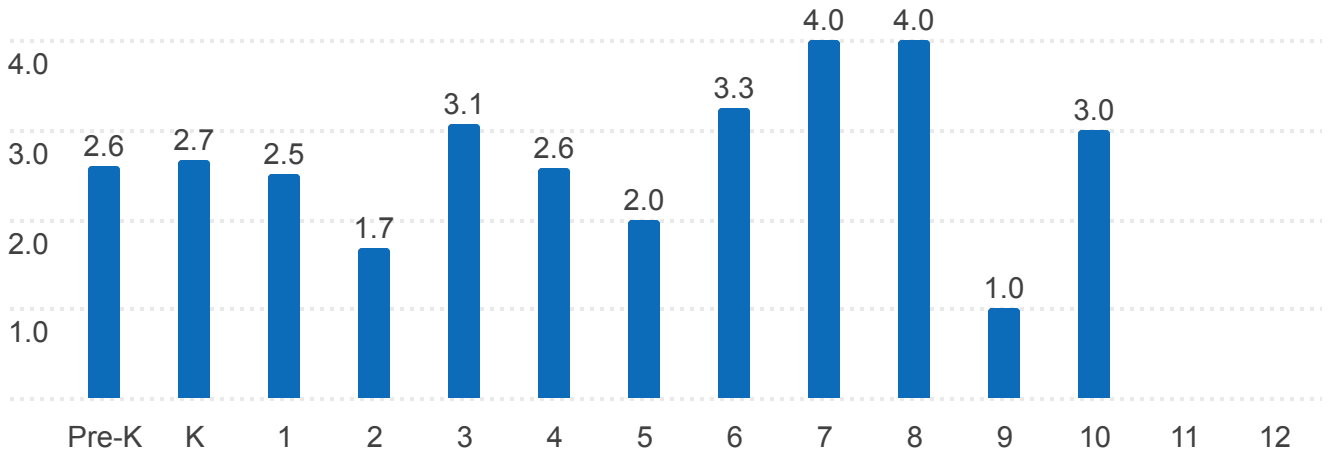
Discipline & Behavioral Expectations



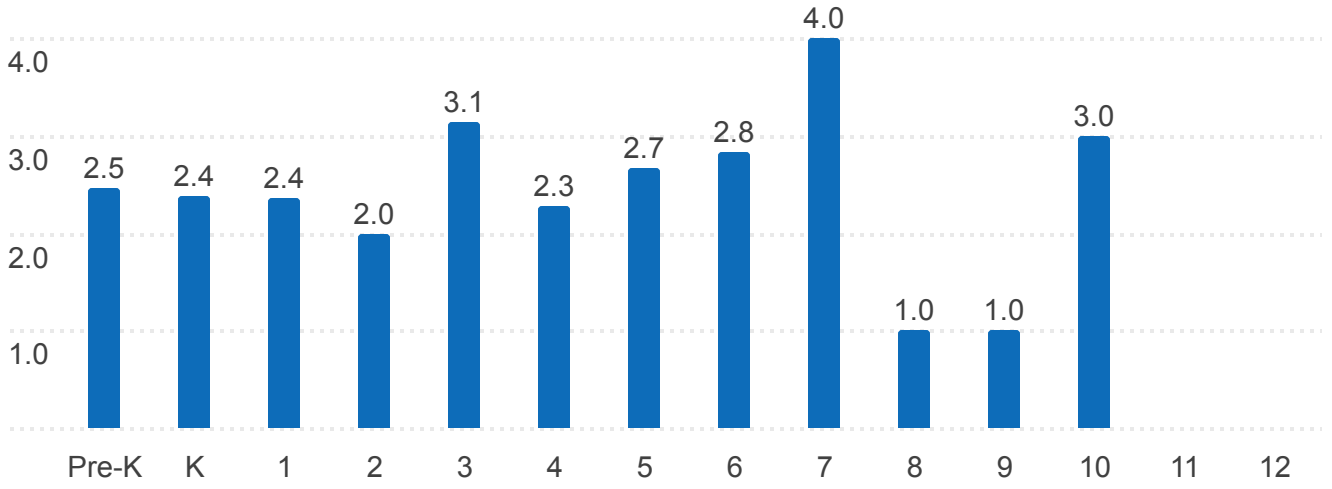
School Safety



Peer Conflict & Bullying



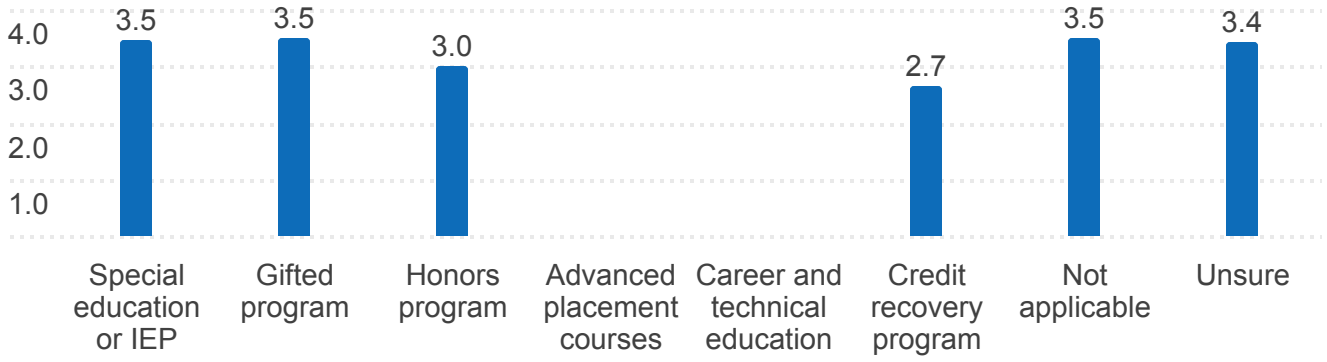
Substance Use



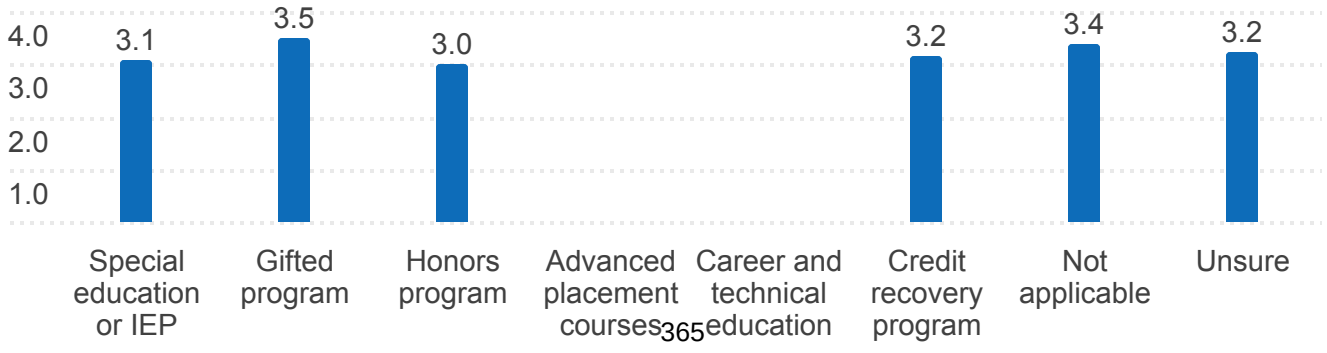
Average Climate Scales by Student Program Participation

Climate Total

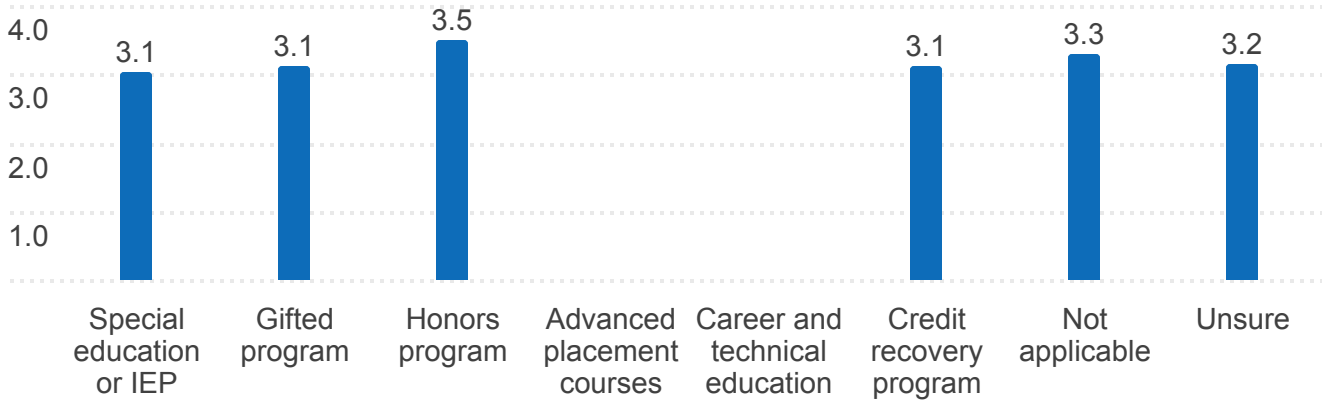
School Connectedness & Belonging



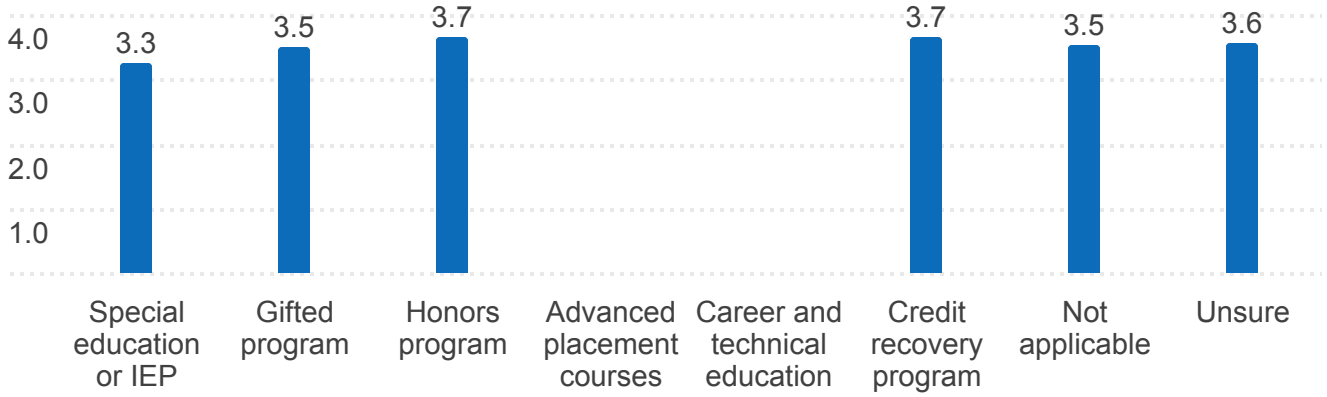
Staff - Student Relationships



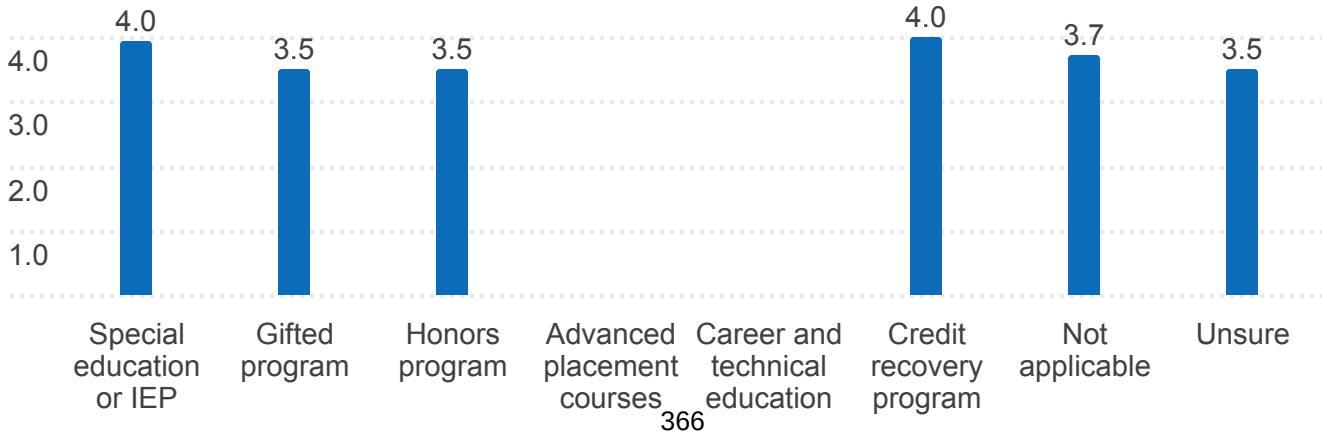
Parent - Staff Relationships



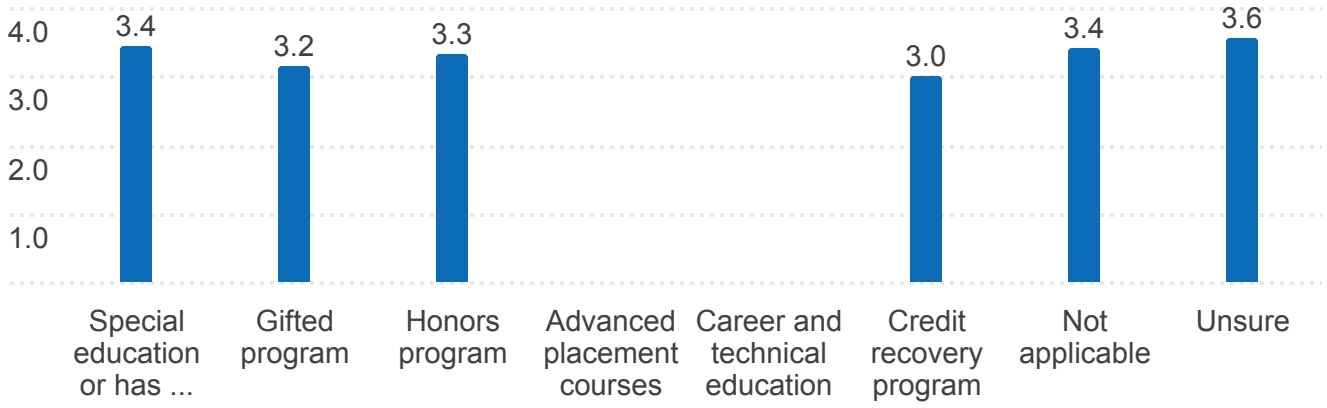
Family Involvement / Engagement



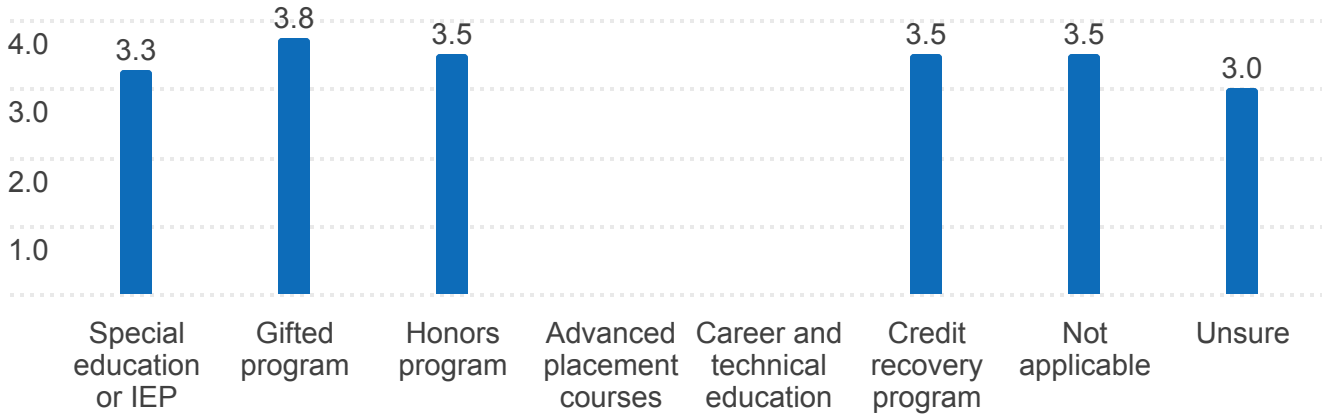
Physical Environment



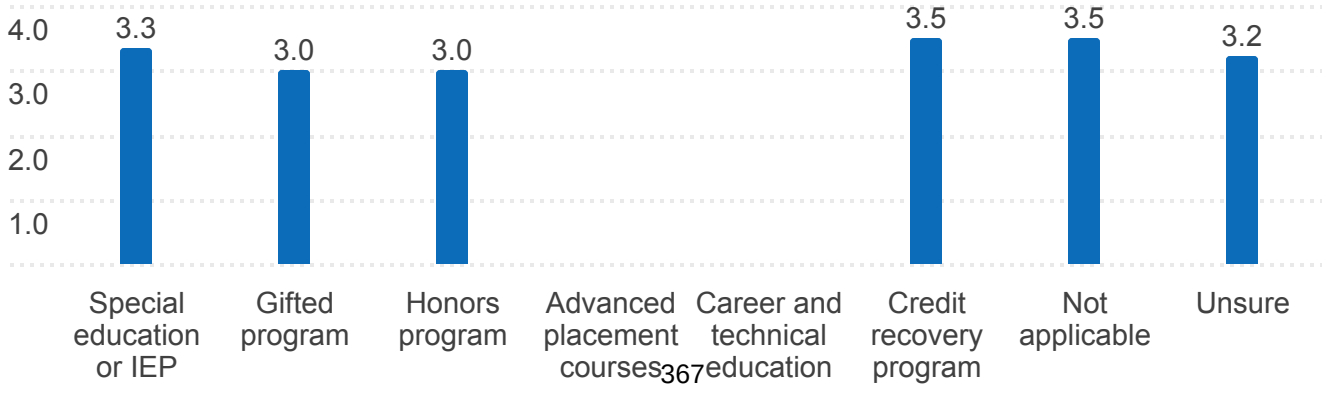
Academic Culture / Learning Environment



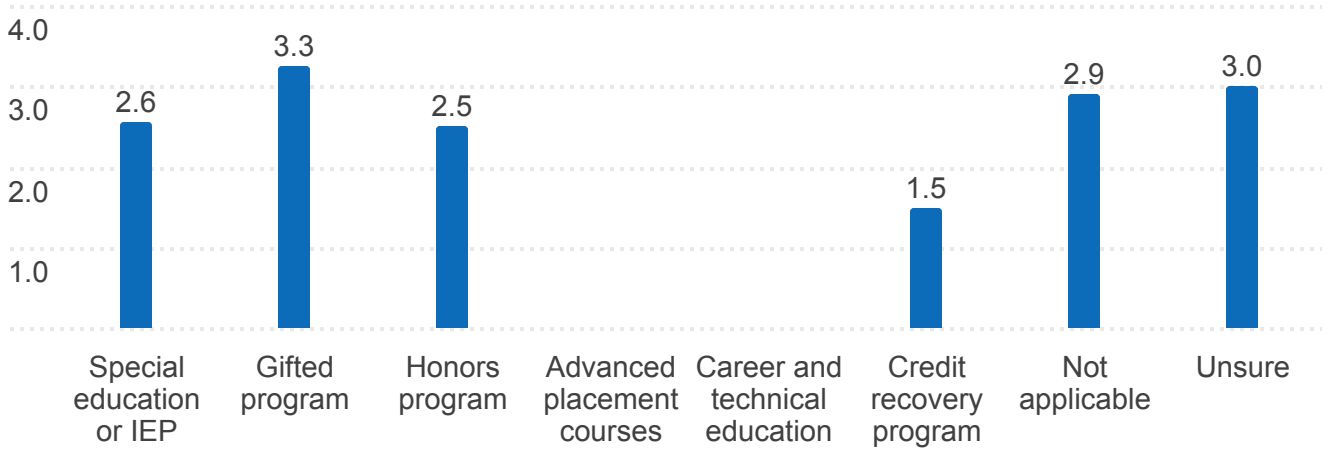
Discipline & Behavioral Expectations



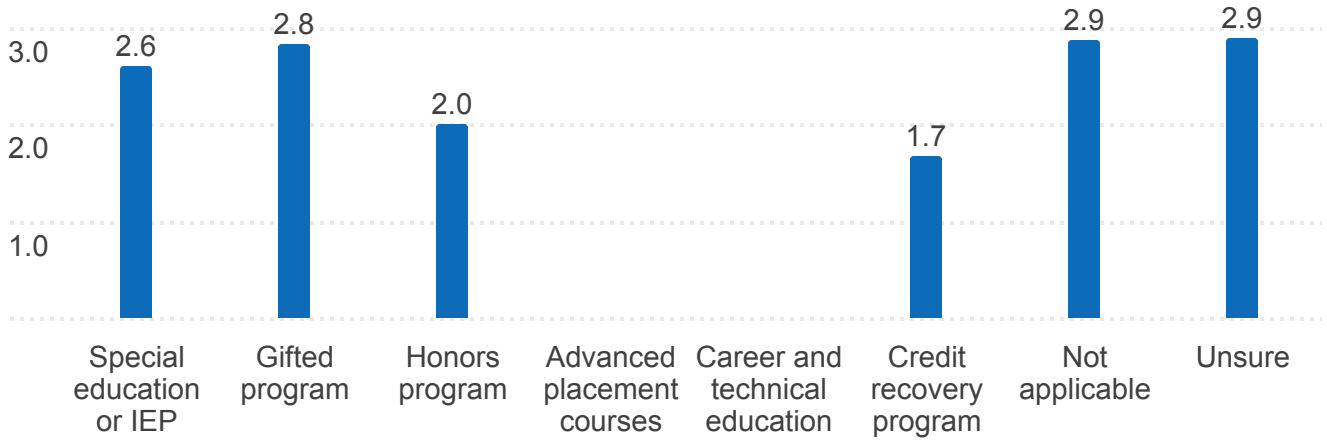
School Safety



Peer Conflict & Bullying

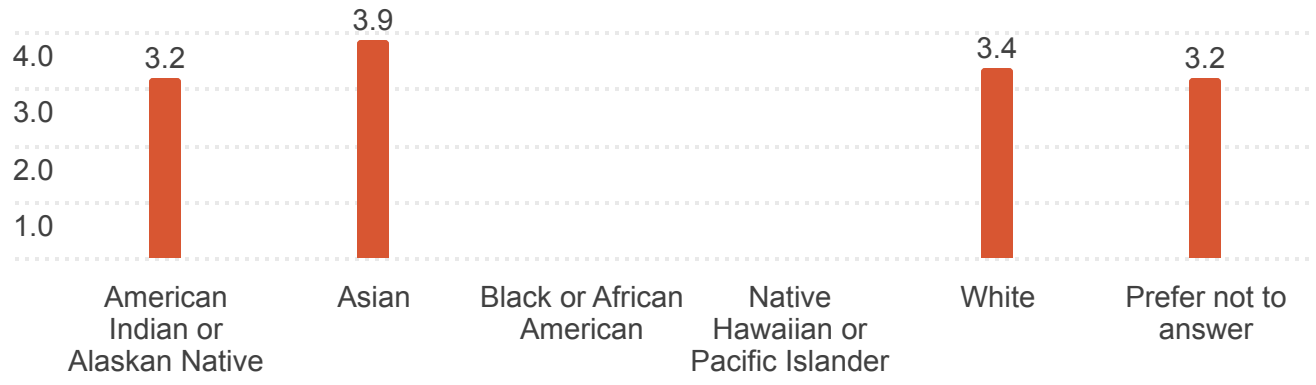


Substance Use

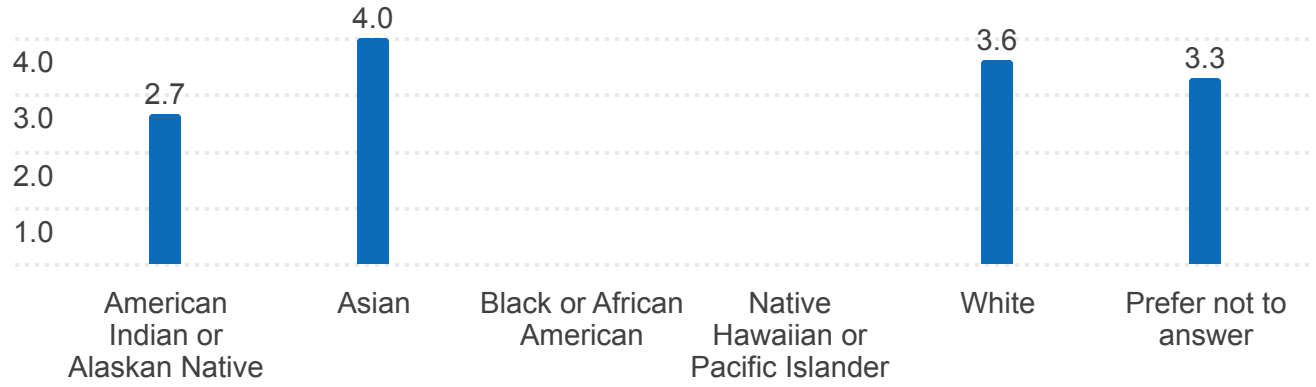


Average Climate Scales by Caregiver Race

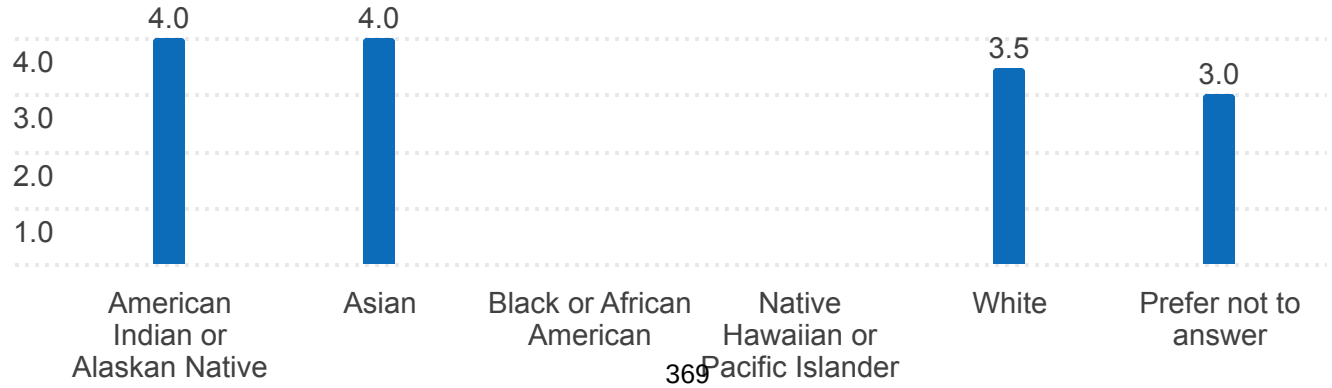
Climate Total



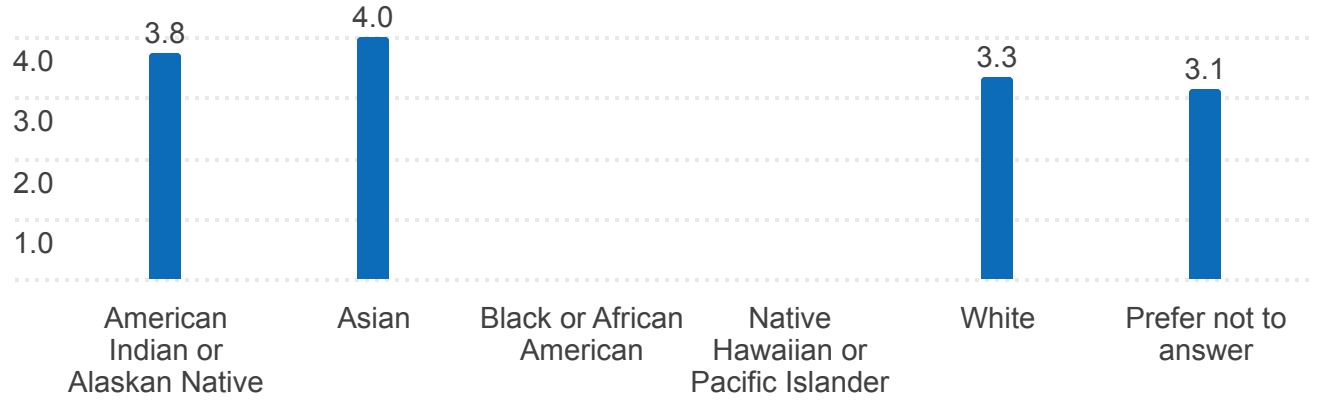
School Connectedness & Belonging



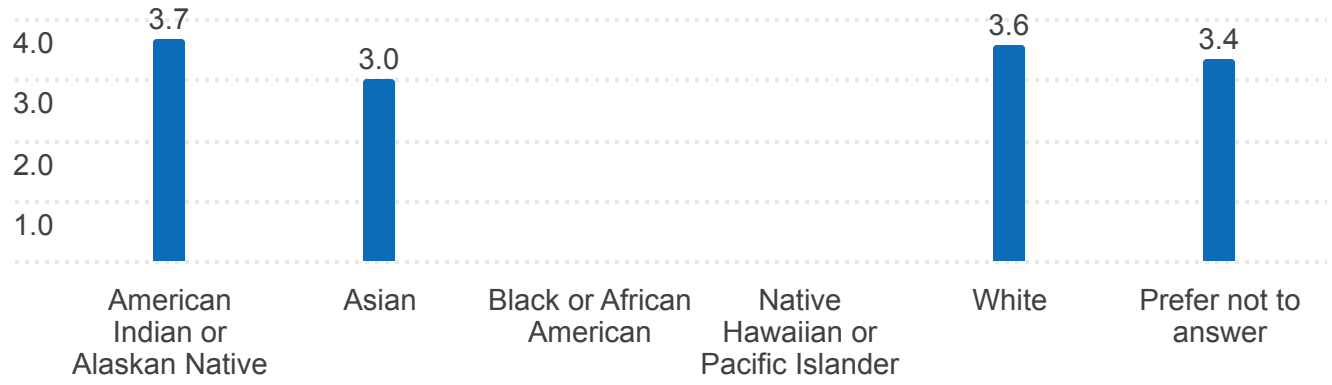
Staff - Student Relationships



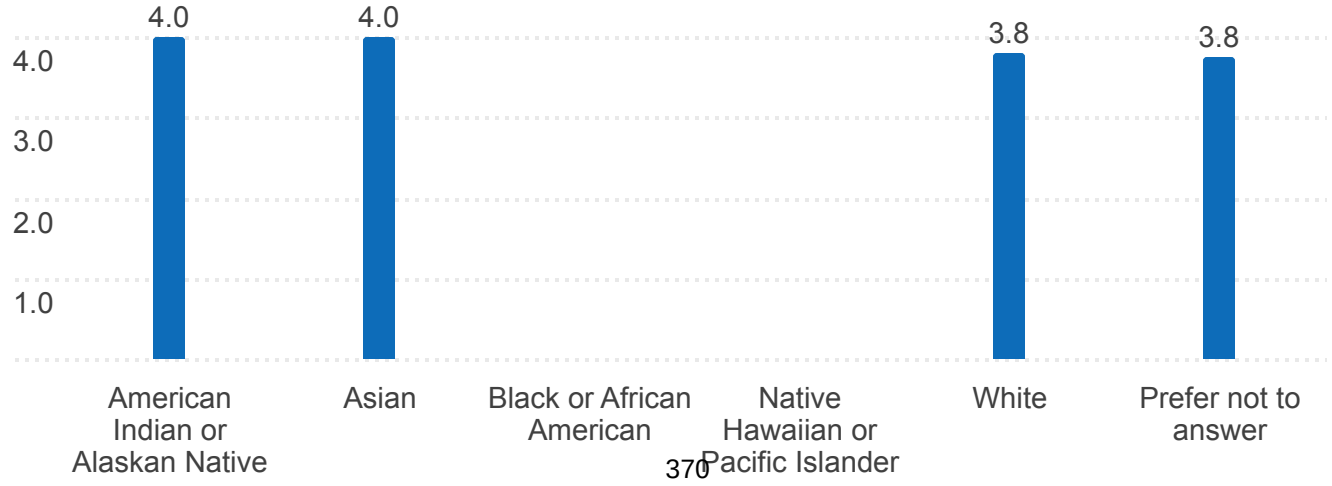
Parent - Staff Relationships



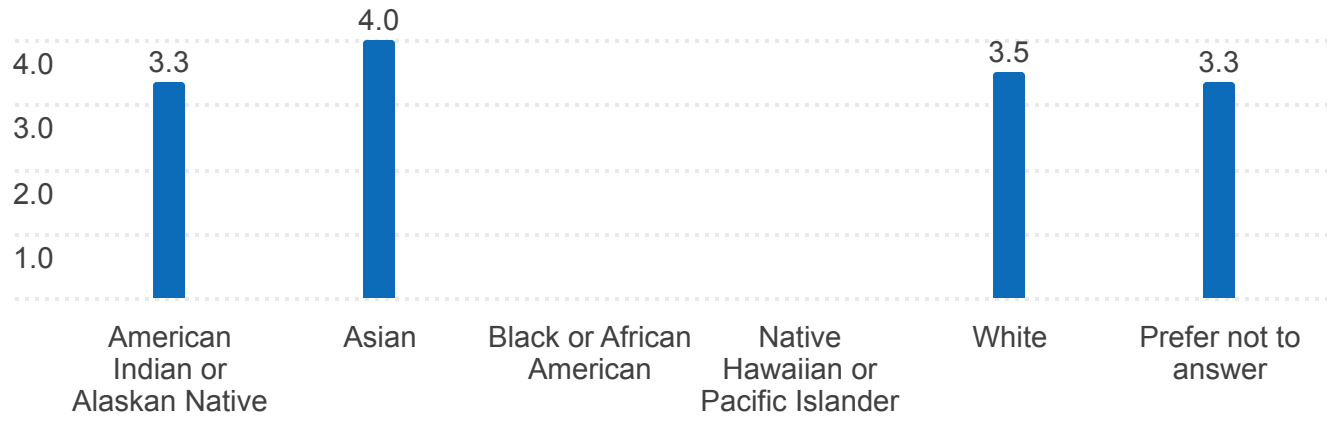
Family Involvement / Engagement



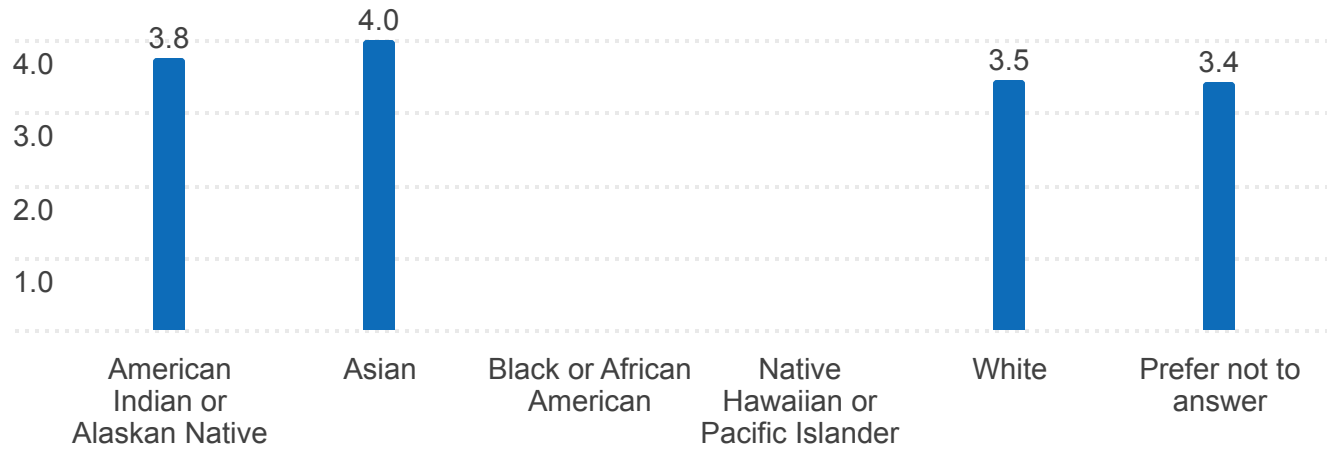
Physical Environment



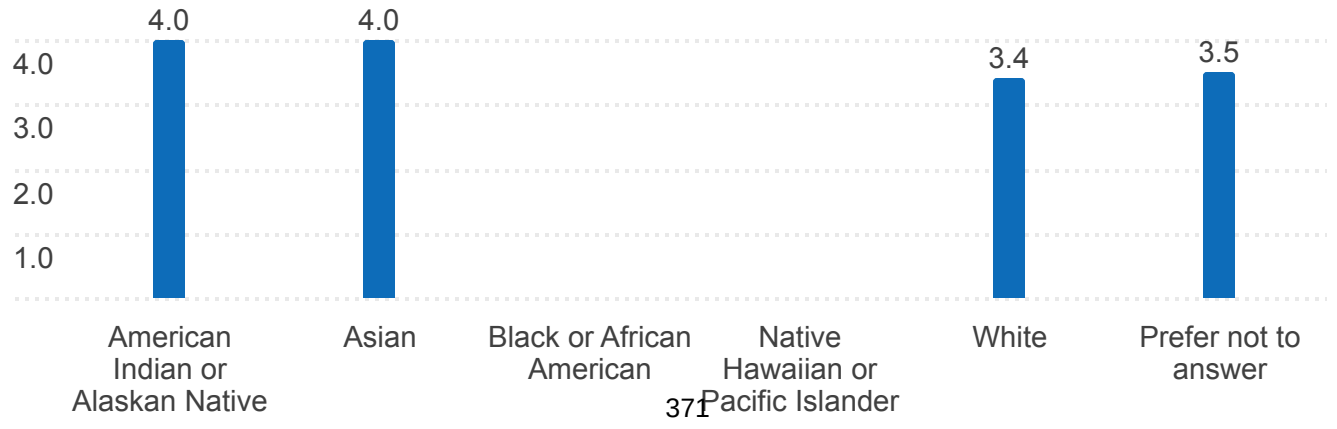
Academic Culture / Learning Environment



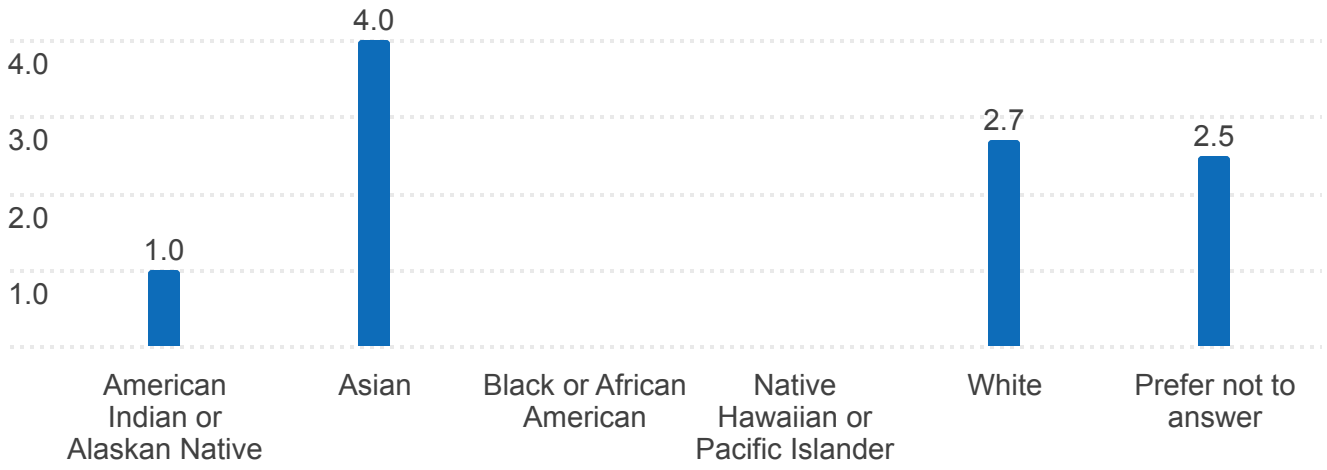
Discipline & Behavioral Expectations



School Safety



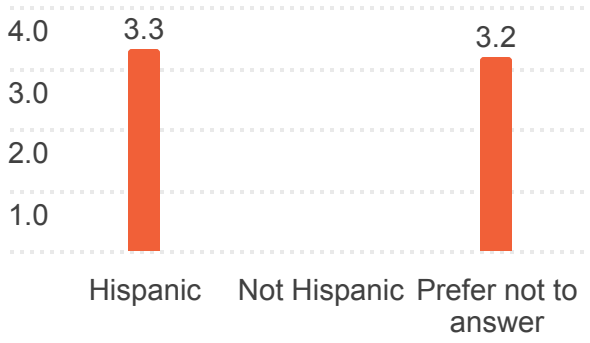
Peer Conflict & Bullying



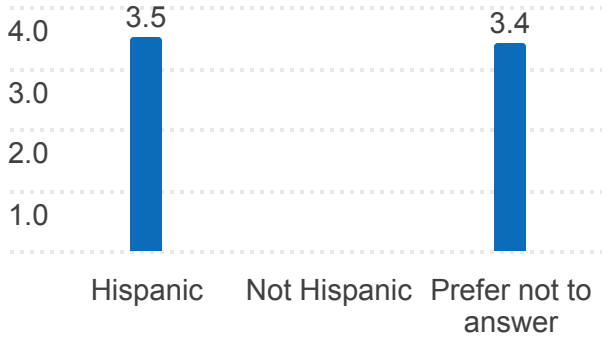
Substance Use

Average Climate Scales by Ethnicity

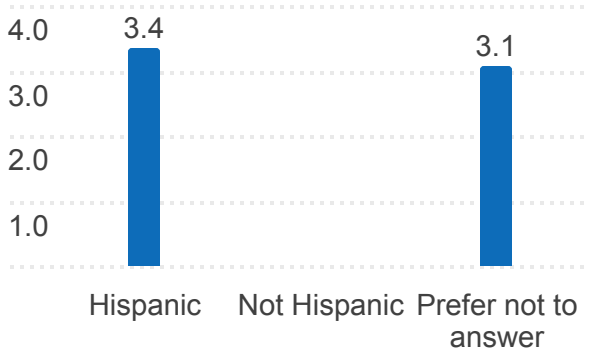
Climate Total



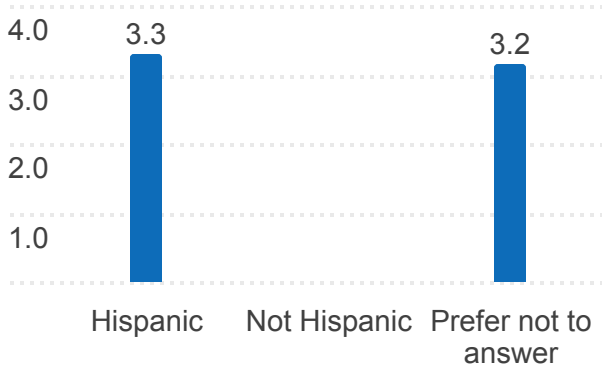
School Connectedness & Belonging



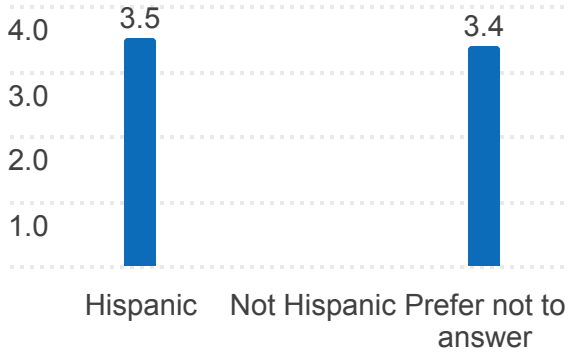
Staff - Student Relationships



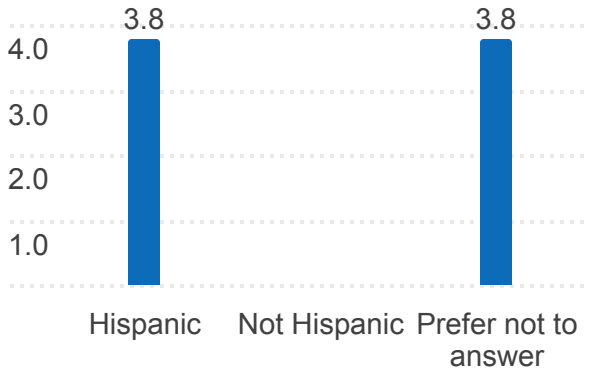
Parent - Staff Relationships



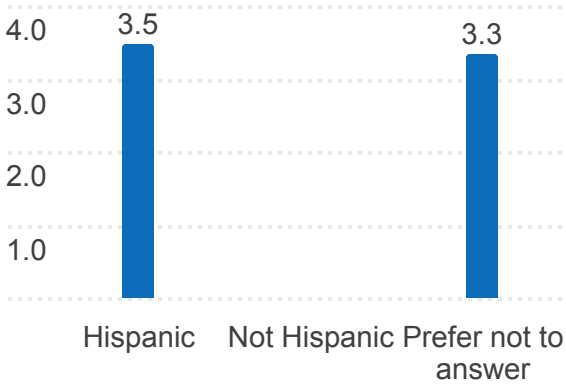
Family Involvement / Engagement



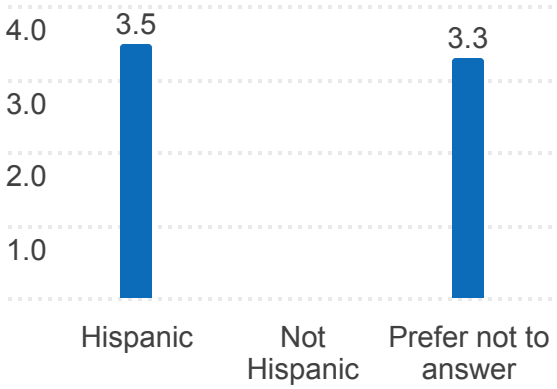
Physical Environment



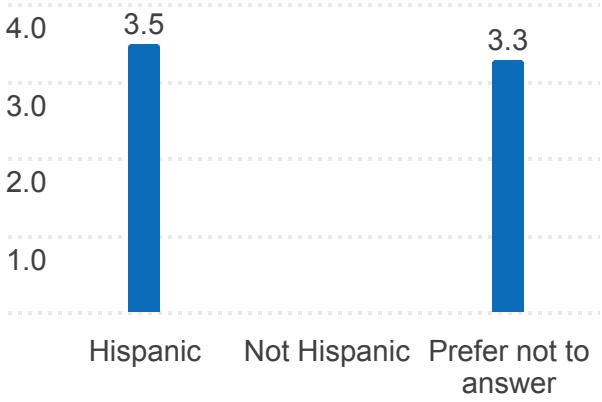
Learning Environment



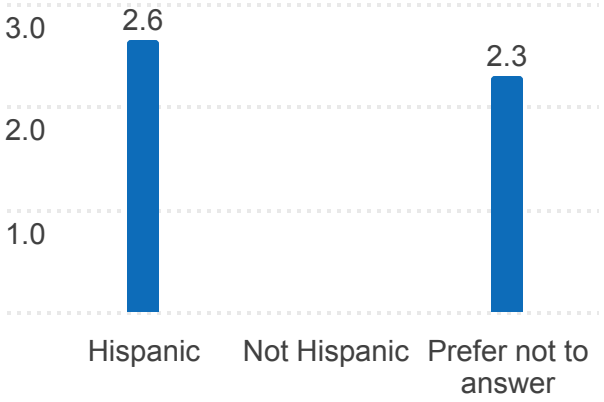
Discipline & Behavioral Expectations



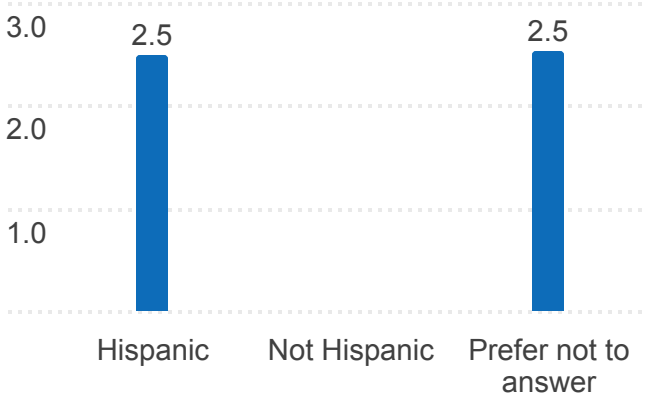
School Safety



Peer Conflict & Bullying



Substance Use



Texas School Climate Scale

Tornillo High School - Staff Survey

Fall 2024-2025

The University of Texas at Austin
Texas Institute for Excellence in Mental Health
Steve Hicks School of Social Work

TCSS
TEXAS CENTER for STUDENT SUPPORTS

TEA
Texas Education Agency

Background

Research has shown that positive school climate is an important protective factor for children, helping to mitigate the negative impact of stressors and support resilience. A positive school climate has been shown to be associated with students reporting fewer risk-taking behaviors, fewer discipline issues, lower rates of bullying and victimization, fewer depressive symptoms, and greater self-esteem. A positive school climate also contributes to improved academic outcomes, increased motivation to learn, lower absenteeism, and higher graduation rates. A positive school climate also impacts educators; it is associated with lower emotional exhaustion, greater feelings of accomplishment, and improved retention. As a concept that is so important to the positive development of students, it is critical for schools to regularly measure school climate and utilize results in planning for universal (Tier 1) school interventions.

Texas School Climate Survey. The Texas School Climate Survey is a suite of four surveys to measure climate from the perspective of school personnel, family members, elementary students (grades 3-5), and secondary students (grades 6-12). Each survey asks respondents about their demographics and a series of questions related to the domains of Engagement, Environment, and Safety. The surveys use a 4-point Likert scale of agreement (from “Strongly Disagree” to “Strongly Agree”) and higher ratings reflect more positive perceptions of school climate.

The Elementary Student Survey includes 26 items across 8 conceptual subscales and the Secondary Student Survey includes 39 items across 9 conceptual scales. The School Personnel Survey includes 52 items across 12 conceptual subscales and the Parent / Caregiver Survey includes includes 37 items across 10 conceptual subscales. Since school climate factors vary between schools within the same district, school personnel who work across multiple participating schools and family members with children at multiple participating schools are asked to complete a survey for each school. Table 1 below describes the subscales in the Staff Survey.

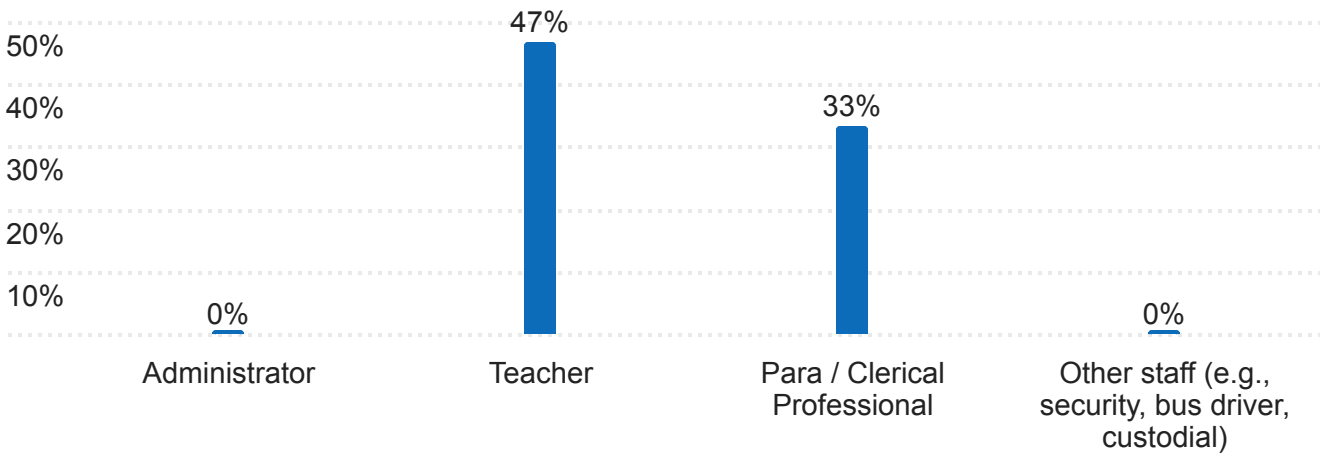
Table 1: School Personnel Subscales

Subscale	Description
Staff Connectedness & Morale	Staff perceptions of their connectedness to the school and positive morale among peers.
Administrative Support	Staff perceptions of communication and support between administrators and staff.
Staff-Student Relationships	Staff perceptions of the degree to which staff have developed supportive relationships with students and students show respect to teachers.
Peer Relationships / Prosocial Behavior	Staff perceptions of how well students get along with peers and treat each other.
Staff-Family Relationships	Staff perceptions of how staff communicate with family members and make them feel welcome at school.
Family Involvement / Engagement	Staff perceptions of how engaged families are in their child’s education.
Physical Environment	Staff perceptions of how well the school is maintained.
Academic Culture / Learning Environment	Staff perceptions of students’ motivation to learn and teachers’ efforts to promote their academic success.
Discipline & Behavioral Expectations	Staff perceptions of rules and disciplinary practices at the school.
School Safety	Staff perception of their safety and that of students and the effectiveness of the school’s safety measures.
Peer Conflict & Bullying	Staff perception of conflict, bullying, and cyberbullying behaviors at the school.
Substance Use	Staff perception of the degree to which students use alcohol, drugs and vaping products at school.

Demographics of Respondents

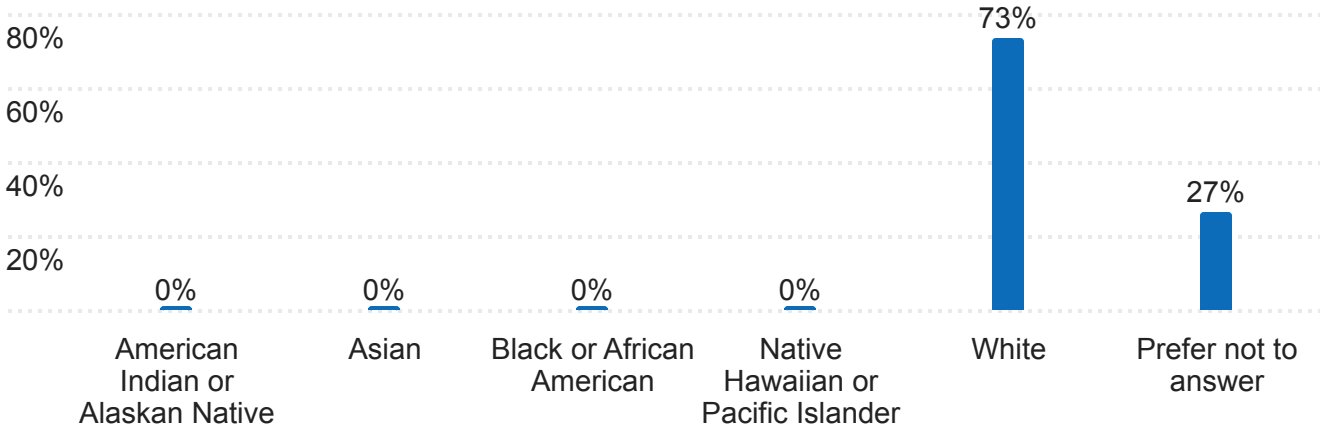
What is your primary job classification?

15 Responses



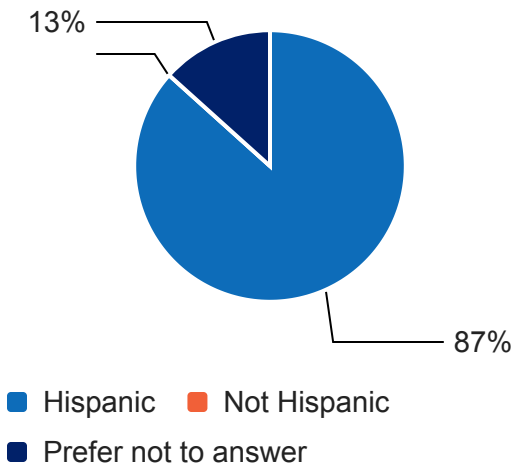
What is your race?

15 Responses



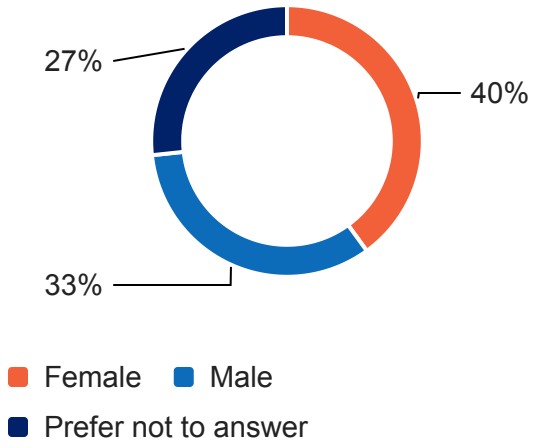
What is your ethnicity?

15 Responses



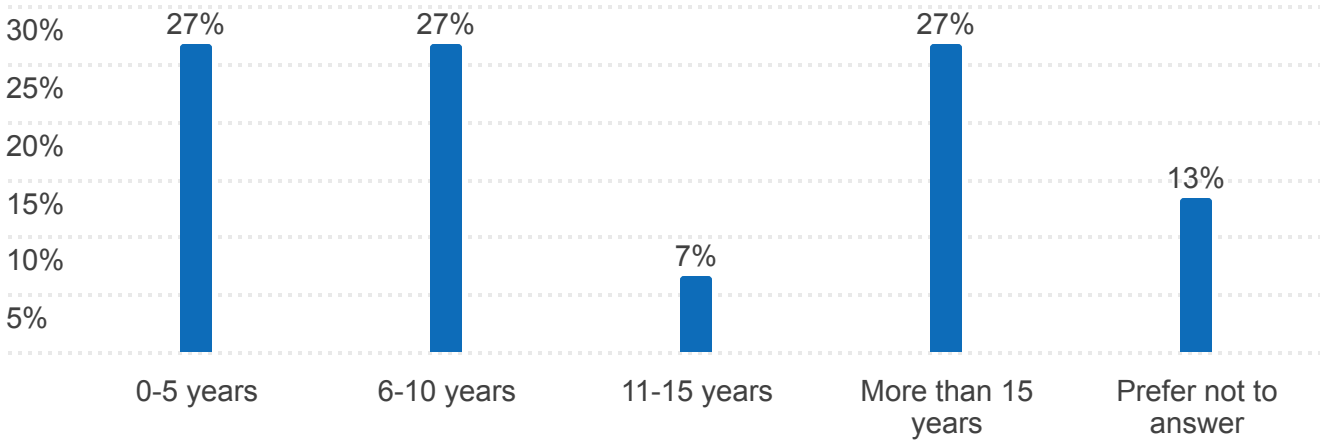
What is your gender?

15 Responses



How many years of work experience do you have?

15 Responses



Overview Results

Climate Total Score

15 Responses

Field	Mean	Standard Deviation	Min	Max
Climate	2.7	0.7	1.6	3.7

Climate Total

Staff Connectedness & Morale

15 Responses

Field	Mean	Standard Deviation	Min	Max
Connectedness	2.7	0.9	1.0	4.0

Staff Connectedness & Morale

Administrative Support

15 Responses

Field	Mean	Standard Deviation	Min	Max
Admin_Support	2.5	1.0	1.0	4.0

Administrative Support

Staff - Student Relationships

15 Responses

Field	Mean	Standard Deviation	Min	Max
Staff_Student	3.0	0.8	1.3	4.0

Staff - Student Relationships

Peer Relationships / Prosocial Behavior

15 Responses

Field	Mean	Standard Deviation	Min	Max
Peer Relations	2.6	0.9	1.0	4.0

Peer Relationships/Prosocial Behavior

Staff - Family Relationships

15 Responses

Field	Mean	Standard Deviation	Min	Max
Staff-Family	2.8	0.7	1.5	4.0

Staff - Family Relationships

Family Involvement / Engagement

15 Responses

Field	Mean	Standard Deviation	Min	Max
Family Involvement	2.4	0.7	1.3	3.3

Family Involvement / Engagement

Physical Environment

15 Responses

Field	Mean	Standard Deviation	Min	Max
Environment	3.2	0.5	2.3	4.0

Physical Environment

Academic Culture / Learning Environment

15 Responses

Field	Mean	Standard Deviation	Min	Max
Learning	2.9	0.7	1.0	4.0

Learning Environment

Discipline & Behavioral Expectations

15 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	2.5	0.9	1.4	3.8

Discipline & Behavioral Expectations

School Safety

15 Responses

Field	Mean	Standard Deviation	Min	Max
Safety	2.8	0.8	1.8	4.0

School Safety

Peer Conflict & Bullying

15 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying	2.5	0.9	1.2	3.7

Peer Conflict & Bullying

Substance Use

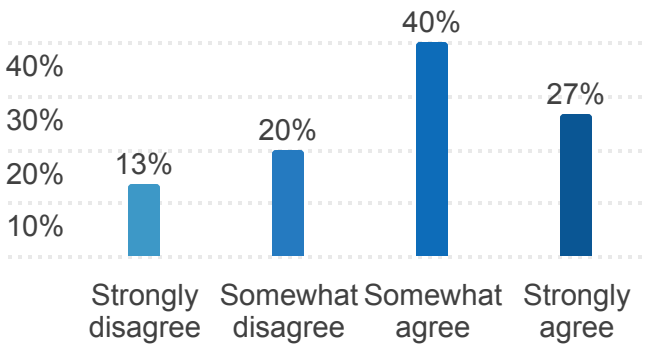
15 Responses

Field	Mean	Standard Deviation	Min	Max
Substance Use	2.2	0.8	1.0	3.8

Substance Use

Staff Connectedness & Morale

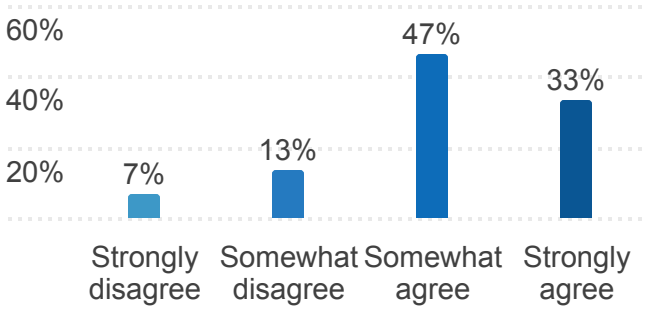
I feel supported by teachers and staff at my school.



15 Responses

Field	Mean	Standard Deviation	Min	Max
I feel supported by teachers and staff at my school.	2.8	1.0	1.0	4.0

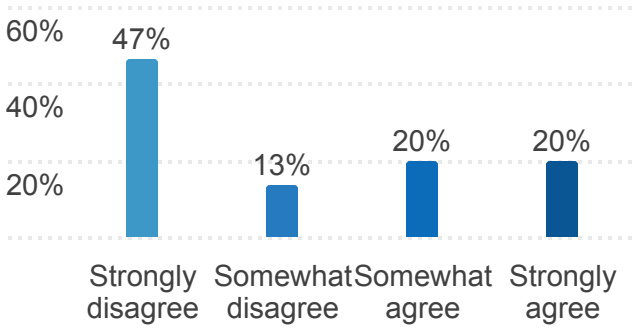
I am proud to work at my school.



15 Responses

Field	Mean	Standard Deviation	Min	Max
I am proud to work at my school.	3.1	0.9	1.0	4.0

Morale is high among teachers and staff at my school.

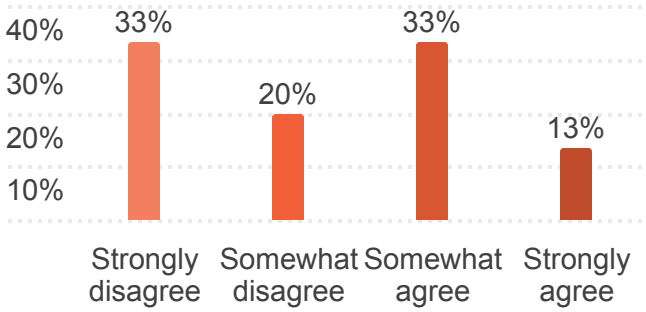


15 Responses

Field	Mean	Standard Deviation	Min	Max
Morale is high among teachers and staff at my school.	2.1	1.2	1.0	4.0

Administrative Support

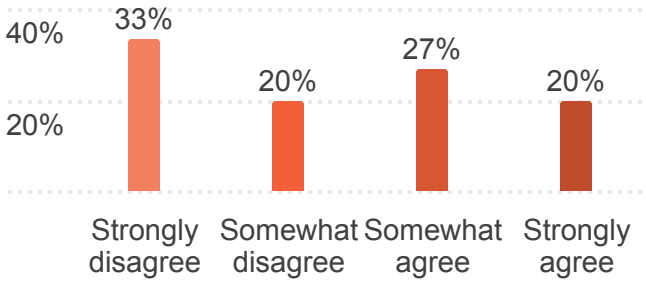
School administrators and staff communicate with each other effectively.



15 Responses

Field	Mean	Standard Deviation	Min	Max
School administrators and staff communicate with each other effectively.	2.3	1.1	1.0	4.0

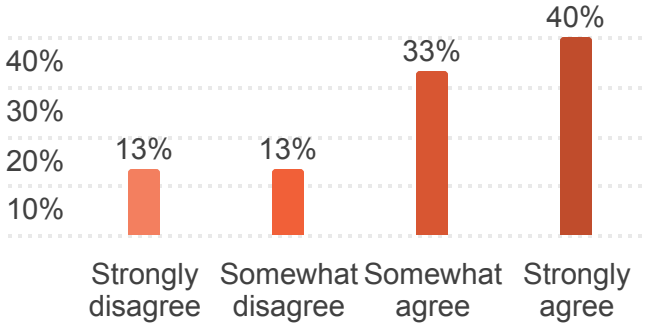
Teachers and staff at my school are well-supported by administrators.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school are well-supported by administrators.	2.3	1.1	1.0	4.0

School administrators recognize teachers and staff for a job well-done.

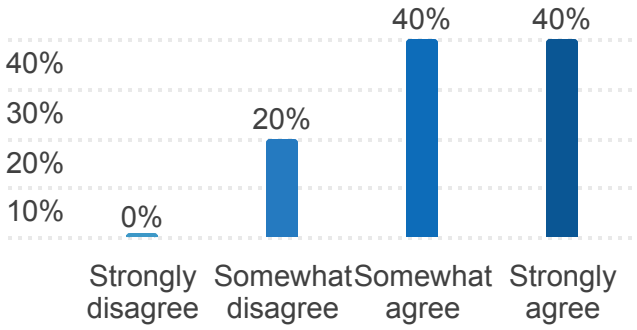


15 Responses

Field	Mean	Standard Deviation	Min	Max
School administrators recognize teachers and staff for a job well-done.	3.0	1.0	1.0	4.0

Staff - Student Relationships

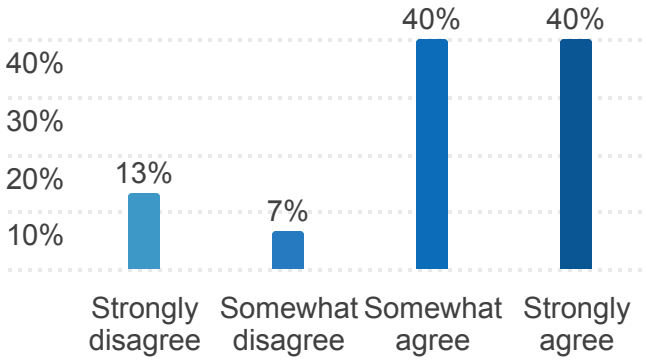
Teachers and staff at my school build strong relationships with students.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school build strong relationships with students.	3.2	0.7	2.0	4.0

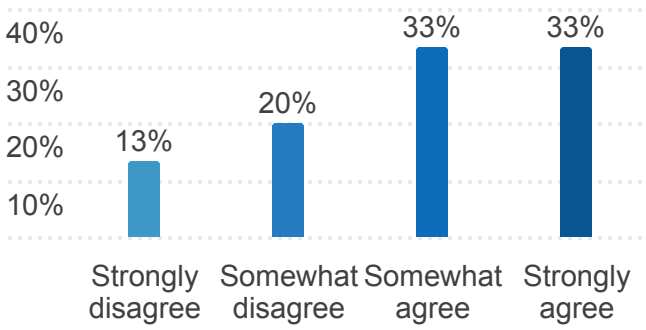
Teachers and staff at my school treat all students fairly.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school treat all students fairly.	3.1	1.0	1.0	4.0

Students show respect for their teachers.

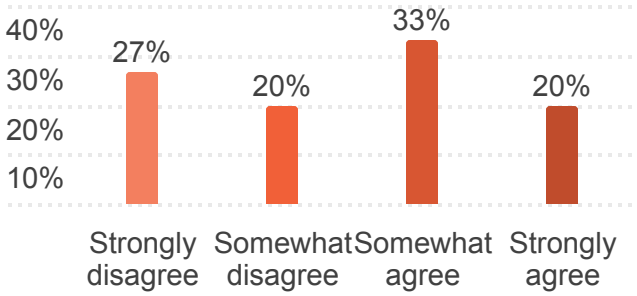


15 Responses

Field	Mean	Standard Deviation	Min	Max
Students show respect for their teachers.	2.9	1.0	1.0	4.0

Peer Relationships / Prosocial Behavior

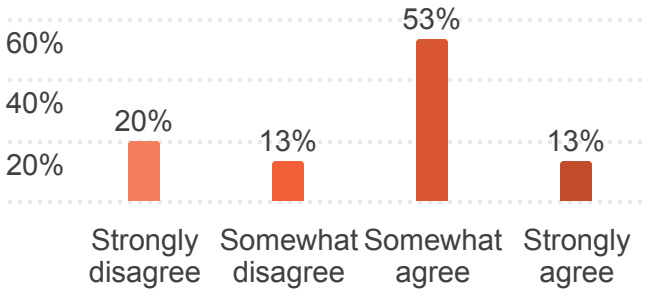
Students at my school treat peers who are different from them with respect.



15 Responses

Field	Min	Max	Mean	Standard Deviation
Students at my school treat peers who are different from them with respect.	1.0	4.0	2.5	1.1

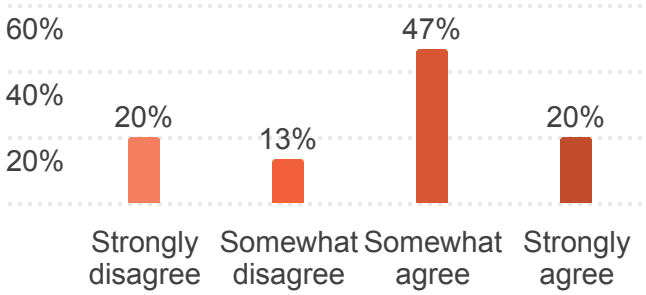
Students at my school treat each other with kindness.



15 Responses

Field	Min	Max	Mean	Standard Deviation
Students at my school treat each other with kindness.	1.0	4.0	2.6	1.0

Students at my school help each other when they need it.

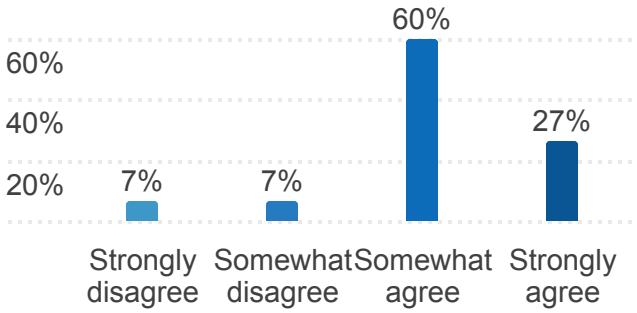


15 Responses

Field	Min	Max	Mean	Standard Deviation
Students at my school help each other when they need it.	1.0	4.0	2.7	1.0

Staff - Family Relationships

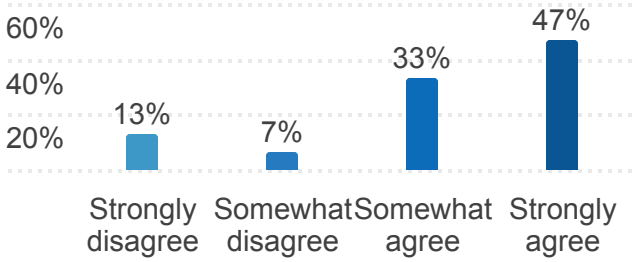
I have a good relationship with my students' families.



15 Responses

Field	Mean	Standard Deviation	Min	Max
I have a good relationship with my students' families.	3.1	0.8	1.0	4.0

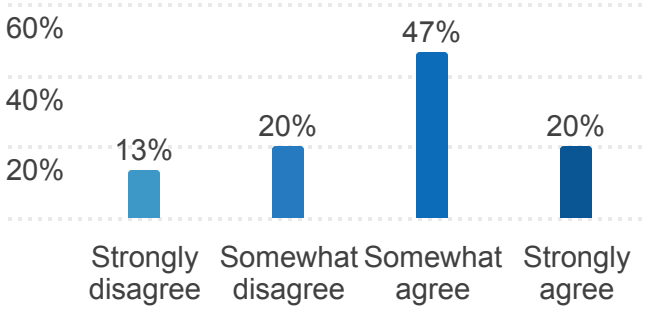
Parents are made to feel welcome in my school.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Parents are made to feel welcome in my school.	3.1	1.0	1.0	4.0

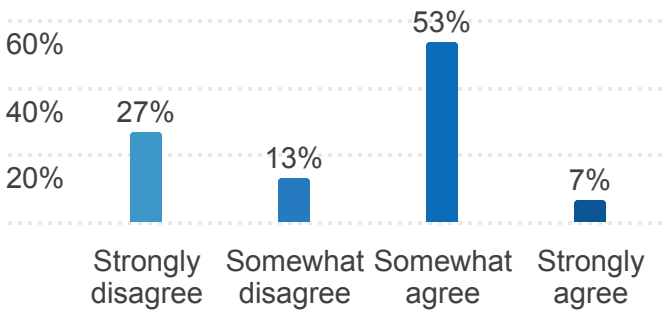
Staff at my school communicate with parents in a consistent and timely manner.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Staff at my school communicate with parents in a consistent and timely manner.	2.7	0.9	1.0	4.0

If a student has done something well or makes improvement, staff contact his/her parents.

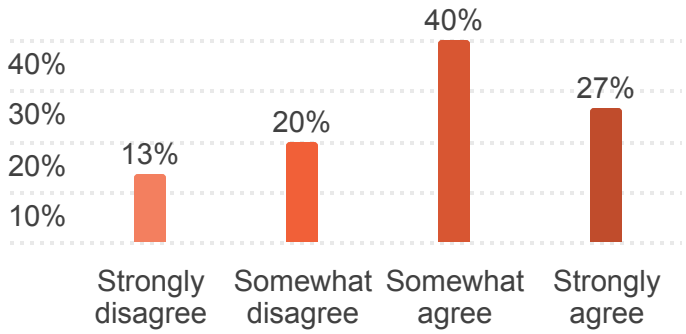


15 Response

Field	Min	Max	Mean	Standar Deviatic
If a student has done something well or makes improvement, staff contact his/her parents.	1.0	4.0	2.4	1

Family Involvement / Engagement

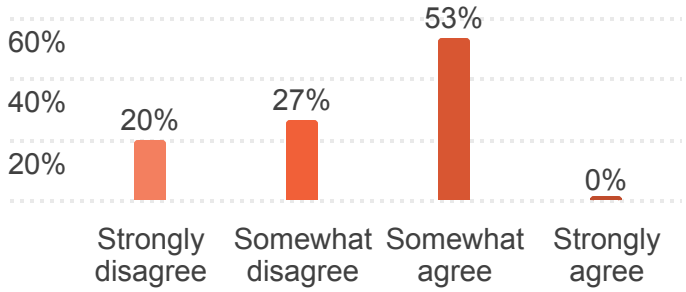
Teachers and staff at my school encourage parents to be active partners in educating their child.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school encourage parents to be active partners in educating their child.	2.8	1.0	1.0	4.0

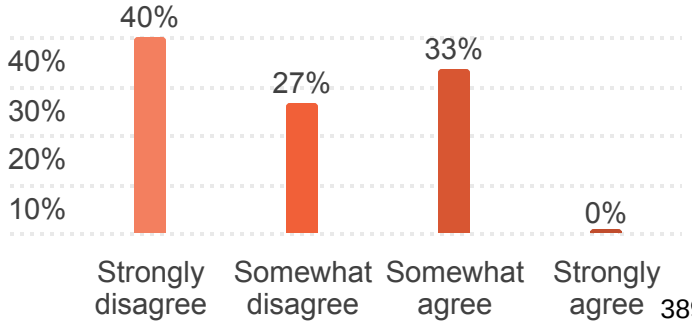
Parents care about how their child performs in school.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Parents care about how their child performs in school.	2.3	0.8	1.0	3.0

Parents are actively involved in my school.



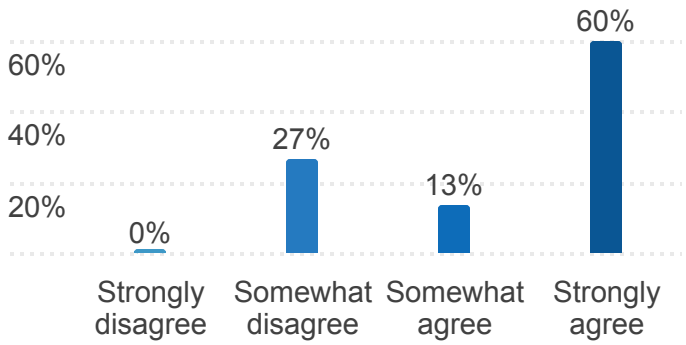
15 Responses

Field	Mean	Standard Deviation	Min	Max
Parents are actively involved in my school.	1.9	0.9	1.0	3.0

Physical Environment

My school is clean and well-maintained.

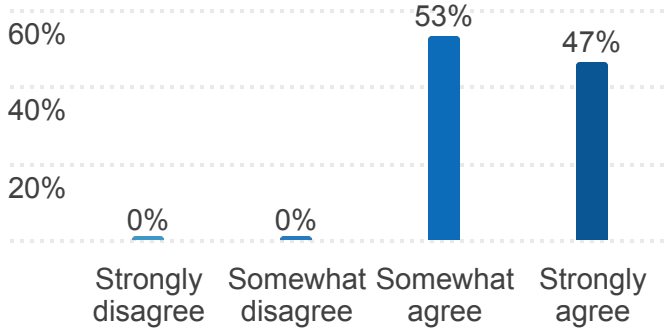
15 Responses



Field	Mean	Standard Deviation	Min	Max
My school is clean and well-maintained.	3.3	0.9	2.0	4.0

Teachers at my school keep their classrooms clean and organized.

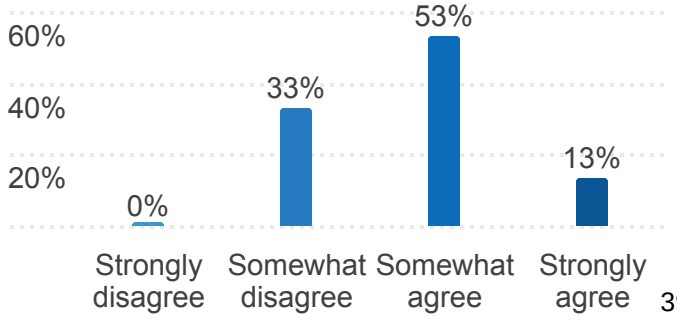
15 Responses



Field	Mean	Standard Deviation	Min	Max
Teachers at my school keep their classrooms clean and organized.	3.5	0.5	3.0	4.0

Instructional materials are up to date and in good condition.

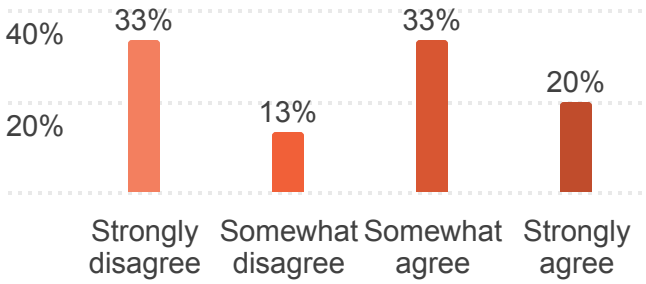
15 Responses



Field	Mean	Standard Deviation	Min	Max
Instructional materials are up to date and in good condition.	2.8	0.7	2.0	4.0

Academic Culture / Learning Environment

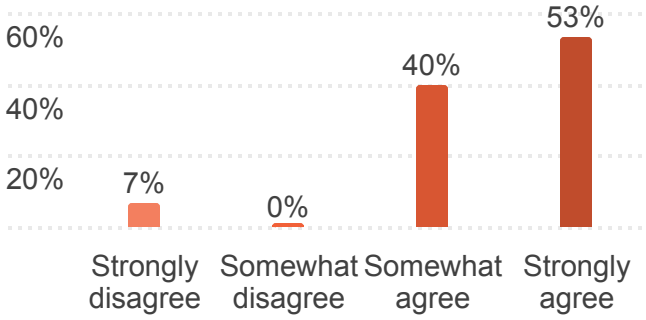
Students are motivated to learn at my school.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Students are motivated to learn at my school.	2.4	1.1	1.0	4.0

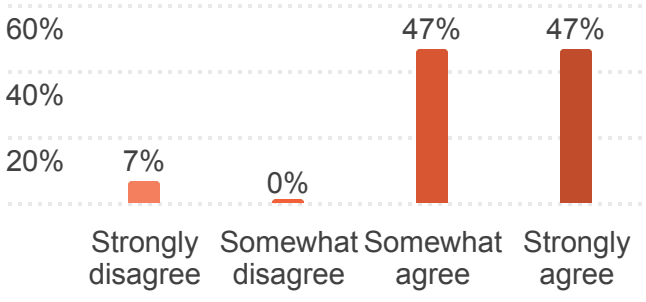
Teachers at my school work hard to make sure that students do their best.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers at my school work hard to make sure that students do their best.	3.4	0.8	1.0	4.0

Teachers at my school promote academic success for all students.

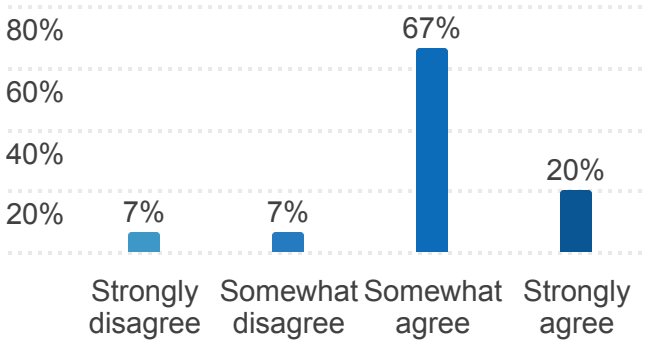


15 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers at my school promote academic success for all students.	3.3	0.8	1.0	4.0

Discipline & Behavioral Expectations

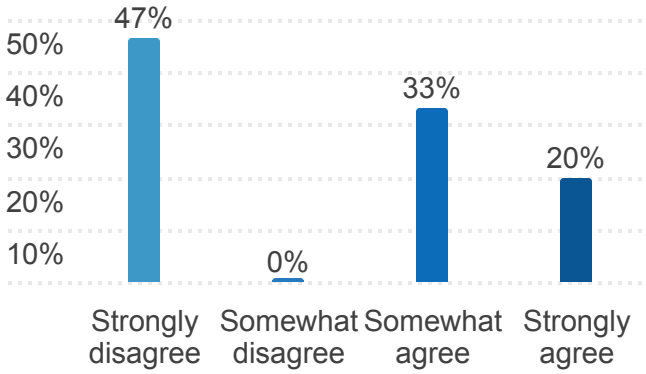
Teachers and staff at my school recognize students for good behavior.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Teachers and staff at my school recognize students for good behavior.	3.0	0.7	1.0	4.0

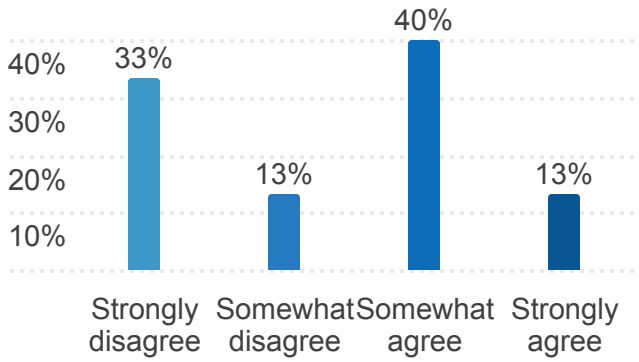
My school effectively handles student discipline and behavior problems.



15 Responses

Field	Mean	Standard Deviation	Min	Max
My school effectively handles student discipline and behavior problems.	2.3	1.2	1.0	4.0

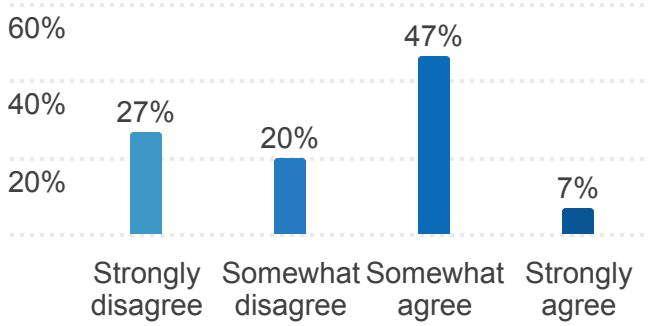
School rules are applied consistently to all students.



15 Responses

Field	Mean	Standard Deviation	Min	Max
School rules are applied consistently to all students.	2.3	1.1	1.0	4.0

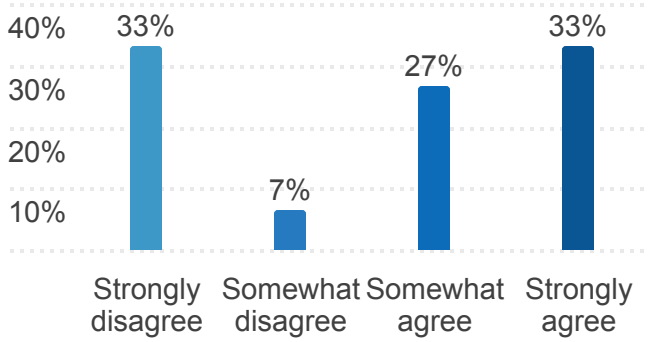
Students at my school meet behavioral expectations.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school meet behavioral expectations.	2.3	0.9	1.0	4.0

Discipline practices at my school improve student behavior and reduce disruptions.



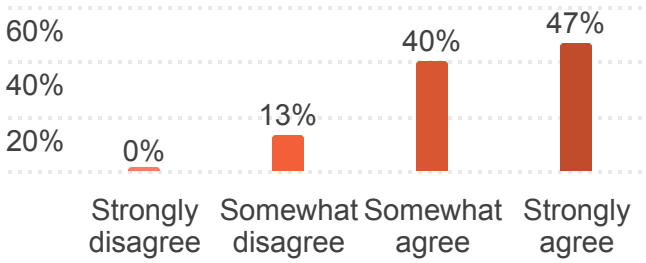
15 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline practices at my school improve student behavior and reduce disruptions.	2.6	1.3	1.0	4.0

School Safety

I feel safe at school.

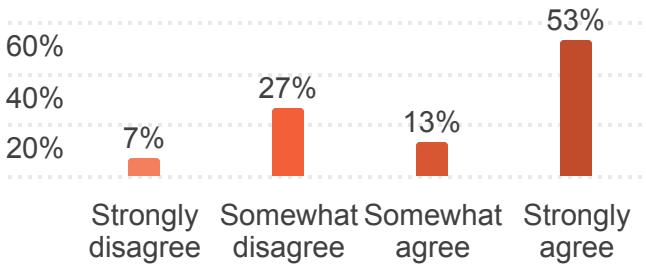
15 Responses



Field	Mean	Standard Deviation	Min	Max
I feel safe at school.	3.3	0.7	2.0	4.0

My school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills).

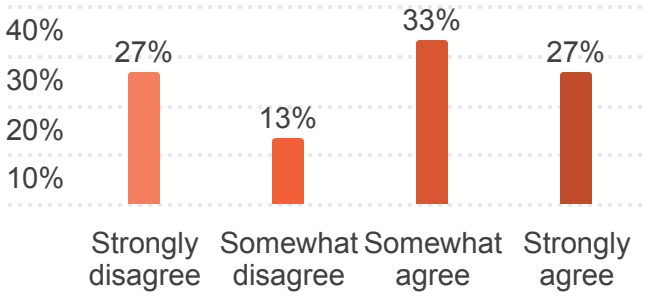
15 Responses



Field	Mean	Standard Deviation	Min	Max
My school or school district provides effective training in safety procedures to staff.	3.1	1.0	1.0	4.0

If I report unsafe or dangerous behaviors, I trust the problem will be addressed.

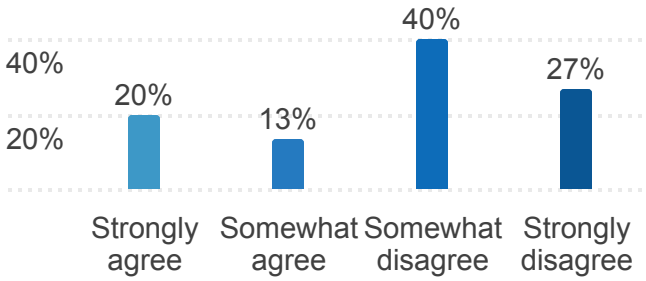
15 Responses



Field	Mean	Standard Deviation	Min	Max
If I report unsafe or dangerous behaviors, I trust the problem will be addressed.	2.6	1.1	1.0	4.0

Peer Conflict and Bullying

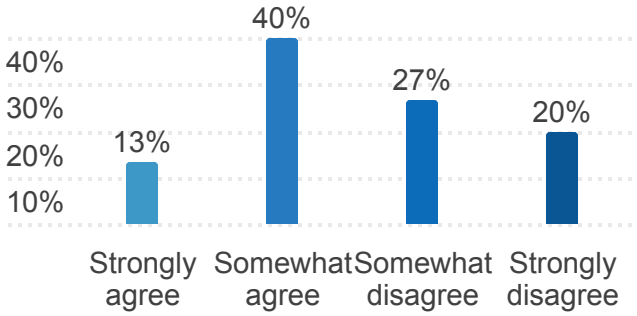
I think that bullying is a problem at this school.



15 Responses

Field	Mean	Standard Deviation	Min	Max
I think that bullying is a problem at this school.	2.7	1.1	1.0	4.0

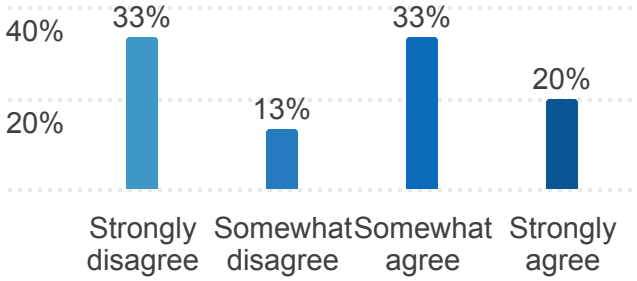
Bullying of students over the internet or through texting is a problem at this school (cyberbullying).



15 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying of students over the internet or through texting is a problem at this school (cyberbullying).	2.5	1.0	1.0	4.0

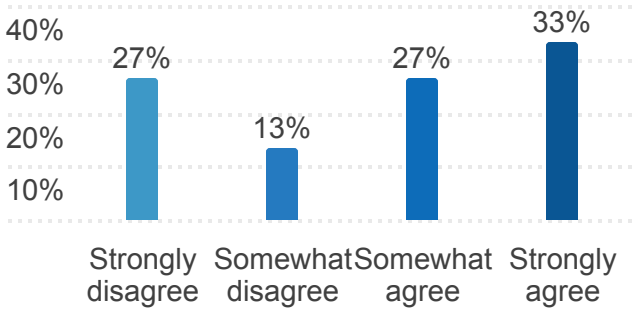
My school uses effective strategies for bullying prevention.



15 Responses

Field	Mean	Standard Deviation	Min	Max
My school uses effective strategies for bullying prevention.	2.4	1.1	1.0	4.0

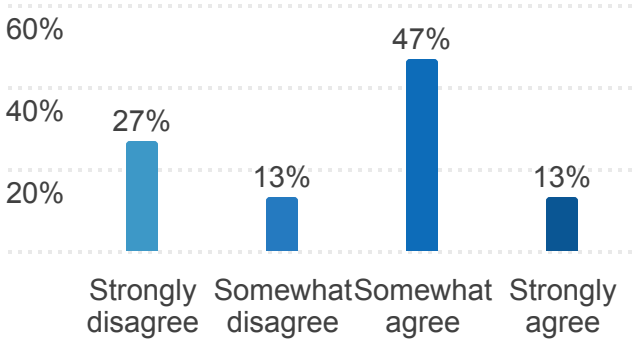
Staff at my school take effective measures to stop bullying.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Staff at my school take effective measures to stop bullying.	2.7	1.2	1.0	4.0

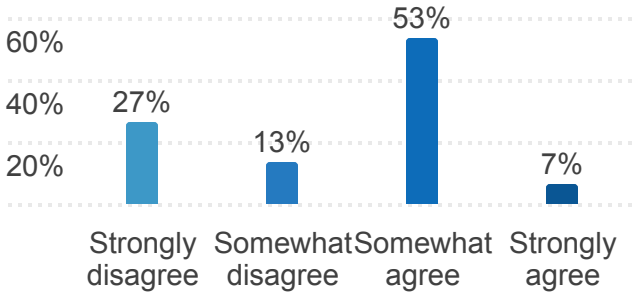
My school uses effective strategies for conflict resolution.



15 Responses

Field	Mean	Standard Deviation	Min	Max
My school uses effective strategies for conflict resolution.	2.5	1.0	1.0	4.0

Students at my school would help another student who was being bullied or harassed.

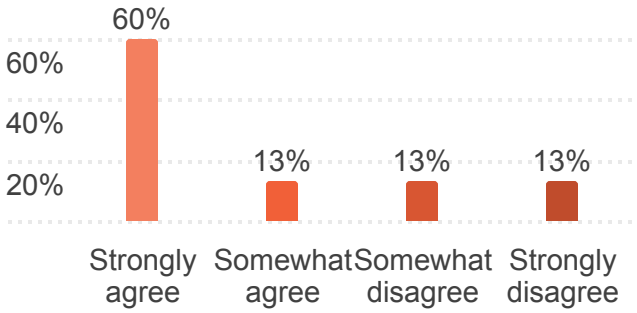


15 Responses

Field	Mean	Standard Deviation	Min	Max
Students at my school would help another student who was being bullied or harassed.	2.4	1.0	1.0	4.0

Substance Use

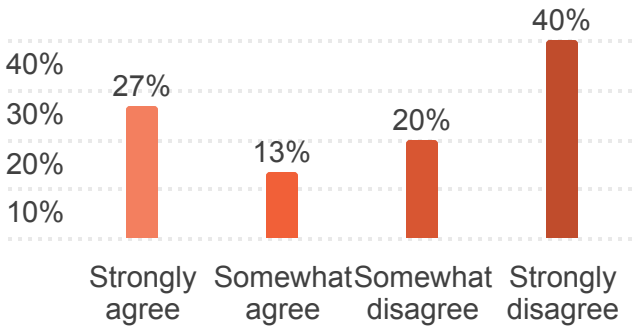
Students vaping is a problem at my school.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Students vaping is a problem at my school.	1.8	1.1	1.0	4.0

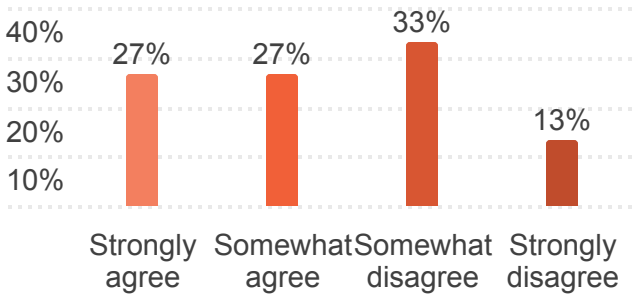
Students drinking alcohol is a problem at my school.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Students drinking alcohol is a problem at my school.	2.7	1.2	1.0	4.0

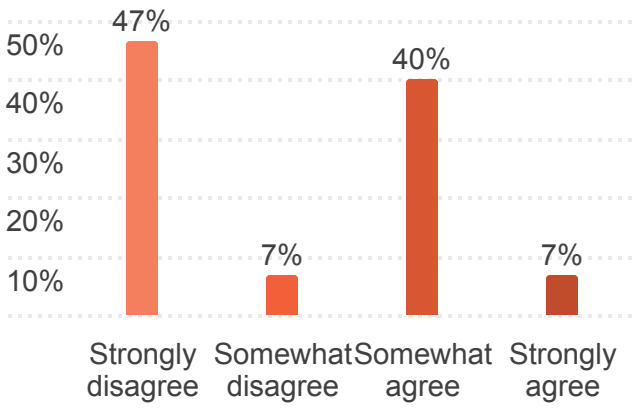
Students using drugs is a problem at my school.



15 Responses

Field	Mean	Standard Deviation	Min	Max
Students using drugs is a problem at my school.	2.3	1.0	1.0	4.0

My school has effective programs that address substance use among students.

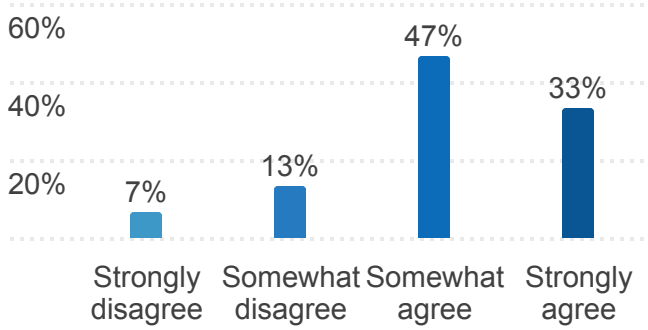


15 Responses

Field	Mean	Standard Deviation	Min	Max
My school has effective programs that address substance use among students.	2.1	1.1	1.0	4.0

Services & Supports

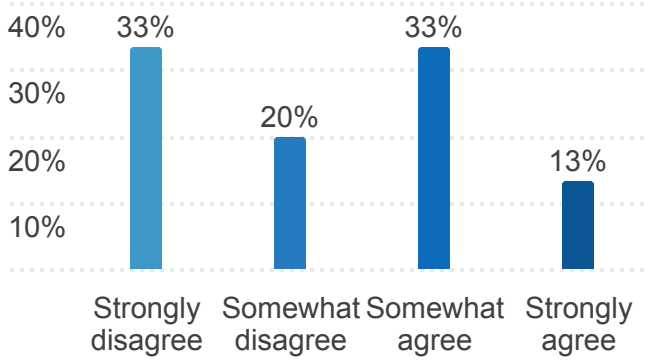
My school is able to ensure students' basic needs are met (e.g., clothing, food, housing).



15 Responses

Field	Mean	Standard Deviation	Min	Max
My school is able to ensure students' basic needs are met (e.g., clothing, food, housing).	3.1	0.9	1.0	4.0

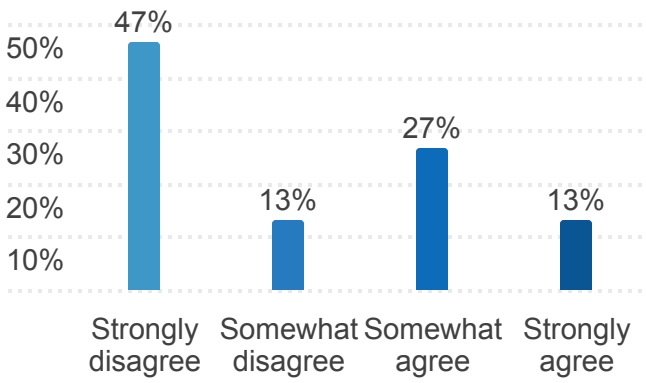
My school collaborates well with community organizations to help address students' mental health needs.



15 Responses

Field	Mean	Standard Deviation	Min	Max
My school collaborates well with community organizations to help address students' mental health needs.	2.3	1.1	1.0	4.0

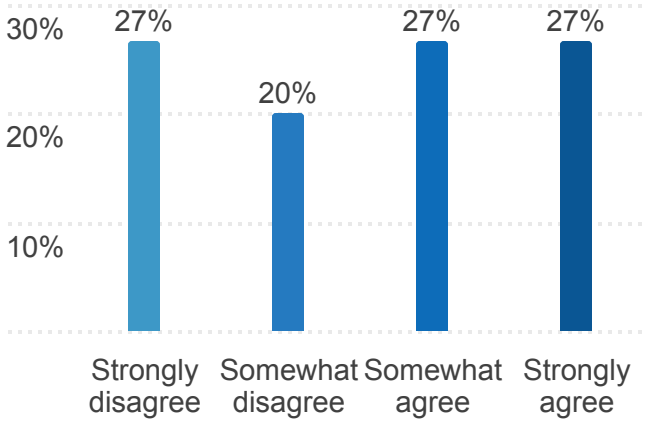
My school offers programs to support teacher and staff mental health and well-being.



15 Responses

Field	Mean	Standard Deviation	Min	Max
My school offers programs to support teacher and staff mental health and well-being.	2.1	1.1	1.0	4.0

Leaders at my school prioritize educator well-being.

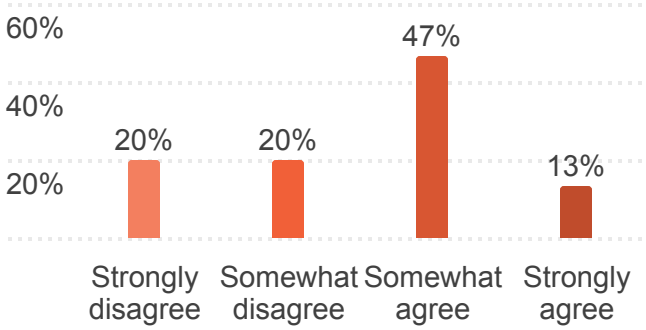


15 Responses

Field	Mean	Standard Deviation	Min	Max
Leaders at my school prioritize educator well-being.	2.5	1.1	1.0	4.0

Mental Health & Well-being

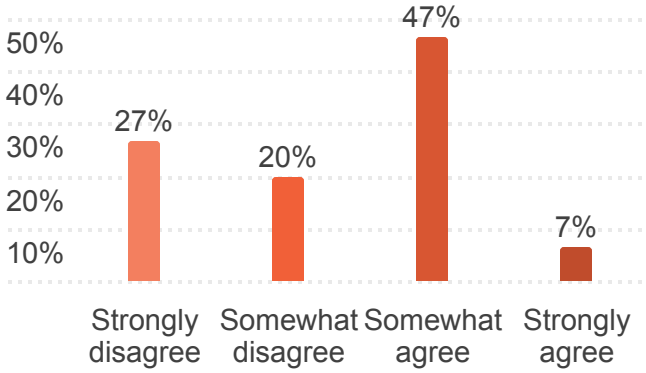
My school provides parents with advice and resources to support their children's mental health needs.



15 Responses

Field	Mean	Standard Deviation	Min	Max
My school provides parents with advice and resources to support their children's mental health needs.	2.5	1.0	1.0	4.0

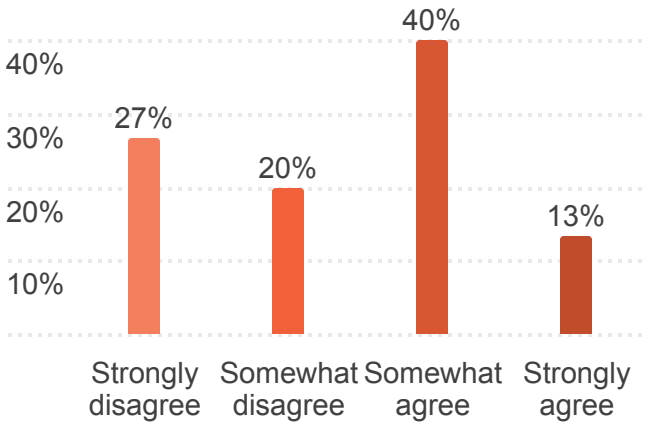
My school places a priority on addressing students' mental health needs



15 Responses

Field	Mean	Standard Deviation	Min	Max
My school places a priority on addressing students' mental health needs	2.3	0.9	1.0	4.0

I have the training I need to identify students with mental health concerns.



15 Responses

Field	Mean	Standard Deviation	Min	Max
I have the training I need to identify students with mental health concerns.	2.4	1.0	1.0	4.0

THS ATTENDANCE COMPARISON

2023-2024 High School Attendance						
	1st six weeks	2nd six weeks	3rd six weeks	4th six weeks	5th six weeks	6th six weeks
9th	96.01	95.78	92.08	90.72	93.34	92.05
10th	95.05	95.08	93.70	93.54	93.40	93.19
11th	95.60	95.43	92.94	92.97	92.53	93.19
12th	95.27	95.16	95.47	94.15	89.33	90.85
TOTAL	96.44 %	96.08 %	94.23 %	94.24 %	93.88 %	93.82 %

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2024-2025 High School Attendance			
	1st six weeks	2nd six weeks	3rd six weeks
9th	94.93	94.25	92.33
10th	95.23	95.10	93.85
11th	95.79	94.18	93.83
12th	97.08	93.81	93.12
TOTAL	96.70 %	95.32 %	94.93 %

TORNILLO ISD 2023-24 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

Public Hearing

TEC §39.306

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 (DISTRICT RECEIVED ACCESS TO TAPR REPORT ON DECEMBER 12, 2024). 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 (THE REPORT & GLOSSARY WERE PUBLISHED ON THE DISTRICT WEBSITE UNDER REQUIRED POSTINGS ON DECEMBER 16, 2024). ADDITIONAL STAFF AND COMMUNITY/PARENT NOTIFICATIONS HAVE BEEN PROVIDED VIA DISTRICT/CAMPUS ELECTRONIC NEWSLETTERS AND HARDCOPY AVAILABLE AT THE PARENT CENTER. PARENT MEETINGS WILL TAKE PLACE AT EACH CAMPUS IN THE MONTHS OF JANUARY AND FEBRUARY.

*As of December 2024, the TAPR does not include *A–F* ratings, or Distinction Designations. The issuance of the *A–F* ratings under 2023 rule is pending and subject to change.

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perfrept.perfmast.sas&_debug=0&ccyy=2023&lev=D&id=071908&prgopt=reports%2Ftapr%2Fpaper_tapr.sas

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.

- According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, 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.

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.

CDN	DISTRICT NAME	ESC	2023 FIRST Rating	2023 Accountability Rating	2023-2024 Accreditation Status	Reason For Status	Notes
071908	TORNILLO ISD	19	A - Superior Achievement	B	ACCREDITED		

* 2024 SPED Determination Status: Met requirement

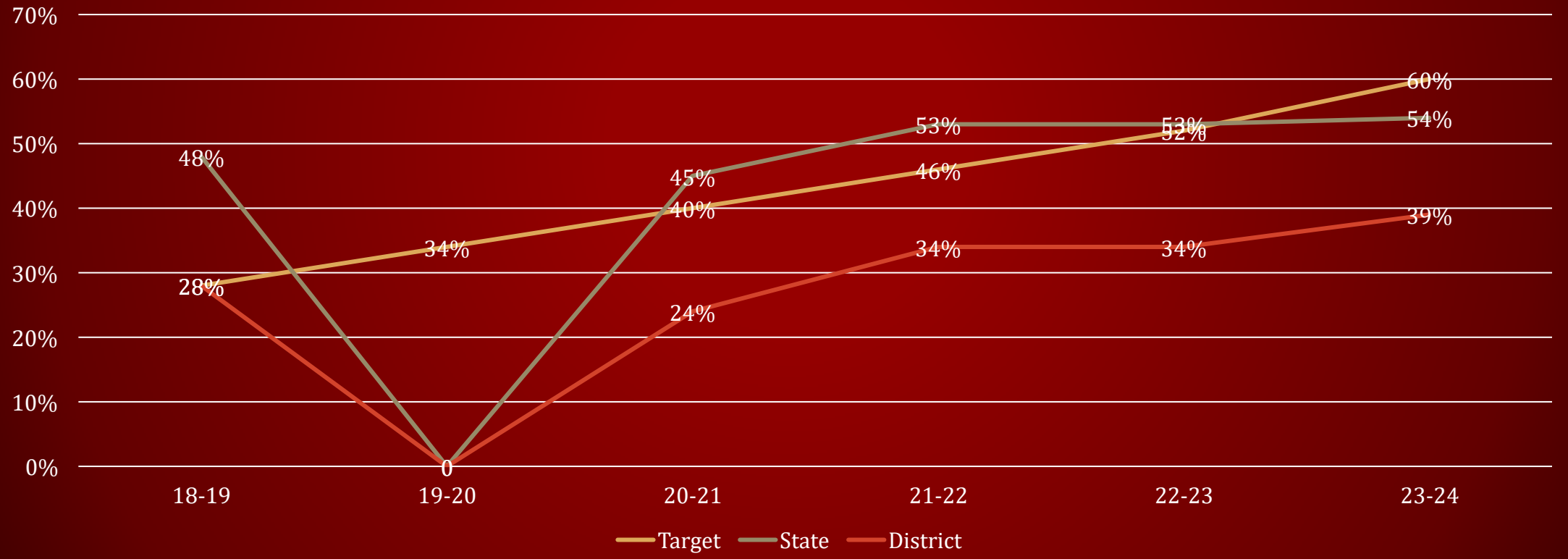
STAAR PERFORMANCE
TAPR
REFERENCE PG. 3-11

	School Year	State	Region 19	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)
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	75%	**69%**	-	69%	*	-	-	-	-	42%	*	69%	68%	68%	63%
	2023	76%	78%	**63%**	-	64%	43%	*	-	-	-	41%	47%	65%	58%	62%	59%
At Meets Grade Level or Above	2024	48%	47%	**34%**	-	34%	*	-	-	-	-	19%	*	35%	27%	32%	27%
	2023	49%	48%	**30%**	-	30%	14%	*	-	-	-	20%	24%	31%	23%	30%	24%
At Masters Grade Level	2024	20%	17%	**8%**	-	8%	*	-	-	-	-	1%	*	9%	5%	8%	6%
	2023	20%	17%	**9%**	-	8%	0%	*	-	-	-	1%	0%	9%	5%	8%	6%

CAMPUS PERFORMANCE OBJECTIVES & PROGRESS

TEC, §39.306

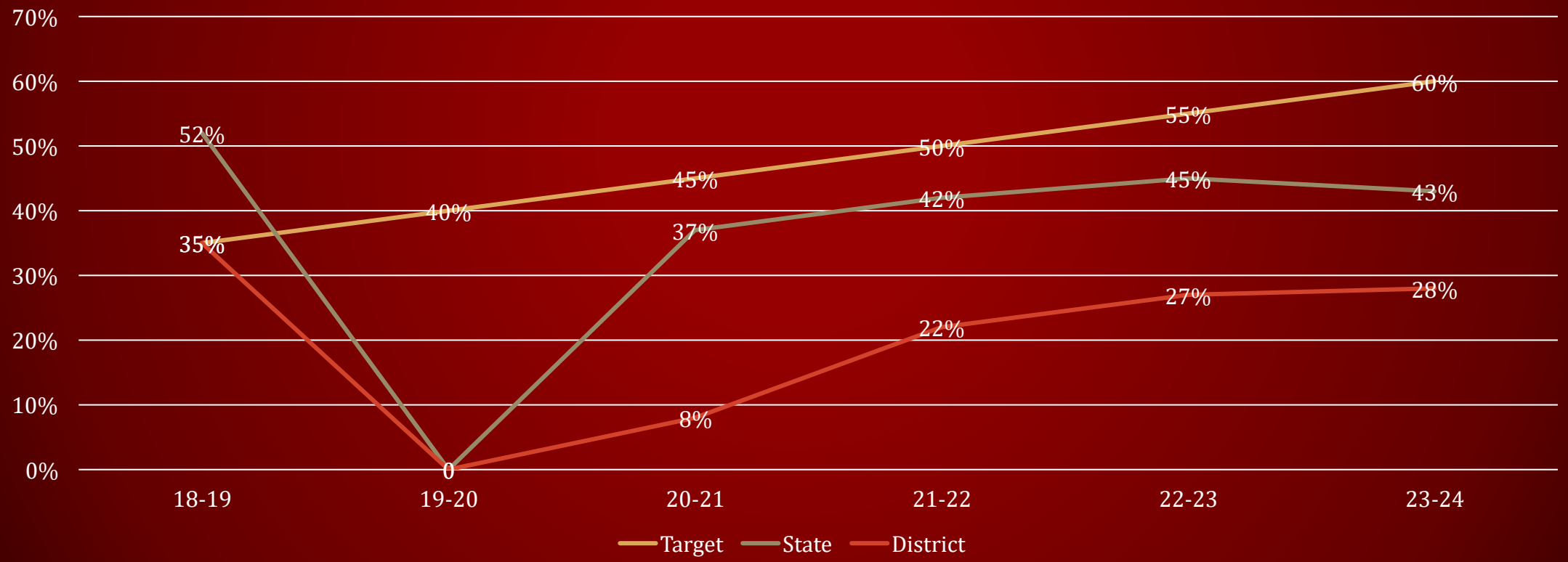
Students performing at the Meets Grade Level Standard on STAAR Reading grade 3rd-8th, EOC English I & II will increase from 28% in 2019 to 60% by June 2024.



CAMPUS PERFORMANCE OBJECTIVES & PROGRESS

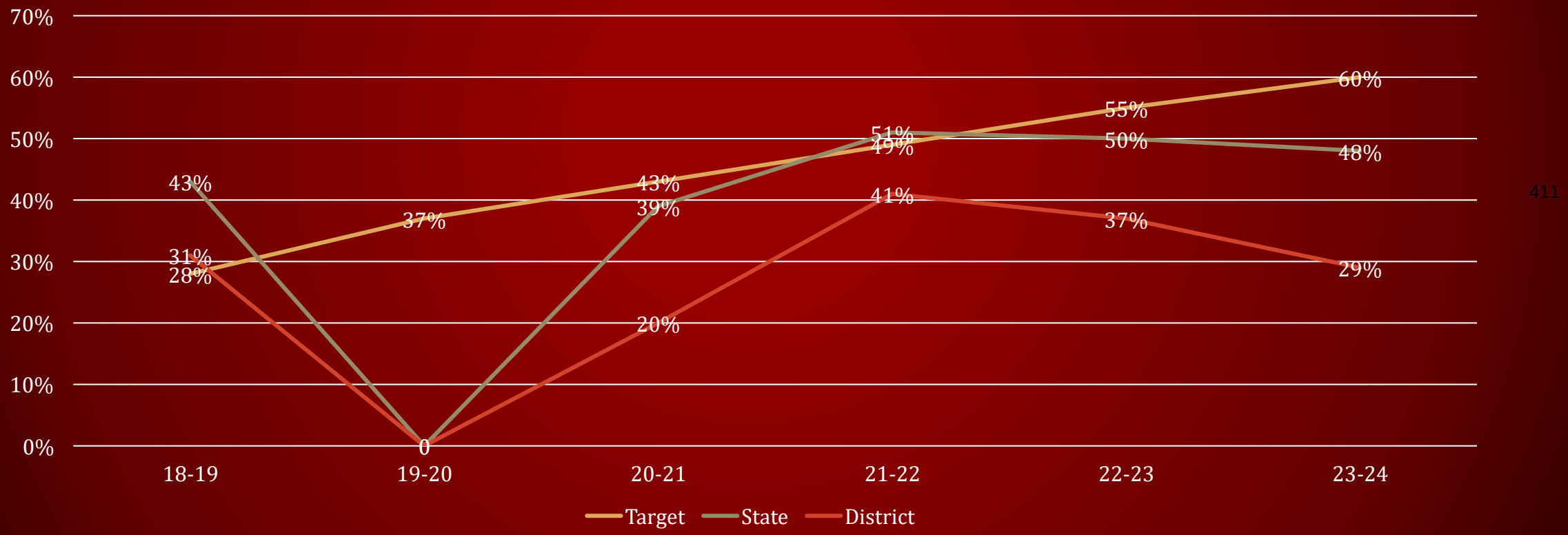
TEC, §39.306

Students performing at the Meets Grade Level Standard on STAAR Math grades 3rd-8th & EOC Algebra 1 will increase from 35% in 2029 to 60% by June 2024.



EARLY CHILDHOOD LITERACY PROGRESS

The percent of 3rd grade students performing at the Meets level in STAAR Reading will increase from 31% in 2019 to 60% by June 2024.



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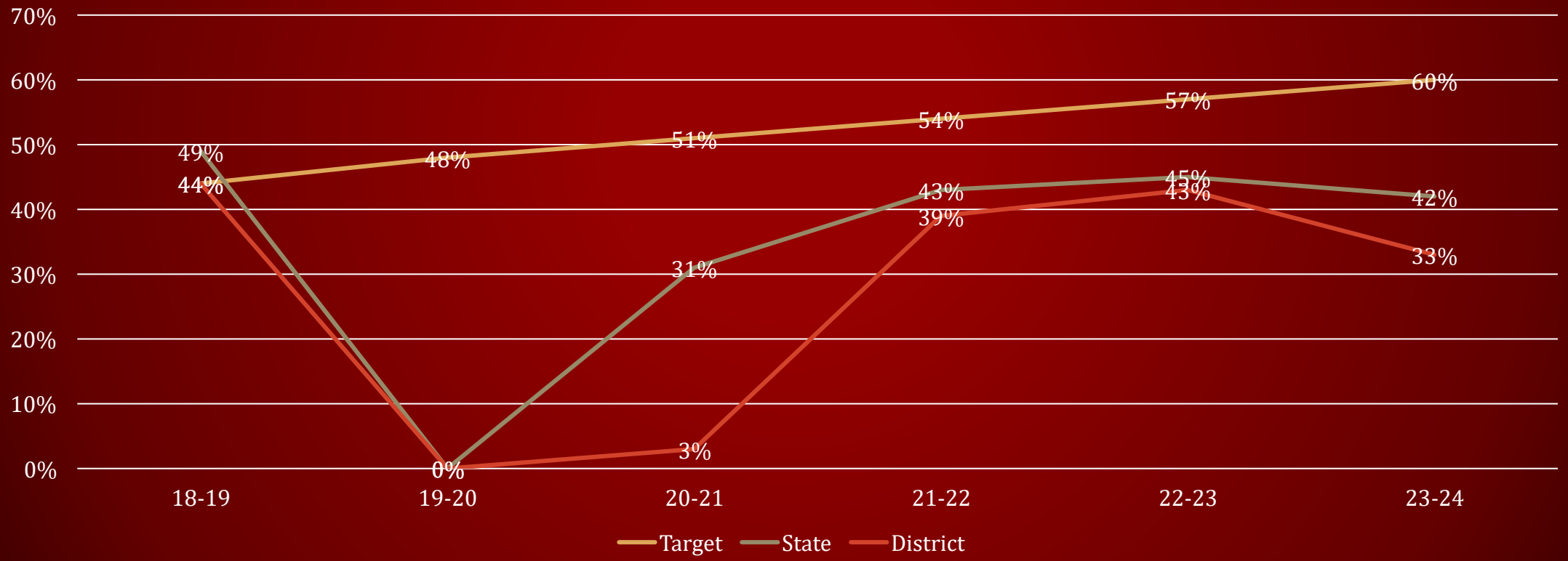
EARLY CHILDHOOD MATHEMATICS PROGRESS

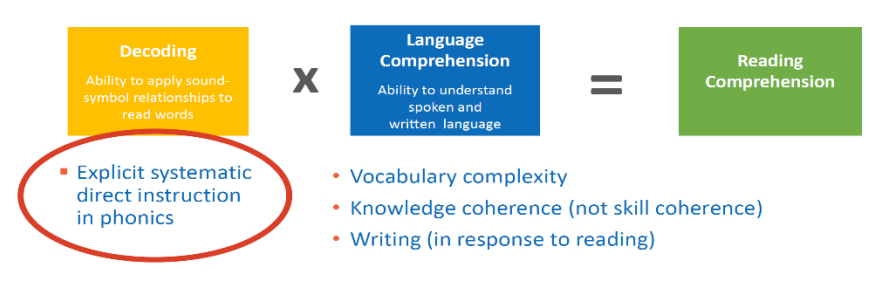
The percent of 3rd grade students performing at the meets level in STAAR Math will increase from 44% in 2019 to 60% by June 2024.



EARLY CHILDHOOD LITERACY AND MATHEMATICS READINESS PLANS TEC §11.185

Focus on the Fundamentals of Literacy Tier 1 Instruction

- Explicit systematic direct instruction in phonics
- Vocabulary complexity
- Knowledge coherence (not skill coherence)
- Writing (in response to reading)



Focus on the Fundamentals of Mathematics Tier 1 Instruction

- Explicit, systematic Instruction
- Visual Representation (Hands-on tools) to see abstract concepts
- Math language and vocabulary
- Building fluency in math facts
- Solving equations
- Solving word problems

COLLEGE, CAREER, AND MILITARY READINESS

TEC, §11.186 REF: PG. 23 TAPR REPORT

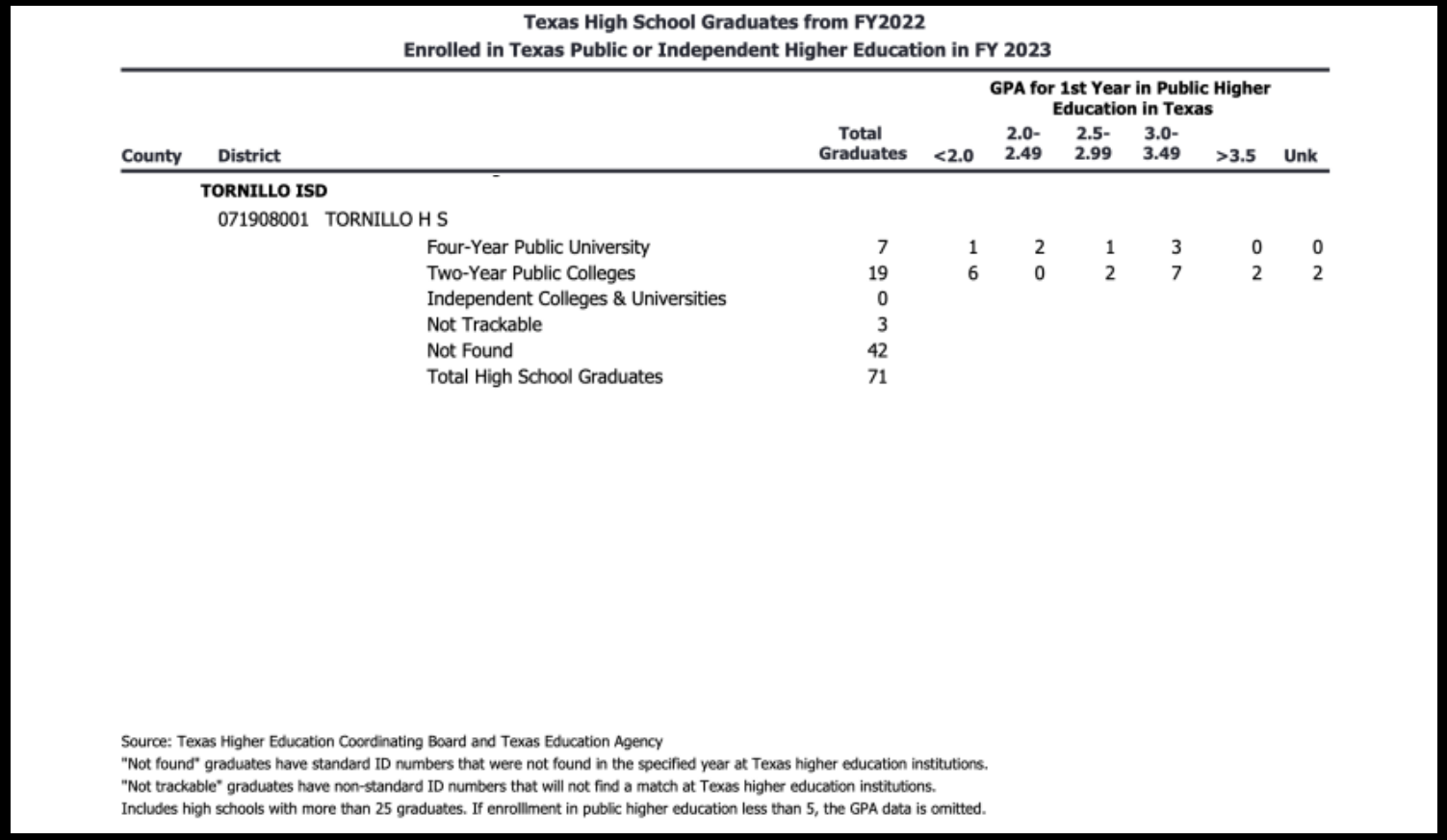
GOAL 3: STUDENTS GRADUATING COLLEGE, CAREER AND MILITARY READY WILL INCREASE FROM 78% IN JUNE 2019 TO 100% BY JUNE 2024.

Texas Education Agency

2023-24 College, Career, and Military Readiness (CCMR) (TAPR)

TORNILLO ISD (071908) - EL PASO COUNTY

Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	81.7%	**92.6%**	-	92.6%	-	-	-	-	-	80.0%	93.3%	94.7%
2021-22	70.0%	75.2%	**93.0%**	-	93.0%	-	-	-	-	-	*	92.4%	91.7%



Texas High School Graduates from FY2022
Enrolled in Texas Public or Independent Higher Education in FY 2023

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TORNILLO ISD								
	071908001 TORNILLO H S								
		Four-Year Public University	7	1	2	1	3	0	0
		Two-Year Public Colleges	19	6	0	2	7	2	2
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	42						
		Total High School Graduates	71						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

TEXAS HIGHER EDUCATION COORDINATING BOARD (THECB)

HTTP://WWW.TXHIGHEREDDATA.ORG/INDEX.CFM?OBJECTID=5BED5120-D971-11E8-BB6500505601100A9

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.

Texas Education Agency
PDM3-132-007
v23.3.1

LEA: 071908 - TORNILLO ISD

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY BY SSSP TEAM REVIEW

LEA-level Data

Campuses: All Campuses

2022 - 2023 Summer Collection, Resubmission

Action Code	# Incidents Reviewed by SSSP Team	# Incidents Not Reviewed by SSSP Team
01 Expulsion w/o plcmnt in other	0	1
05 Out-of-school suspension	0	43
06 In-school suspension and related services	0	85
07 Placement in on or off campus DAEP / TEC 37.008	0	31
10 Con't dist's DAEP plcmnt fm prior yr	0	1
25 Partial Day - Out-of-School Suspension	0	14
26 Partial Day - In-School Suspension	0	8
Total	0	183

SAFE & DRUG-FREE SCHOOLS & COMMUNITIES ACT OF 1994

Civil Rights Data Collection Office for Civil Rights:

Collection Year 21-22(Data not collected annually) https://civilrightsdata.ed.gov/profile/us/tx/tornillo_isd?surveyYear=2020&nces=4842990

Performance-Based Monitoring

A PBM Discipline Data Validation Student Report is not available for your district (number: 071908) because your district did not trigger any indicator in the PBM Discipline Data Validation System.

THANK YOU

Questions?

2023-24 Texas Academic Performance Report (TAPR)

District Name: TORNILLO ISD

District Number: 071908

2024 Special Education Determination Status:

Meets Requirements

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	School Year	State	Region 19	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	2024	74%	76%	**55%**	-	55%	-	-	-	-	-	40%	*	52%	*	57%	49%
	2023	76%	78%	**65%**	-	64%	-	*	-	-	-	40%	*	65%	63%	63%	54%
At Meets Grade Level or Above	2024	48%	47%	**29%**	-	29%	-	-	-	-	-	20%	*	27%	*	30%	22%
	2023	50%	52%	**37%**	-	36%	-	*	-	-	-	40%	*	37%	38%	37%	21%
At Masters Grade Level	2024	21%	19%	**16%**	-	16%	-	-	-	-	-	0%	*	17%	*	17%	13%
	2023	20%	20%	**18%**	-	18%	-	*	-	-	-	10%	*	19%	13%	18%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	71%	**65%**	-	65%	-	-	-	-	-	53%	*	63%	*	66%	60%
	2023	73%	76%	**84%**	-	84%	-	*	-	-	-	60%	*	81%	100%	84%	79%
At Meets Grade Level or Above	2024	42%	40%	**33%**	-	33%	-	-	-	-	-	33%	*	33%	*	34%	24%
	2023	45%	45%	**43%**	-	42%	-	*	-	-	-	20%	*	40%	63%	43%	420 33%
At Masters Grade Level	2024	15%	12%	**7%**	-	7%	-	-	-	-	-	0%	*	8%	*	8%	7%
	2023	19%	16%	**14%**	-	12%	-	*	-	-	-	10%	*	12%	25%	14%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	**71%**	-	71%	-	-	-	-	-	44%	*	68%	86%	67%	65%
	2023	77%	79%	**79%**	-	81%	*	-	-	-	-	67%	-	82%	70%	78%	83%
At Meets Grade Level or Above	2024	51%	52%	**35%**	-	35%	-	-	-	-	-	22%	*	39%	14%	30%	30%
	2023	48%	49%	**47%**	-	48%	*	-	-	-	-	33%	-	48%	40%	46%	44%
At Masters Grade Level	2024	23%	22%	**13%**	-	13%	-	-	-	-	-	0%	*	12%	14%	14%	11%
	2023	22%	20%	**28%**	-	29%	*	-	-	-	-	0%	-	33%	10%	27%	25%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	71%	**69%**	-	69%	-	-	-	-	-	22%	*	68%	71%	65%	65%
	2023	71%	74%	**86%**	-	88%	*	-	-	-	-	67%	-	85%	90%	85%	86%
At Meets Grade Level or Above	2024	46%	46%	**44%**	-	44%	-	-	-	-	-	11%	*	39%	71%	37%	41%
	2023	48%	49%	**56%**	-	57%	*	-	-	-	-	33%	-	64%	30%	56%	56%
At Masters Grade Level	2024	21%	19%	**6%**	-	6%	-	-	-	-	-	0%	*	5%	14%	7%	5%
	2023	22%	20%	**21%**	-	21%	*	-	-	-	-	0%	-	21%	20%	20%	22%
Grade 5 Reading																	

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	81%	**67%**	-	68%	*	-	-	-	-	20%	-	67%	67%	66%	64%
	2023	81%	84%	**83%**	-	82%	*	-	-	-	-	80%	-	83%	80%	81%	84%
At Meets Grade Level or Above	2024	55%	55%	**46%**	-	47%	*	-	-	-	-	20%	-	52%	17%	45%	42%
	2023	57%	59%	**57%**	-	56%	*	-	-	-	-	60%	-	56%	60%	56%	55%
At Masters Grade Level	2024	29%	27%	**26%**	-	26%	*	-	-	-	-	20%	-	30%	0%	26%	21%
	2023	28%	28%	**22%**	-	23%	*	-	-	-	-	0%	-	23%	20%	20%	23%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	80%	**77%**	-	76%	*	-	-	-	-	60%	-	82%	50%	76%	76%
	2023	80%	85%	**86%**	-	88%	*	-	-	-	-	100%	-	90%	70%	85%	91%
At Meets Grade Level or Above	2024	50%	51%	**21%**	-	21%	*	-	-	-	-	20%	-	24%	0%	21%	18%
	2023	51%	53%	**60%**	-	61%	*	-	-	-	-	80%	-	65%	40%	59%	64%
At Masters Grade Level	2024	19%	17%	**5%**	-	5%	*	-	-	-	-	0%	-	6%	0%	5%	6%
	2023	21%	19%	**16%**	-	16%	*	-	-	-	-	0%	-	15%	20%	11%	421 18%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	57%	**41%**	-	42%	*	-	-	-	-	20%	-	45%	17%	39%	36%
	2023	65%	68%	**52%**	-	51%	*	-	-	-	-	80%	-	54%	40%	50%	50%
At Meets Grade Level or Above	2024	28%	24%	**15%**	-	16%	*	-	-	-	-	20%	-	18%	0%	16%	9%
	2023	36%	35%	**14%**	-	14%	*	-	-	-	-	60%	-	15%	10%	11%	9%
At Masters Grade Level	2024	11%	8%	**3%**	-	3%	*	-	-	-	-	0%	-	3%	0%	3%	3%
	2023	16%	14%	**2%**	-	2%	*	-	-	-	-	0%	-	2%	0%	2%	2%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	77%	**70%**	-	70%	-	-	-	-	-	60%	-	71%	63%	69%	73%
	2023	77%	76%	**53%**	-	53%	*	-	-	-	-	25%	*	57%	0%	50%	48%
At Meets Grade Level or Above	2024	57%	55%	**47%**	-	47%	-	-	-	-	-	60%	-	49%	38%	45%	48%
	2023	52%	48%	**19%**	-	19%	*	-	-	-	-	13%	*	20%	0%	16%	16%
At Masters Grade Level	2024	26%	22%	**15%**	-	15%	-	-	-	-	-	0%	-	16%	13%	14%	16%
	2023	22%	17%	**3%**	-	3%	*	-	-	-	-	0%	*	4%	0%	4%	2%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	74%	**74%**	-	74%	-	-	-	-	-	60%	-	73%	75%	73%	75%
	2023	75%	74%	**41%**	-	40%	*	-	-	-	-	13%	*	41%	40%	38%	34%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	39%	**25%**	-	25%	-	-	-	-	-	40%	-	24%	25%	20%	25%
	2023	40%	33%	**7%**	-	7%	*	-	-	-	-	13%	*	7%	0%	7%	4%
At Masters Grade Level	2024	14%	11%	**4%**	-	4%	-	-	-	-	-	0%	-	4%	0%	4%	5%
	2023	16%	10%	**2%**	-	2%	*	-	-	-	-	0%	*	2%	0%	2%	2%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	73%	**44%**	-	44%	-	-	-	-	-	29%	-	44%	-	43%	40%
	2023	78%	78%	**72%**	-	72%	-	-	-	-	-	*	*	72%	75%	70%	68%
At Meets Grade Level or Above	2024	54%	50%	**16%**	-	16%	-	-	-	-	-	14%	-	16%	-	13%	13%
	2023	55%	51%	**38%**	-	38%	-	-	-	-	-	*	*	41%	25%	36%	32%
At Masters Grade Level	2024	29%	23%	**4%**	-	4%	-	-	-	-	-	0%	-	4%	-	4%	4%
	2023	27%	22%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	54%	**20%**	-	20%	-	-	-	-	-	14%	-	20%	-	17%	18% 422
	2023	63%	61%	**23%**	-	23%	-	-	-	-	-	*	*	23%	25%	20%	21%
At Meets Grade Level or Above	2024	34%	30%	**10%**	-	10%	-	-	-	-	-	14%	-	10%	-	9%	7%
	2023	37%	33%	**4%**	-	4%	-	-	-	-	-	*	*	5%	0%	5%	3%
At Masters Grade Level	2024	11%	8%	**2%**	-	2%	-	-	-	-	-	0%	-	2%	-	2%	2%
	2023	11%	8%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	**77%**	-	77%	-	-	-	-	-	*	-	77%	75%	78%	76%
	2023	83%	85%	**66%**	-	66%	-	-	-	-	-	0%	*	69%	50%	63%	62%
At Meets Grade Level or Above	2024	56%	55%	**40%**	-	40%	-	-	-	-	-	*	-	40%	38%	41%	32%
	2023	58%	58%	**28%**	-	28%	-	-	-	-	-	0%	*	29%	20%	25%	26%
At Masters Grade Level	2024	29%	25%	**12%**	-	12%	-	-	-	-	-	*	-	14%	0%	12%	6%
	2023	28%	25%	**10%**	-	10%	-	-	-	-	-	0%	*	12%	0%	11%	9%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	73%	**79%**	-	79%	-	-	-	-	-	*	-	80%	75%	80%	79%
	2023	76%	76%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	39%	**58%**	-	58%	-	-	-	-	-	*	-	57%	63%	59%	53%
	2023	46%	42%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	10%	**21%**	-	21%	-	-	-	-	-	*	-	20%	25%	22%	18%
	2023	17%	11%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	71%	**60%**	-	60%	-	-	-	-	-	*	-	60%	63%	61%	53%
	2023	74%	76%	**53%**	-	53%	-	-	-	-	-	29%	*	53%	50%	51%	48%
At Meets Grade Level or Above	2024	44%	41%	**30%**	-	30%	-	-	-	-	-	*	-	31%	25%	29%	26%
	2023	47%	46%	**21%**	-	21%	-	-	-	-	-	14%	*	22%	10%	21%	17%
At Masters Grade Level	2024	17%	13%	**5%**	-	5%	-	-	-	-	-	*	-	6%	0%	2%	3%
	2023	17%	14%	**4%**	-	4%	-	-	-	-	-	0%	*	5%	0%	5%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	59%	**53%**	-	53%	-	-	-	-	-	*	-	54%	50%	54%	47%
	2023	62%	62%	**29%**	-	29%	-	-	-	-	-	29%	*	31%	20%	27%	28%
At Meets Grade Level or Above	2024	33%	27%	**16%**	-	16%	-	-	-	-	-	*	-	20%	0%	15%	423 12%
	2023	33%	31%	**6%**	-	6%	-	-	-	-	-	0%	*	7%	0%	6%	3%
At Masters Grade Level	2024	17%	12%	**2%**	-	2%	-	-	-	-	-	*	-	3%	0%	0%	3%
	2023	16%	14%	**1%**	-	1%	-	-	-	-	-	0%	*	2%	0%	2%	2%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	69%	**62%**	-	62%	-	-	-	-	-	31%	-	67%	39%	59%	52%
	2023	72%	71%	**61%**	-	61%	-	-	-	-	-	18%	-	61%	57%	60%	56%
At Meets Grade Level or Above	2024	52%	49%	**41%**	-	41%	-	-	-	-	-	8%	-	45%	17%	39%	28%
	2023	52%	47%	**30%**	-	30%	-	-	-	-	-	9%	-	32%	22%	31%	25%
At Masters Grade Level	2024	16%	13%	**11%**	-	11%	-	-	-	-	-	0%	-	11%	11%	12%	2%
	2023	13%	10%	**4%**	-	4%	-	-	-	-	-	0%	-	5%	0%	4%	3%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	75%	**73%**	-	73%	-	-	-	-	-	50%	-	73%	74%	73%	58%
	2023	74%	73%	**55%**	-	55%	-	-	-	-	-	20%	-	61%	24%	55%	48%
At Meets Grade Level or Above	2024	58%	56%	**47%**	-	47%	-	-	-	-	-	0%	-	51%	32%	46%	25%
	2023	54%	50%	**28%**	-	28%	-	-	-	-	-	0%	-	31%	12%	28%	22%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	9%	6%	**3%**	-	3%	-	-	-	-	-	0%	-	4%	0%	2%	0%
	2023	9%	6%	**2%**	-	2%	-	-	-	-	-	0%	-	2%	0%	2%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	87%	**91%**	-	91%	-	-	-	-	-	67%	-	91%	90%	91%	93%
	2023	79%	85%	**60%**	-	60%	-	-	-	-	-	53%	*	61%	52%	58%	56%
At Meets Grade Level or Above	2024	43%	49%	**18%**	-	18%	-	-	-	-	-	17%	-	17%	20%	17%	21%
	2023	43%	47%	**16%**	-	16%	-	-	-	-	-	7%	*	16%	16%	16%	14%
At Masters Grade Level	2024	24%	25%	**2%**	-	2%	-	-	-	-	-	0%	-	2%	0%	2%	2%
	2023	23%	22%	**4%**	-	4%	-	-	-	-	-	0%	*	5%	4%	5%	3%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	92%	**91%**	-	91%	-	-	-	-	-	91%	-	94%	70%	91%	88%
	2023	88%	89%	**76%**	-	76%	-	-	-	-	-	30%	-	76%	78%	75%	73%
At Meets Grade Level or Above	2024	56%	54%	**40%**	-	40%	-	-	-	-	-	27%	-	42%	30%	36%	424 27%
	2023	56%	51%	**35%**	-	35%	-	-	-	-	-	0%	-	37%	28%	36%	32%
At Masters Grade Level	2024	19%	13%	**4%**	-	4%	-	-	-	-	-	0%	-	4%	0%	4%	0%
	2023	21%	14%	**7%**	-	7%	-	-	-	-	-	0%	-	9%	0%	8%	7%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	**97%**	-	97%	-	-	-	-	-	80%	-	97%	100%	97%	98%
	2023	94%	95%	**96%**	-	96%	-	-	-	-	-	88%	-	96%	92%	95%	91%
At Meets Grade Level or Above	2024	69%	67%	**47%**	-	47%	-	-	-	-	-	40%	-	51%	20%	44%	33%
	2023	70%	70%	**55%**	-	55%	-	-	-	-	-	50%	-	59%	31%	52%	26%
At Masters Grade Level	2024	37%	33%	**10%**	-	10%	-	-	-	-	-	20%	-	11%	0%	7%	2%
	2023	38%	35%	**25%**	-	25%	-	-	-	-	-	0%	-	29%	0%	22%	2%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	78%	**77%**	-	77%	-	-	-	-	-	-	-	77%	-	70%	-
	2023	90%	85%	**48%**	-	48%	-	-	-	-	-	*	-	48%	-	58%	-
At Meets Grade Level or Above	2024	59%	38%	**0%**	-	0%	-	-	-	-	-	-	-	0%	-	0%	-
	2023	61%	46%	**17%**	-	17%	-	-	-	-	-	*	-	17%	-	21%	-

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	12%	2%	**0%**	-	0%	-	-	-	-	-	-	-	0%	-	0%	-
	2023	12%	2%	**0%**	-	0%	-	-	-	-	-	*	-	0%	-	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	75%	**69%**	-	69%	*	-	-	-	-	42%	*	69%	68%	68%	63%
	2023	76%	78%	**63%**	-	64%	43%	*	-	-	-	41%	47%	65%	58%	62%	59%
At Meets Grade Level or Above	2024	48%	47%	**34%**	-	34%	*	-	-	-	-	19%	*	35%	27%	32%	27%
	2023	49%	48%	**30%**	-	30%	14%	*	-	-	-	20%	24%	31%	23%	30%	24%
At Masters Grade Level	2024	20%	17%	**8%**	-	8%	*	-	-	-	-	1%	*	9%	5%	8%	6%
	2023	20%	17%	**9%**	-	8%	0%	*	-	-	-	1%	0%	9%	5%	8%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	76%	**65%**	-	65%	*	-	-	-	-	36%	*	65%	65%	64%	58%
	2023	77%	77%	**64%**	-	64%	*	*	-	-	-	30%	67%	67%	53%	63%	60%
At Meets Grade Level or Above	2024	54%	52%	**39%**	-	39%	*	-	-	-	-	17%	*	40%	28%	37%	425 29%
	2023	53%	51%	**34%**	-	33%	*	*	-	-	-	18%	33%	35%	26%	33%	28%
At Masters Grade Level	2024	22%	18%	**11%**	-	11%	*	-	-	-	-	2%	*	12%	6%	11%	8%
	2023	20%	17%	**9%**	-	9%	*	*	-	-	-	2%	0%	10%	4%	9%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	74%	**68%**	-	68%	*	-	-	-	-	43%	*	67%	76%	67%	65%
	2023	75%	77%	**62%**	-	62%	*	*	-	-	-	49%	43%	61%	62%	61%	59%
At Meets Grade Level or Above	2024	43%	42%	**28%**	-	28%	*	-	-	-	-	22%	*	27%	36%	27%	26%
	2023	45%	44%	**27%**	-	27%	*	*	-	-	-	20%	14%	27%	24%	27%	25%
At Masters Grade Level	2024	17%	15%	**6%**	-	6%	*	-	-	-	-	0%	*	6%	7%	7%	6%
	2023	19%	15%	**8%**	-	7%	*	*	-	-	-	2%	0%	7%	11%	7%	7%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	75%	**71%**	-	72%	*	-	-	-	-	55%	-	74%	54%	71%	64%
	2023	77%	79%	**63%**	-	62%	*	-	-	-	-	41%	*	63%	61%	61%	59%
At Meets Grade Level or Above	2024	43%	41%	**32%**	-	32%	*	-	-	-	-	20%	-	34%	21%	29%	22%
	2023	47%	45%	**25%**	-	25%	*	-	-	-	-	18%	*	27%	18%	25%	21%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	12%	**4%**	-	4%	*	-	-	-	-	0%	-	4%	0%	3%	2%
	2023	18%	14%	**5%**	-	5%	*	-	-	-	-	0%	*	6%	0%	5%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	79%	**81%**	-	81%	-	-	-	-	-	56%	-	82%	78%	81%	76%
	2023	78%	80%	**67%**	-	67%	-	-	-	-	-	60%	*	68%	61%	66%	54%
At Meets Grade Level or Above	2024	51%	49%	**35%**	-	35%	-	-	-	-	-	22%	-	40%	11%	33%	24%
	2023	52%	52%	**34%**	-	34%	-	-	-	-	-	27%	*	37%	17%	32%	13%
At Masters Grade Level	2024	27%	23%	**7%**	-	7%	-	-	-	-	-	11%	-	8%	0%	5%	3%
	2023	27%	25%	**15%**	-	15%	-	-	-	-	-	0%	*	17%	0%	13%	2%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	33%	**22%**	-	22%	-	-	-	-	-	20%	*	21%	*	23%	13%
	2023	37%	37%	**24%**	-	22%	-	*	-	-	-	20%	*	23%	25%	22%	8%
Reading and Mathematics Including EOC	2024	35%	33%	**22%**	-	22%	-	-	-	-	-	20%	*	21%	*	23%	426 13%
	2023	37%	37%	**24%**	-	22%	-	*	-	-	-	20%	*	23%	25%	22%	8%
Reading Including EOC	2024	48%	47%	**29%**	-	29%	-	-	-	-	-	20%	*	27%	*	30%	22%
	2023	50%	52%	**37%**	-	36%	-	*	-	-	-	40%	*	37%	38%	37%	21%
Math Including EOC	2024	42%	40%	**33%**	-	33%	-	-	-	-	-	33%	*	33%	*	34%	24%
	2023	45%	45%	**43%**	-	42%	-	*	-	-	-	20%	*	40%	63%	43%	33%
4th Graders																	
Reading and Mathematics	2024	38%	38%	**25%**	-	25%	-	-	-	-	-	0%	*	27%	14%	19%	22%
	2023	38%	37%	**42%**	-	43%	*	-	-	-	-	33%	-	45%	30%	41%	39%
Reading and Mathematics Including EOC	2024	38%	38%	**25%**	-	25%	-	-	-	-	-	0%	*	27%	14%	19%	22%
	2023	38%	37%	**42%**	-	43%	*	-	-	-	-	33%	-	45%	30%	41%	39%
Reading Including EOC	2024	51%	52%	**35%**	-	35%	-	-	-	-	-	22%	*	39%	14%	30%	30%
	2023	48%	49%	**47%**	-	48%	*	-	-	-	-	33%	-	48%	40%	46%	44%
Math Including EOC	2024	46%	46%	**44%**	-	44%	-	-	-	-	-	11%	*	39%	71%	37%	41%
	2023	48%	49%	**56%**	-	57%	*	-	-	-	-	33%	-	64%	30%	56%	56%
5th Graders																	
Reading and Mathematics	2024	42%	41%	**21%**	-	21%	*	-	-	-	-	20%	-	24%	0%	21%	18%
	2023	43%	44%	**50%**	-	51%	*	-	-	-	-	60%	-	52%	40%	50%	50%

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Reading and Mathematics Including EOC	2024	42%	41%	**21%**	-	21%	*	-	-	-	-	20%	-	24%	0%	21%	18%
	2023	43%	44%	**50%**	-	51%	*	-	-	-	-	60%	-	52%	40%	50%	50%
Reading Including EOC	2024	55%	55%	**46%**	-	47%	*	-	-	-	-	20%	-	52%	17%	45%	42%
	2023	57%	59%	**57%**	-	56%	*	-	-	-	-	60%	-	56%	60%	56%	55%
Math Including EOC	2024	51%	51%	**21%**	-	21%	*	-	-	-	-	20%	-	24%	0%	21%	18%
	2023	51%	53%	**60%**	-	61%	*	-	-	-	-	80%	-	65%	40%	59%	64%
6th Graders																	
Reading and Mathematics	2024	36%	34%	**23%**	-	23%	-	-	-	-	-	40%	-	24%	13%	18%	23%
	2023	35%	28%	**7%**	-	7%	*	-	-	-	-	13%	*	7%	0%	7%	4%
Reading and Mathematics Including EOC	2024	36%	34%	**23%**	-	23%	-	-	-	-	-	40%	-	24%	13%	18%	23%
	2023	35%	28%	**7%**	-	7%	*	-	-	-	-	13%	*	7%	0%	7%	4%
Reading Including EOC	2024	57%	55%	**47%**	-	47%	-	-	-	-	-	60%	-	49%	38%	45%	48%
	2023	52%	48%	**19%**	-	19%	*	-	-	-	-	13%	*	20%	0%	16%	427 16%
Math Including EOC	2024	40%	39%	**25%**	-	25%	-	-	-	-	-	40%	-	24%	25%	20%	25%
	2023	40%	33%	**7%**	-	7%	*	-	-	-	-	13%	*	7%	0%	7%	4%
7th Graders																	
Reading and Mathematics	2024	35%	28%	**10%**	-	10%	-	-	-	-	-	14%	-	10%	-	9%	7%
	2023	37%	31%	**4%**	-	4%	-	-	-	-	-	*	*	5%	0%	5%	3%
Reading and Mathematics Including EOC	2024	36%	29%	**10%**	-	10%	-	-	-	-	-	14%	-	10%	-	9%	7%
	2023	38%	32%	**4%**	-	4%	-	-	-	-	-	*	*	5%	0%	5%	3%
Reading Including EOC	2024	54%	50%	**16%**	-	16%	-	-	-	-	-	14%	-	16%	-	13%	13%
	2023	55%	51%	**38%**	-	38%	-	-	-	-	-	*	*	41%	25%	36%	32%
Math Including EOC	2024	40%	34%	**10%**	-	10%	-	-	-	-	-	14%	-	10%	-	9%	7%
	2023	43%	37%	**4%**	-	4%	-	-	-	-	-	*	*	5%	0%	5%	3%
8th Graders																	
Reading and Mathematics	2024	28%	22%	**37%**	-	37%	-	-	-	-	-	*	-	37%	38%	39%	29%
Reading and Mathematics Including EOC	2024	41%	41%	**37%**	-	37%	-	-	-	-	-	*	-	37%	38%	39%	29%
	2023	44%	42%	**7%**	-	7%	-	-	-	-	-	0%	*	9%	0%	8%	7%
Reading Including EOC	2024	57%	55%	**40%**	-	40%	-	-	-	-	-	*	-	40%	38%	41%	32%
	2023	58%	58%	**28%**	-	28%	-	-	-	-	-	0%	*	29%	20%	25%	26%

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Math Including EOC	2024	49%	52%	**58%**	-	58%	-	-	-	-	-	*	-	57%	63%	59%	53%
	2023	51%	51%	**7%**	-	7%	-	-	-	-	-	0%	*	9%	0%	8%	7%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	34%	**23%**	-	23%	*	-	-	-	-	16%	*	23%	19%	21%	18%
	2023	37%	35%	**25%**	-	25%	*	*	-	-	-	25%	*	26%	22%	25%	20%
Reading and Mathematics Including EOC	2024	38%	36%	**23%**	-	23%	*	-	-	-	-	16%	*	23%	19%	21%	18%
	2023	39%	37%	**21%**	-	21%	*	*	-	-	-	21%	0%	22%	18%	21%	17%
Reading Including EOC	2024	54%	52%	**35%**	-	35%	*	-	-	-	-	22%	*	36%	31%	34%	31%
	2023	53%	53%	**37%**	-	37%	*	*	-	-	-	26%	33%	37%	33%	35%	31%
Math Including EOC	2024	45%	44%	**31%**	-	31%	*	-	-	-	-	22%	*	30%	41%	30%	27%
	2023	47%	45%	**28%**	-	28%	*	*	-	-	-	23%	17%	29%	24%	28%	26%

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

\- Indicates there are no students in the group.

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	School Year	State	Region19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	66%	**59%**	-	59%	-	-	-	-	-	39%	*	59%	64%	59%	65%
	2023	55%	57%	**72%**	-	74%	*	-	-	-	-	67%	-	77%	50%	71%	73%
Grade 4 Mathematics	2024	60%	61%	**48%**	-	48%	-	-	-	-	-	17%	*	44%	71%	42%	49%
	2023	63%	65%	**77%**	-	76%	*	-	-	-	-	67%	-	77%	75%	76%	79%
Grade 5 ELA/Reading	2024	70%	70%	**55%**	-	57%	*	-	-	-	-	20%	-	58%	42%	54%	53%
	2023	65%	69%	**69%**	-	69%	-	-	-	-	-	70%	-	67%	81%	68%	67%
Grade 5 Mathematics	2024	65%	66%	**29%**	-	27%	*	-	-	-	-	40%	-	33%	8%	28%	25%
	2023	71%	75%	**76%**	-	76%	-	-	-	-	-	100%	-	78%	63%	75%	73%
Grade 6 ELA/Reading	2024	61%	56%	**50%**	-	50%	-	-	-	-	-	*	-	56%	19%	47%	51%
	2023	51%	46%	**30%**	-	30%	-	-	-	-	-	44%	*	32%	*	31%	26%
Grade 6 Mathematics	2024	48%	45%	**29%**	-	29%	-	-	-	-	-	*	-	24%	56%	28%	26%
	2023	54%	45%	**32%**	-	32%	-	-	-	-	-	56%	*	31%	*	32%	30%
Grade 7 ELA/Reading	2024	66%	64%	**28%**	-	28%	-	-	-	-	-	21%	-	28%	-	26%	26%
	2023	71%	72%	**67%**	-	67%	-	-	-	-	-	*	*	68%	57%	67%	60%
Grade 7 Mathematics	2024	49%	47%	**41%**	-	41%	-	-	-	-	-	21%	-	41%	-	38%	40%
	2023	56%	54%	**34%**	-	34%	-	-	-	-	-	*	*	33%	43%	35%	29%
Grade 8 ELA/Reading	2024	69%	69%	**68%**	-	68%	-	-	-	-	-	*	-	69%	64%	69%	67%
	2023	63%	66%	**45%**	-	45%	-	-	-	-	-	50%	*	48%	25%	44%	47%
Grade 8 Mathematics	2024	66%	70%	**95%**	-	95%	-	-	-	-	-	*	-	94%	100%	96%	97%
	2023	74%	76%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I	2024	64%	62%	**79%**	-	79%	-	-	-	-	-	43%	-	80%	64%	78%	70%
	2023	57%	55%	**53%**	-	53%	-	-	-	-	-	*	-	56%	38%	54%	57%
End of Course English II	2024	69%	72%	**89%**	-	89%	-	-	-	-	-	*	-	90%	79%	88%	85%
	2023	74%	74%	**64%**	-	64%	-	-	-	-	-	*	-	71%	27%	63%	63%
End of Course Algebra I	2024	72%	78%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2023	76%	82%	**69%**	-	69%	-	-	-	-	-	75%	*	69%	66%	68%	68%
All Grades Both Subjects	2024	64%	64%	**57%**	-	57%	*	-	-	-	-	39%	*	56%	58%	55%	53%
	2023	64%	65%	**57%**	-	57%	*	-	-	-	-	58%	38%	59%	50%	57%	56%
All Grades ELA/Reading	2024	67%	66%	**62%**	-	63%	*	-	-	-	-	43%	*	63%	55%	61%	58%
	2023	63%	63%	**56%**	-	56%	*	-	-	-	-	49%	*	59%	41%	56%	55%
All Grades Mathematics	2024	60%	61%	**48%**	-	48%	*	-	-	-	-	34%	*	46%	63%	46%	46%
	2023	66%	66%	**59%**	-	59%	*	-	-	-	-	69%	*	59%	62%	59%	57%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	40%	**28%**	-	28%	-	-	-	-	-	33%	*	20%	*	28%	29%
	2023	33%	37%	**56%**	-	60%	*	-	-	-	-	60%	-	54%	*	56%	60%
Grade 4 Mathematics	2024	26%	29%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2023	27%	34%	**50%**	-	56%	*	-	-	-	-	*	-	43%	*	50%	56%

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	School Year	State	Region19	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)
Grade 5 ELA/Reading	2024	35%	40%	**14%**	-	17%	*	-	-	-	-	*	-	*	*	14%	0%
	2023	37%	44%	**27%**	-	27%	-	-	-	-	-	*	-	33%	*	27%	33%
Grade 5 Mathematics	2024	41%	48%	**50%**	-	40%	*	-	-	-	-	*	-	60%	*	50%	40%
	2023	48%	59%	**55%**	-	55%	-	-	-	-	-	*	-	56%	*	55%	71%
Grade 6 ELA/Reading	2024	24%	22%	**30%**	-	30%	-	-	-	-	-	*	-	38%	*	33%	43%
	2023	26%	30%	**13%**	-	13%	-	-	-	-	-	17%	*	16%	*	13%	10%
Grade 6 Mathematics	2024	27%	31%	**22%**	-	22%	-	-	-	-	-	-	-	0%	*	25%	33%
	2023	35%	36%	**24%**	-	24%	-	-	-	-	-	0%	-	20%	*	19%	20%
Grade 7 ELA/Reading	2024	23%	27%	**9%**	-	9%	-	-	-	-	-	0%	-	9%	-	10%	9%
	2023	39%	43%	**33%**	-	33%	-	-	-	-	-	*	*	29%	*	33%	31%
Grade 7 Mathematics	2024	14%	16%	**13%**	-	13%	-	-	-	-	-	0%	-	13%	-	13%	13%
	2023	22%	23%	**10%**	-	10%	-	-	-	-	-	*	*	5%	29%	10%	4%
Grade 8 ELA/Reading	2024	34%	37%	**46%**	-	46%	-	-	-	-	-	*	-	55%	*	50%	50%
	2023	39%	45%	**22%**	-	22%	-	-	-	-	-	0%	-	24%	17%	18%	18%
Grade 8 Mathematics	2024	44%	51%	**70%**	-	70%	-	-	-	-	-	*	-	75%	40%	72%	72%
	2023	49%	57%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I	2024	20%	17%	**16%**	-	16%	-	-	-	-	-	29%	-	20%	*	11%	11%
	2023	26%	30%	**25%**	-	25%	-	-	-	-	-	*	-	23%	*	21%	25%
End of Course English II	2024	29%	33%	**54%**	-	54%	-	-	-	-	-	*	-	58%	*	50%	54%
	2023	41%	41%	**33%**	-	33%	-	-	-	-	-	*	-	39%	10%	33%	32%
End of Course Algebra I	2024	55%	73%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2023	58%	73%	**40%**	-	40%	-	-	-	-	-	33%	*	41%	33%	37%	37%
All Grades Both Subjects	2024	32%	37%	**32%**	-	32%	*	-	-	-	-	14%	*	32%	32%	32%	32%
	2023	38%	44%	**31%**	-	31%	*	-	-	-	-	24%	*	31%	29%	30%	30%
All Grades ELA/Reading	2024	30%	31%	**26%**	-	27%	*	-	-	-	-	19%	*	28%	20%	26%	27%
	2023	35%	39%	**29%**	-	30%	*	-	-	-	-	19%	*	31%	22%	29%	28%
All Grades Mathematics	2024	35%	43%	**38%**	-	37%	*	-	-	-	-	7%	-	36%	46%	39%	39%
	2023	40%	49%	**33%**	-	33%	*	-	-	-	-	30%	*	31%	38%	31%	31%

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

	School Year	State	Region 19	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	75%	**69%**	60%	-	-	-	55%	65%	63%	-	73%	57%	61%	83%	61%	94%
	2023	76%	78%	**63%**	76%	-	-	-	76%	-	42%	-	43%	40%	58%	74%	54%	88%
At Meets Grade Level or Above	2024	48%	47%	**34%**	25%	-	-	-	23%	28%	25%	-	30%	22%	27%	51%	26%	64%
	2023	49%	48%	**30%**	44%	-	-	-	44%	-	10%	-	11%	9%	17%	46%	19%	57%
At Masters Grade Level	2024	20%	17%	**8%**	9%	-	-	-	6%	11%	3%	-	0%	4%	6%	13%	6%	17%
	2023	20%	17%	**9%**	19%	-	-	-	19%	-	1%	-	2%	0%	1%	13%	5%	18%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	76%	**65%**	58%	-	-	-	52%	67%	51%	-	54%	49%	62%	84%	57%	94%
	2023	77%	77%	**64%**	75%	-	-	-	75%	-	43%	-	38%	48%	59%	82%	55%	92%
At Meets Grade Level or Above	2024	54%	52%	**39%**	32%	-	-	-	23%	45%	22%	-	34%	14%	29%	59%	27%	87%
	2023	53%	51%	**34%**	43%	-	-	-	43%	-	13%	-	13%	13%	22%	60%	23%	60%
At Masters Grade Level	2024	22%	18%	**11%**	14%	-	-	-	11%	18%	1%	-	0%	2%	8%	21%	7%	23%
	2023	20%	17%	**9%**	25%	-	-	-	25%	-	0%	-	0%	0%	1%	18%	6%	14%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	74%	**68%**	67%	-	-	-	59%	78%	66%	-	95%	53%	58%	77%	64%	89%
	2023	75%	77%	**62%**	86%	-	-	-	86%	-	34%	-	43%	24%	56%	66%	56%	85%
At Meets Grade Level or Above	2024	43%	42%	**28%**	22%	-	-	-	23%	20%	27%	-	23%	29%	26%	39%	25%	37%
	2023	45%	44%	**27%**	55%	-	-	-	55%	-	4%	-	5%	4%	15%	34%	22%	39%
At Masters Grade Level	2024	17%	15%	**6%**	4%	-	-	-	2%	8%	5%	-	0%	8%	9%	7%	6%	7%
	2023	19%	15%	**8%**	19%	-	-	-	19%	-	2%	-	3%	0%	2%	9%	7%	9%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	75%	**71%**	36%	-	-	-	-	36%	80%	-	96%	62%	57%	88%	63%	96%
	2023	77%	79%	**63%**	50%	-	-	-	50%	-	51%	-	56%	47%	57%	75%	53%	86%
At Meets Grade Level or Above	2024	43%	41%	**32%**	12%	-	-	-	-	12%	28%	-	29%	27%	24%	64%	23%	39%
	2023	47%	45%	**25%**	11%	-	-	-	11%	-	11%	-	16%	8%	15%	36%	12%	62%
At Masters Grade Level	2024	16%	12%	**4%**	4%	-	-	-	-	4%	2%	-	0%	4%	0%	12%	2%	4%
	2023	18%	14%	**5%**	0%	-	-	-	0%	-	1%	-	3%	0%	0%	3%	1%	21%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	79%	**81%**	-	-	-	-	-	-	76%	-	*	77%	69%	88%	73%	97%
	2023	78%	80%	**67%**	-	-	-	-	-	-	40%	-	*	39%	63%	79%	50%	88%
At Meets Grade Level or Above	2024	51%	49%	**35%**	-	-	-	-	-	-	22%	-	*	23%	24%	31%	23%	67%
	2023	52%	52%	**34%**	-	-	-	-	-	-	6%	-	*	7%	6%	55%	6%	67%
At Masters Grade Level	2024	27%	23%	**7%**	-	-	-	-	-	-	2%	-	*	3%	0%	0%	1%	23%
	2023	27%	25%	**15%**	-	-	-	-	-	-	2%	-	*	2%	0%	24%	1%	31%
School Progress - Annual Growth																		

	School Year	State	Region 19	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2024	64%	64%	**57%**	44%	-	-	-	61%	35%	61%	-	76%	54%	52%	62%	52%	84%
	2023	64%	65%	**57%**	76%	-	-	-	76%	-	42%	-	38%	46%	56%	63%	54%	67%
All Grades ELA/Reading	2024	67%	66%	**62%**	58%	-	-	-	73%	49%	58%	-	75%	41%	53%	67%	56%	90%
	2023	63%	63%	**56%**	75%	-	-	-	75%	-	41%	-	38%	46%	55%	61%	53%	65%
All Grades Mathematics	2024	60%	61%	**48%**	31%	-	-	-	48%	21%	67%	-	*	67%	49%	54%	46%	63%
	2023	66%	66%	**59%**	77%	-	-	-	77%	-	42%	-	38%	47%	57%	66%	56%	71%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	37%	**32%**	26%	-	-	-	21%	31%	29%	-	24%	31%	38%	28%	32%	*
	2023	38%	44%	**31%**	61%	-	-	-	61%	-	20%	-	21%	19%	33%	39%	29%	63%
All Grades ELA/Reading	2024	30%	31%	**26%**	29%	-	-	-	31%	25%	16%	-	20%	11%	37%	25%	27%	-
	2023	35%	39%	**29%**	63%	-	-	-	63%	-	17%	-	13%	24%	33%	40%	28%	*
All Grades Mathematics	2024	35%	43%	**38%**	21%	-	-	-	0%	38%	44%	-	*	42%	39%	30%	38%	*
	2023	40%	49%	**33%**	57%	-	-	-	57%	-	25%	-	38%	16%	33%	39%	30%	*

* 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.

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	State	Region 19	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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	-	99%	*	-	-	-	-	100%	*	99%	99%	99%	99%
Included in Accountability	92%	91%	**93%**	-	93%	*	-	-	-	-	95%	*	96%	82%	93%	93%
Not Included in Accountability: Mobile	4%	3%	**1%**	-	1%	*	-	-	-	-	1%	*	0%	6%	1%	1%
Not Included in Accountability: Other Exclusions	2%	4%	**5%**	-	5%	*	-	-	-	-	3%	*	3%	11%	5%	6%
Not Tested	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	*	1%	1%	1%	1%
Absent	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**1%**	-	1%	*	-	-	-	-	0%	*	1%	1%	1%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	99%	100%	100%
Included in Accountability	91%	89%	**91%**	-	91%	*	-	-	-	-	93%	*	92%	80%	90%	89%
Not Included in Accountability: Mobile	4%	3%	**1%**	-	1%	*	-	-	-	-	1%	*	0%	7%	1%	433 1%
Not Included in Accountability: Other Exclusions	4%	7%	**8%**	-	8%	*	-	-	-	-	6%	*	7%	12%	8%	10%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	1%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	-	98%	*	-	-	-	-	100%	*	98%	100%	98%	99%
Included in Accountability	93%	93%	**94%**	-	94%	*	-	-	-	-	96%	*	97%	78%	94%	96%
Not Included in Accountability: Mobile	5%	4%	**2%**	-	2%	*	-	-	-	-	2%	*	0%	9%	2%	1%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	*	-	-	-	-	2%	*	0%	13%	2%	2%
Not Tested	1%	1%	**2%**	-	2%	*	-	-	-	-	0%	*	2%	0%	2%	1%
Absent	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	*	1%	0%	1%	1%
Other	0%	0%	**1%**	-	1%	*	-	-	-	-	0%	*	2%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**99%**	-	99%	*	-	-	-	-	100%	-	99%	96%	99%	98%
Included in Accountability	93%	92%	**98%**	-	98%	*	-	-	-	-	100%	-	99%	89%	98%	97%
Not Included in Accountability: Mobile	4%	3%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	4%	**1%**	-	1%	*	-	-	-	-	0%	-	0%	7%	1%	2%
Not Tested	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	-	1%	4%	1%	2%

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	-	1%	0%	1%	1%
Other	0%	0%	**1%**	-	1%	*	-	-	-	-	0%	-	0%	4%	1%	1%
Social Studies																
Assessment Participant	99%	99%	**99%**	-	99%	-	-	-	-	-	100%	-	99%	100%	99%	99%
Included in Accountability	94%	94%	**97%**	-	97%	-	-	-	-	-	100%	-	99%	90%	97%	96%
Not Included in Accountability: Mobile	4%	3%	**1%**	-	1%	-	-	-	-	-	0%	-	0%	5%	1%	1%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	-	-	-	-	-	0%	-	0%	5%	1%	1%
Not Tested	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	-	1%	0%	1%	1%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**1%**	-	1%	-	-	-	-	-	0%	-	1%	0%	1%	1%
Accelerated Testers																
SAT/ACT Participant	93%	97%	**72%**	-	72%	-	-	-	-	-	-	-	72%	-	67%	-
2023 STAAR Participation (All Grades)																434
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**96%**	-	96%	100%	*	-	-	-	97%	100%	98%	84%	96%	96%
Not Included in Accountability: Mobile	4%	4%	**2%**	-	2%	0%	*	-	-	-	0%	0%	0%	10%	1%	1%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	-	2%	0%	*	-	-	-	3%	0%	1%	6%	2%	3%
Not Tested	1%	1%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	**95%**	-	95%	*	*	-	-	-	97%	100%	97%	84%	96%	95%
Not Included in Accountability: Mobile	4%	4%	**2%**	-	1%	*	*	-	-	-	0%	0%	0%	9%	1%	1%
Not Included in Accountability: Other Exclusions	3%	5%	**3%**	-	4%	*	*	-	-	-	3%	0%	3%	6%	3%	4%
Not Tested	1%	1%	**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%
Mathematics																
Assessment Participant	99%	99%	**99%**	-	99%	*	*	-	-	-	100%	100%	99%	100%	99%	100%
Included in Accountability	94%	93%	**96%**	-	97%	*	*	-	-	-	98%	100%	99%	85%	97%	97%

	State	Region 19	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)
Not Included in Accountability: Mobile	5%	4%	**2%**	-	1%	*	*	-	-	-	0%	0%	0%	9%	1%	1%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	*	-	-	-	2%	0%	0%	6%	1%	1%
Not Tested	1%	1%	**1%**	-	1%	*	*	-	-	-	0%	0%	1%	0%	1%	0%
Absent	1%	1%	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	-	1%	*	*	-	-	-	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**95%**	-	96%	*	-	-	-	-	96%	*	99%	81%	96%	97%
Not Included in Accountability: Mobile	4%	4%	**3%**	-	3%	*	-	-	-	-	0%	*	1%	13%	2%	2%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	-	2%	*	-	-	-	-	4%	*	1%	6%	2%	2%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	435 0%
Social Studies																
Assessment Participant	99%	99%	**99%**	-	99%	-	-	-	-	-	100%	*	99%	100%	99%	100%
Included in Accountability	94%	94%	**97%**	-	98%	-	-	-	-	-	94%	*	98%	92%	98%	99%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	1%	-	-	-	-	-	0%	*	1%	8%	1%	1%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	-	-	-	-	-	6%	*	1%	0%	1%	0%
Not Tested	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	0%
Absent	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	99%	**88%**	-	88%	-	-	-	-	-	*	-	88%	-	86%	*

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

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	92.6%	**94.9%**	-	94.9%	*	*	-	-	-	94.5%	94.9%	95.0%
2021-22	92.2%	91.3%	**94.5%**	-	94.5%	*	*	-	-	-	93.8%	94.6%	94.7%
Chronic Absenteeism													
2022-23	20.3%	23.3%	**11.8%**	-	11.9%	*	*	-	-	-	15.7%	11.1%	11.7%
2021-22	25.7%	29.5%	**14.5%**	-	14.5%	*	*	-	-	-	19.5%	13.7%	14.2%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.5%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2021-22	0.7%	0.6%	**0.6%**	-	0.6%	-	-	-	-	-	0.0%	0.7%	1.1%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	3.2%	**1.3%**	-	1.3%	-	-	-	-	-	0.0%	1.4%	3.1%
2021-22	2.2%	2.8%	**2.8%**	-	2.8%	*	-	-	-	-	0.0%	2.9%	3.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	87.0%	**94.4%**	-	94.4%	-	-	-	-	-	*	93.8%	95.2%
Received TxCHSE	0.3%	0.6%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Continued HS	3.1%	4.6%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Dropped Out	6.3%	7.8%	**5.6%**	-	5.6%	-	-	-	-	-	*	6.3%	4.8%
Graduates and TxCHSE	90.6%	87.6%	**94.4%**	-	94.4%	-	-	-	-	-	*	93.8%	95.2%
Graduates, TxCHSE, and Continuers	93.7%	92.2%	**94.4%**	-	94.4%	-	-	-	-	-	*	93.8%	95.2%
Class of 2022													
Graduated	89.7%	86.6%	**93.0%**	-	92.9%	*	-	-	-	-	*	92.5%	80.0%
Received TxCHSE	0.3%	0.7%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
Continued HS	3.5%	5.4%	**1.4%**	-	1.4%	*	-	-	-	-	*	1.5%	4.0%
Dropped Out	6.4%	7.4%	**5.6%**	-	5.7%	*	-	-	-	-	*	6.0%	16.0%
Graduates and TxCHSE	90.0%	87.2%	**93.0%**	-	92.9%	*	-	-	-	-	*	92.5%	80.0%
Graduates, TxCHSE, and Continuers	93.6%	92.6%	**94.4%**	-	94.3%	*	-	-	-	-	*	94.0%	84.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	90.1%	**94.4%**	-	94.3%	*	-	-	-	-	*	94.0%	84.0%
Received TxCHSE	0.4%	0.9%	**1.4%**	-	1.4%	*	-	-	-	-	*	1.5%	4.0%
Continued HS	1.0%	1.2%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
Dropped Out	6.8%	7.8%	**4.2%**	-	4.3%	*	-	-	-	-	*	4.5%	12.0%
Graduates and TxCHSE	92.2%	91.1%	**95.8%**	-	95.7%	*	-	-	-	-	*	95.5%	88.0%

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	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	92.2%	**95.8%**	-	95.7%	*	-	-	-	-	*	95.5%	88.0%
Class of 2021													
Graduated	92.2%	90.1%	**92.9%**	-	92.9%	-	-	-	-	-	83.3%	92.2%	93.1%
Received TxCHSE	0.4%	0.9%	**1.2%**	-	1.2%	-	-	-	-	-	0.0%	1.3%	0.0%
Continued HS	1.0%	1.3%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.7%	**5.9%**	-	5.9%	-	-	-	-	-	16.7%	6.5%	6.9%
Graduates and TxCHSE	92.7%	91.0%	**94.1%**	-	94.1%	-	-	-	-	-	83.3%	93.5%	93.1%
Graduates, TxCHSE, and Continuers	93.7%	92.3%	**94.1%**	-	94.1%	-	-	-	-	-	83.3%	93.5%	93.1%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	90.7%	**92.9%**	-	92.9%	-	-	-	-	-	83.3%	92.2%	93.1%
Received TxCHSE	0.5%	1.1%	**1.2%**	-	1.2%	-	-	-	-	-	0.0%	1.3%	0.0%
Continued HS	0.5%	0.6%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.6%	**5.9%**	-	5.9%	-	-	-	-	-	16.7%	6.5%	6.9%
Graduates and TxCHSE	93.2%	91.8%	**94.1%**	-	94.1%	-	-	-	-	-	83.3%	93.5%	93.1%
Graduates, TxCHSE, and Continuers	93.7%	92.4%	**94.1%**	-	94.1%	-	-	-	-	-	83.3%	93.5%	93.1%
Class of 2020													
Graduated	92.7%	91.9%	**94.5%**	-	94.5%	-	-	-	-	-	100.0%	94.3%	92.9%
Received TxCHSE	0.5%	1.1%	**2.2%**	-	2.2%	-	-	-	-	-	0.0%	2.3%	3.6%
Continued HS	0.5%	0.5%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.5%	**3.3%**	-	3.3%	-	-	-	-	-	0.0%	3.4%	3.6%
Graduates and TxCHSE	93.2%	93.0%	**96.7%**	-	96.7%	-	-	-	-	-	100.0%	96.6%	96.4%
Graduates, TxCHSE, and Continuers	93.8%	93.5%	**96.7%**	-	96.7%	-	-	-	-	-	100.0%	96.6%	96.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	87.0%	**94.4%**	-	94.4%	-	-	-	-	-	*	93.8%	95.2%
Class of 2022	89.7%	86.6%	**93.0%**	-	92.9%	*	-	-	-	-	*	92.5%	80.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	*	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	*	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	4.9%	**11.9%**	-	11.9%	-	-	-	-	-	*	11.7%	25.0%
Class of 2022	3.7%	5.3%	**6.1%**	-	6.2%	*	-	-	-	-	*	4.8%	10.0%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	91.3%	**79.1%**	-	79.1%	-	-	-	-	-	*	78.3%	60.0%
Class of 2022	84.3%	92.0%	**80.3%**	-	80.0%	*	-	-	-	-	*	80.6%	70.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	96.2%	**91.0%**	-	91.0%	-	-	-	-	-	*	90.0%	85.0%
Class of 2022	88.0%	97.4%	**86.4%**	-	86.2%	*	-	-	-	-	*	85.5%	80.0%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	100.0%	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	66.7%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	5.6%	**13.2%**	-	13.2%	-	-	-	-	-	0.0%	13.3%	26.3%
2021-22	3.9%	6.2%	**9.9%**	-	9.9%	-	-	-	-	-	*	7.6%	16.7%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	88.9%	**76.5%**	-	76.5%	-	-	-	-	-	80.0%	76.7%	57.9%
2021-22	82.3%	89.6%	**73.2%**	-	73.2%	-	-	-	-	-	*	74.2%	58.3%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	94.6%	**89.7%**	-	89.7%	-	-	-	-	-	80.0%	90.0%	84.2%
2021-22	86.0%	95.8%	**83.1%**	-	83.1%	-	-	-	-	-	*	81.8%	75.0%

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	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	68	100.0%	377,367	100.0%
By Ethnicity:				
African American	0	0.0%	46,822	12.4%
Hispanic	68	100.0%	197,333	52.3%
White	0	0.0%	103,009	27.3%
American Indian	0	0.0%	1,181	0.3%
Asian	0	0.0%	19,151	5.1%
Pacific Islander	0	0.0%	574	0.2%
Two or More Races	0	0.0%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	7	10.3%	49,278	13.1%
Foundation H.S. Program (Endorsement)	9	13.2%	16,475	4.4%
Foundation H.S. Program (DLA)	52	76.5%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	5	7.4%	34,589	9.2%
Economically Disadvantaged Graduates	60	88.2%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	19	27.9%	50,229	13.3%
At-Risk Graduates	37	54.4%	168,430	44.6%
CTE Completers	12	17.6%	116,959	31.0%

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Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	81.7%	**92.6%**	-	92.6%	-	-	-	-	-	80.0%	93.3%	94.7%
2021-22	70.0%	75.2%	**93.0%**	-	93.0%	-	-	-	-	-	*	92.4%	91.7%
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	57.8%	67.3%	**45.6%**	-	45.6%	-	-	-	-	-	20.0%	46.7%	26.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	70.1%	**38.2%**	-	38.2%	-	-	-	-	-	20.0%	38.3%	15.8%
2021-22	57.1%	63.7%	**60.6%**	-	60.6%	-	-	-	-	-	*	60.6%	33.3%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	62.1%	**25.0%**	-	25.0%	-	-	-	-	-	20.0%	26.7%	10.5%
2021-22	48.2%	52.5%	**35.2%**	-	35.2%	-	-	-	-	-	*	34.8%	20.8%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	53.0%	**16.2%**	-	16.2%	-	-	-	-	-	20.0%	16.7%	5.3%
2021-22	42.2%	44.6%	**29.6%**	-	29.6%	-	-	-	-	-	*	30.3%	8.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	20.4%	**33.8%**	-	33.8%	-	-	-	-	-	0.0%	36.7%	21.1%
2021-22	20.5%	19.4%	**38.0%**	-	38.0%	-	-	-	-	-	*	39.4%	20.8%
Associate Degree (Annual Graduates)													
2022-23	2.5%	6.6%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2021-22	2.4%	5.5%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	27.7%	**32.4%**	-	32.4%	-	-	-	-	-	0.0%	33.3%	0.0%
2021-22	24.0%	30.5%	**15.5%**	-	15.5%	-	-	-	-	-	*	16.7%	0.0%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	8.4%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2021-22	4.4%	8.8%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.0%	**5.9%**	-	5.9%	-	-	-	-	-	80.0%	5.0%	10.5%
2021-22	5.0%	6.2%	**4.2%**	-	4.2%	-	-	-	-	-	*	3.0%	8.3%
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	39.5%	41.0%	**92.6%**	-	92.6%	-	-	-	-	-	80.0%	93.3%	94.7%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	35.2%	**91.2%**	-	91.2%	-	-	-	-	-	60.0%	91.7%	89.5%
2021-22	28.0%	25.8%	**87.3%**	-	87.3%	-	-	-	-	-	*	87.9%	87.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.2%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2021-22	0.7%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.2%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2021-22	2.5%	1.6%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.3%	**1.5%**	-	1.5%	-	-	-	-	-	0.0%	1.7%	0.0%

- Indicates there are no students in the group.

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

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

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

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	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	32.4%	**25.0%**	-	25.0%	-	-	-	-	-	20.0%	25.0%	0.0%
	2021-22	22.8%	33.9%	**15.5%**	-	15.5%	-	-	-	-	-	*	15.2%	0.0%
Mathematics	2022-23	19.9%	20.4%	**11.8%**	-	11.8%	-	-	-	-	-	0.0%	13.3%	0.0%
	2021-22	18.7%	21.5%	**8.5%**	-	8.5%	-	-	-	-	-	*	9.1%	0.0%
Both Subjects	2022-23	12.5%	15.3%	**8.8%**	-	8.8%	-	-	-	-	-	0.0%	10.0%	0.0%
	2021-22	12.6%	16.7%	**7.0%**	-	7.0%	-	-	-	-	-	*	7.6%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	30.4%	**11.8%**	-	11.8%	-	-	-	-	-	0.0%	11.7%	15.8%
	2021-22	11.7%	23.0%	**47.9%**	-	47.9%	-	-	-	-	-	*	48.5%	33.3%
Mathematics	2022-23	20.2%	38.1%	**11.8%**	-	11.8%	-	-	-	-	-	20.0%	11.7%	10.5%
	2021-22	14.0%	27.2%	**28.2%**	-	28.2%	-	-	-	-	-	*	27.3%	20.8%
Both Subjects	2022-23	12.5%	24.1%	**2.9%**	-	2.9%	-	-	-	-	-	0.0%	3.3%	5.3%
	2021-22	7.5%	17.6%	**22.5%**	-	22.5%	-	-	-	-	-	*	22.7%	8.3%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	29.7%	**26.4%**	-	26.4%	-	-	-	-	-	18.2%	25.2%	10.9%
	2022	23.0%	25.7%	**28.8%**	-	28.3%	*	-	-	-	-	0.0%	29.5%	17.4%
English Language Arts	2023	13.8%	14.4%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2022	13.2%	12.2%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Mathematics	2023	7.0%	6.0%	**4.9%**	-	4.9%	-	-	-	-	-	0.0%	4.6%	0.0%
	2022	6.9%	5.0%	**13.7%**	-	13.0%	*	-	-	-	-	0.0%	14.7%	0.0%
Science	2023	10.3%	8.9%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2022	9.6%	8.3%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Social Studies	2023	13.1%	11.5%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2022	12.5%	9.2%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	34.2%	**57.9%**	-	57.9%	-	-	-	-	-	*	57.6%	20.0%
	2022	53.3%	33.3%	**52.5%**	-	53.8%	*	-	-	-	-	-	50.0%	62.5%
English Language Arts	2023	52.3%	34.1%	**-**	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	34.7%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	19.9%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
	2022	50.4%	20.4%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
Science	2023	44.8%	11.0%	**-**	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	9.8%	**-**	-	-	-	-	-	-	-	-	-	-

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	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	16.9%	**-**	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	15.8%	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	94.1%	**61.8%**	-	61.8%	-	-	-	-	-	80.0%	60.7%	40.0%
	2021-22	71.5%	83.2%	**94.4%**	-	93.0%	?	-	-	-	-	*	95.5%	95.8%
At/Above Criterion for All Examinees	2022-23	28.9%	17.5%	**7.1%**	-	7.1%	-	-	-	-	-	*	8.1%	0.0%
	2021-22	32.1%	17.2%	**4.5%**	-	4.5%	*	-	-	-	-	*	4.8%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	917	**848**	-	848	-	-	-	-	-	*	856	745
	2021-22	1001	918	**790**	-	792	670	-	-	-	-	690	792	715
English Language Arts and Writing	2022-23	497	465	**429**	-	429	-	-	-	-	-	*	431	375
	2021-22	506	465	**409**	-	410	340	-	-	-	-	360	410	360
Mathematics	2022-23	482	453	**419**	-	419	-	-	-	-	-	*	425	370
	2021-22	496	453	**381**	-	382	330	-	-	-	-	330	382	356
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	18.4	**-**	-	-	-	-	-	-	-	-	-	-
	2021-22	19.5	19.8	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022-23	18.8	18.0	**-**	-	-	-	-	-	-	-	-	-	-
	2021-22	19.2	19.7	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2022-23	18.9	18.2	**-**	-	-	-	-	-	-	-	-	-	-
	2021-22	19.3	19.4	**-**	-	-	-	-	-	-	-	-	-	-
Science	2022-23	19.5	18.9	**-**	-	-	-	-	-	-	-	-	-	-
	2021-22	19.8	20.1	**-**	-	-	-	-	-	-	-	-	-	-

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- 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.

	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	47.2%	**46.7%**	-	46.7%	-	-	-	-	-	38.9%	45.3%	30.6%
	2021-22	44.2%	45.9%	**46.6%**	-	46.5%	*	-	-	-	-	14.3%	47.3%	27.0%
English Language Arts	2022-23	17.4%	15.9%	**15.4%**	-	15.4%	-	-	-	-	-	0.0%	15.1%	5.1%
	2021-22	16.6%	15.4%	**15.1%**	-	15.2%	*	-	-	-	-	4.8%	14.9%	3.3%
Mathematics	2022-23	19.5%	16.8%	**22.9%**	-	22.9%	-	-	-	-	-	23.5%	21.8%	13.8%
	2021-22	19.9%	17.4%	**15.6%**	-	15.7%	*	-	-	-	-	10.0%	15.4%	9.2%
Science	2022-23	21.5%	23.5%	**23.1%**	-	23.1%	-	-	-	-	-	16.7%	22.3%	12.6%
	2021-22	21.1%	23.0%	**16.6%**	-	16.3%	*	-	-	-	-	5.3%	17.8%	10.6%
Social Studies	2022-23	24.0%	25.2%	**18.2%**	-	18.2%	-	-	-	-	-	0.0%	17.9%	3.4%
	2021-22	22.8%	23.0%	**13.2%**	-	13.3%	*	-	-	-	-	0.0%	13.2%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-

444

- 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.

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**761**	**100.0%**	**5,517,464**	**100.0%**	**762**	**100.0%**	**5,531,236**	**100.0%**
Students by Grade								
Early Childhood Education	0	0.0%	18,968	0.3%	0	0.0%	26,847	0.5%
Pre-Kindergarten	23	3.0%	247,979	4.5%	23	3.0%	248,576	4.5%
Pre-Kindergarten: 3-year Old	2	0.3%	42,448	0.8%	2	0.3%	42,669	0.8%
Pre-Kindergarten: 4-year Old	21	2.8%	205,531	3.7%	21	2.8%	205,907	3.7%
Kindergarten	54	7.1%	361,329	6.5%	54	7.1%	361,799	6.5%
Grade 1	43	5.7%	385,096	7.0%	43	5.6%	385,471	7.0%
Grade 2	51	6.7%	402,233	7.3%	51	6.7%	402,576	7.3%
Grade 3	56	7.4%	399,869	7.2%	56	7.3%	400,181	7.2%
Grade 4	50	6.6%	399,137	7.2%	50	6.6%	399,422	7.2%
Grade 5	42	5.5%	399,200	7.2%	42	5.5%	399,419	7.2%
Grade 6	57	7.5%	400,347	7.3%	57	7.5%	400,511	7.2%
Grade 7	56	7.4%	405,118	7.3%	56	7.3%	405,298	7.3%
Grade 8	47	6.2%	414,033	7.5%	47	6.2%	414,195	7.5%
Grade 9	68	8.9%	472,595	8.6%	68	8.9%	472,783	8.5%
Grade 10	69	9.1%	439,091	8.0%	69	9.1%	439,298	7.9%
Grade 11	73	9.6%	406,681	7.4%	73	9.6%	406,966	7.4%
Grade 12	72	9.5%	365,788	6.6%	73	9.6%	367,894	6.7%
Ethnic Distribution								
African American	0	0.0%	706,235	12.8%	0	0.0%	707,609	12.8%
Hispanic	760	99.9%	2,936,051	53.2%	761	99.9%	2,942,144	53.2%
White	1	0.1%	1,379,090	25.0%	1	0.1%	1,384,437	25.0%
American Indian	0	0.0%	17,886	0.3%	0	0.0%	17,939	0.3%
Asian	0	0.0%	295,946	5.4%	0	0.0%	296,367	5.4%
Pacific Islander	0	0.0%	8,831	0.2%	0	0.0%	8,844	0.2%
Two or More Races	0	0.0%	173,425	3.1%	0	0.0%	173,896	3.1%
Sex								
Female	371	48.8%	2,695,318	48.9%	371	48.7%	2,700,356	48.8%
Male	390	51.2%	2,822,146	51.1%	391	51.3%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	705	92.6%	3,434,955	62.3%	706	92.7%	3,439,856	62.2%
Non-Educationally Disadvantaged	56	7.4%	2,082,509	37.7%	56	7.3%	2,091,380	37.8%
Section 504 Students	28	3.7%	399,808	7.2%	29	3.8%	400,078	7.2%
EB Students/EL	495	65.0%	1,344,804	24.4%	496	65.1%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	31	3.6%	105,976	1.9%				
Students w/ Dyslexia	17	2.2%	329,004	6.0%	17	2.2%	329,228	6.0%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	0	0.0%	12,418	0.2%	0	0.0%	12,469	0.2%
Homeless	20	2.6%	77,809	1.4%	20	2.6%	77,942	1.4%
Immigrant	7	0.9%	158,717	2.9%	7	0.9%	158,832	2.9%
Migrant	20	2.6%	13,481	0.2%	20	2.6%	13,528	0.2%
Title I	761	100.0%	3,624,288	65.7%	762	100.0%	3,632,539	65.7%
Military Connected	1	0.1%	212,919	3.9%	1	0.1%	213,035	3.9%
At-Risk	596	78.3%	2,937,834	53.2%	597	78.3%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	374	49.1%	1,350,113	24.5%	374	49.1%	1,350,920	24.4%
Career and Technical Education	294	38.6%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	216	76.6%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	75	9.9%	469,054	8.5%	75	9.8%	469,170	8.5%
Special Education	93	12.2%	764,858	13.9%	93	12.2%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**93**		**764,858**					
Students with Intellectual Disabilities	53	57.0%	349,307	45.7%				
Students with Physical Disabilities	20	21.5%	144,191	18.9%				
Students with Autism	*	*	124,254	16.2%				
Students with Behavioral Disabilities	15	16.1%	134,373	17.6%				
Students with Non-Categorical Early Childhood	*	*	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	**65**	**8.3%**	**864,058**	**16.1%**				
African American	0	0.0%	181,855	3.4%				
Hispanic	65	8.3%	455,070	8.5%				
White	0	0.0%	165,204	3.1%				
American Indian	0	0.0%	3,184	0.1%				
Asian	0	0.0%	27,631	0.5%				
Pacific Islander	0	0.0%	1,840	0.0%				
Two or More Races	0	0.0%	29,274	0.5%				
Special Ed Students who are Mobile	10	11.1%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	36	7.4%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	56	7.6%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**67**	**13.1%**	**767,390**	**18.1%**				

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	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	5.4%	1.3%	0.0%	3.9%
Grade 1	0.0%	2.1%	0.0%	3.3%
Grade 2	0.0%	1.3%	0.0%	1.6%
Grade 3	0.0%	0.7%	0.0%	0.7%
Grade 4	0.0%	0.4%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.3%	0.0%	0.3%
Grade 7	0.0%	0.5%	0.0%	0.4%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	0.0%	7.9%	20.0%	11.9%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	0	0.0%	5,974	0.2%

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

Class Size Information	District	State
Elementary		
Kindergarten	23.0	18.4
Grade 1	9.0	18.8
Grade 2	16.0	19.1
Grade 3	17.3	19.4
Grade 4	16.9	19.4
Grade 5	20.5	20.9
Grade 6	18.0	19.2
Secondary		
English/Language Arts	16.7	16.3
Foreign Languages	9.6	18.8
Mathematics	14.3	17.5
Science	16.8	18.5
Social Studies	16.3	18.8

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**164.5**	**100.0%**	**775,882.5**	**100.0%**
Professional Staff	87.7	53.3%	496,151.0	63.9%
Teachers	61.6	37.4%	374,799.9	48.3%
Professional Support	18.3	11.1%	86,026.7	11.1%
Campus Administration (School Leadership)	4.8	2.9%	25,836.1	3.3%
Central Administration	3.0	1.8%	9,488.3	1.2%
Educational Aides	16.0	9.7%	88,200.6	11.4%
Auxiliary Staff	60.8	36.9%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	4,187.0	n/a
Part-time Librarians	0.0	n/a	651.0	n/a
Full-time Counselors	2.0	n/a	13,870.0	n/a
Part-time Counselors	1.0	n/a	1,172.0	n/a
Total Minority Staff	**164.5**	**100.0%**	**421,896.4**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	47,341.1	12.6%
Hispanic	61.6	100.0%	112,921.8	30.1%
White	0.0	0.0%	200,118.0	53.4%
American Indian	0.0	0.0%	1,286.9	0.3%
Asian	0.0	0.0%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	0.0	0.0%	4,726.6	1.3%
Teachers by Sex				
Males	21.2	34.4%	91,815.2	24.5%
Females	40.4	65.6%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	4.8	7.9%	9,453.8	2.5%
Bachelors	42.6	69.2%	268,886.4	71.7%
Masters	12.1	19.6%	93,414.7	24.9%
Doctorate	2.0	3.2%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	4.8	7.9%	32,507.6	8.7%
1-5 Years Experience	18.0	29.2%	102,619.4	27.4%
6-10 Years Experience	12.2	19.8%	75,585.4	20.2%
11-20 Years Experience	13.2	21.5%	101,415.3	27.1%
21-30 Years Experience	12.3	19.9%	51,471.9	13.7%
Over 30 Years Experience	1.0	1.6%	11,200.2	3.0%
Number of Students per Teacher	12.4	n/a	14.7	n/a

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Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	10.0	6.0
Average Years Experience of Principals with District	4.0	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	12.3	11.1
Average Years Experience of Teachers with District	8.1	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$62,616	$54,272
1-5 Years Experience	$59,963	$58,185
6-10 Years Experience	$61,679	$61,494
11-20 Years Experience	$67,667	$65,219
21-30 Years Experience	$69,438	$69,723
Over 30 Years Experience	$35,235	$74,014
Average Actual Salaries (regular duties only)		
Teachers	$63,656	$62,474
Professional Support	$77,428	$73,783
Campus Administration (School Leadership)	$97,215	$86,738
Central Administration	$121,139	$116,028
Instructional Staff Percent	52.3%	65.0%
Turnover Rate for Teachers	23.4%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

	District		State	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment				
Recognized	*	*	9,429	$5,848
Exemplary	6	$17,400	10,279	$11,434
Master	*	*	5,255	$21,235

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	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	7.3	11.9%	22,656.0	6.0%
Career and Technical Education	3.8	6.1%	20,454.1	5.5%
Compensatory Education	1.4	2.3%	11,626.3	3.1%
Gifted and Talented Education	0.0	0.0%	6,181.4	1.6%
Regular Education	41.5	67.3%	261,452.4	69.8%
Special Education	6.4	10.4%	38,736.9	10.3%
Other	1.2	2.0%	13,749.8	3.7%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

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Guidelines

December 2024

2023–24 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.

As of December 2024, the TAPR does not include *A–F* ratings or Distinction Designations. *The issuance of the* A–F *ratings under 2024 rule is pending and subject to change.*

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 and the progress toward those objectives, 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. As of December 2024, the PDF TAPR does not include *A–F* ratings or Distinction Designations.

    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 2025. 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 (2022–23 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** *District accreditation statuses for the 2023-24 and 2024-25 school years have not been issued as the issuance of the A–F ratings under the 2023 and 2024 rules are pending and subject to change*. Each district's annual report must instead include the 2022-23

accreditation status. Information on accreditation status is available online at http://tea.texas.gov/accredstatus/.

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 THECB anticipates releasing an updated report mid-January 2025.

    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.

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 2024-25 school year, the 2022-2023 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.
    - **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 2023 and 2024 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://rptsvr1.tea.texas.gov/perfreport/tapr/2024/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.

2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html.

STAAR Performance (2023–24)

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

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

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

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

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

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

Bilingual Education/ESL

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

STAAR Participation (2023–24)

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

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

Assessment Participants

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

Included in Accountability:

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

Not Included in Accountability:

- *Mobile:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- *Other Exclusions:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
  - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
  - STAAR Alternate 2 assessments with a score code of "N."
  - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
  - Other exclusions specified in the 2024 Accountability Manual — Appendix G.

Not Tested

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

Attendance is calculated as follows:

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

(Data source: PEIMS 42400)

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

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

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided

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

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

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

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

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

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the Secondary School Completion and Dropouts in Texas Public Schools, 2022-23 reports, available on the TEA website at Completion, Graduation, and Dropout | Texas Education Agency.

For detailed information on data sources, see Appendix H in the *2024 Accountability Manual*. *(Data source: PEIMS 40203, 40110, 42400, and 42500)*

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023.

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

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

Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2023 for the 2023 cohort.

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

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

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

number of students in the 2023 cohort*

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

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

number of students in the 2023 cohort*

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

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

number of students in the 2023 cohort*

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

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

number of students in the 2023 cohort*

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

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

number of students in the 2023 cohort*

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

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2023, for the 2022 cohort. It is calculated as follows:

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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6-year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

plus

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

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number of students in the 2021 cohort*

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

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

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

Additional Information about Federal Graduation Rates

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

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

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

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number of students in the 2023 cohort **

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

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

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number of students in the 2022 cohort**

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

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

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number of students in the 2021 cohort**

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

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

For further information on these rates, see the Secondary School Completion and Dropouts in Texas Public Schools, 2022-23. *(Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2023) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2023 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2023 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2023 with reported FHSP graduation plans}}$$

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

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$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in the Class of 2023 with reported graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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

$$\frac{\textbf{number of graduates in SY 2022–23 who earn an FHSP-E}}{\textbf{number of graduates in SY 2022–23 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2022–23 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2022–23 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2022–23 who earn a Texas First-DLA}}{\textbf{number of graduates in SY 2022–23 with reported graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{}$$

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

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

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

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2022–23 are also shown:

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

(Data source: PEIMS 40203)

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

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

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

total number of graduates in the 2022-23 school year

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

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

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

total number of graduates in the 2022-23 school year

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

College, Career, or Military* Readiness (CCMR) (2023–24)

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

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2023, SAT and ACT results through the July 2023 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*
5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*
6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School

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

Career/Military Readiness

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

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

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

10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard *(Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).*

College, Career, or Military Ready Graduates

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

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

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

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TSI Criteria						
TSIA1 and/or TSIA2		**SAT**		**ACT**		**College Prep Course**
>= ELAR criteria shown below	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	**Before Feb 15, 2023** >=19 on English and >= 23 Composite **After Feb 15, 2023** English + Reading Combined score >=40	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	**Before Feb 15, 2023** >=19 on Mathematics and >=23 Composite **After Feb 15, 2023** Mathematics score >=22	**or**	Complete and earn credit for mathematics college prep course

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

	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\textbf{number of 2022-23 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\textbf{number of 2022-23 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\textbf{number of 2022-23 annual graduates}}$$

Any Subject.

$$\frac{\textbf{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics}}{\textbf{number of 2022-23 annual graduates}}$$

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

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$$\frac{\text{number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2022-23 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

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

$$\frac{\text{number of 2022-23 annual graduates who earned an approved industry-based certification}}{\text{number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who earned a level I or level II certificate}}{\text{number of 2022-23 annual graduates}}$$

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the 2024 Accountability Manual. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2022-23 annual graduates}}$$

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

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

CCMR-related Indicators (2023–24)

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

English Language Arts.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2022-23 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2022-23 annual graduates}}$$

Both Subjects.

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

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

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

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

All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

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

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

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced

placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2022-23 graduates who took either the SAT or the ACT}}{\text{number of 2022-23 graduates reported}}$$

(2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

$$\frac{\text{number of 2022-23 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2022-23 graduates reported}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

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

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

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

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

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

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

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

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

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

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

Other Postsecondary Indicators (2023–24)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject.

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

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

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

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

(Data source: PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2021-22 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2021-22 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

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Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2023–24)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–2020, use the data displayed under Membership.

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

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(Data source: PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

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Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2023–24, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2023–24 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program:
The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

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Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2022–23}}{\textbf{number of students who were in membership at any time during the 2022–23 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the

same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2022 – number of students who returned in fall 2023}}{\textbf{number of students enrolled in fall 2022}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

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

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2022-23 available from TEA*. (Data source: PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas

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

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2022–23 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2023–24)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

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Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

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Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2022–23 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person’s total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS 30055 and 30060)*

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Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2023-24 school year. *(Data source: Division of District Talent Systems)*

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A
Advanced Academic Courses

- All courses shown were for the 2022–23 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts	
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

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Mathematics	
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)

2023–24 Texas Academic Performance Report (TAPR) Glossary

Career and Technology Applications	
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HGH LVL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Fine Arts	
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	IB MUSIC SL
I3250300	IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Science	
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV

2023–24 Texas Academic Performance Report (TAPR) Glossary

Social Studies/History	
03310301	ECONOMICS ADV STUDIES, 1ST TME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
N1130026	AP SEMINAR
N1290325	IB BUSINESS & MGT STANDARD LVL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110300	IB LANGUAGE AB INITIO STD LEVL
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004 .....Assistant/Associate/Deputy Superintendent
027 .....Superintendent/CAO/CEO/President
061 .....Asst/Assoc/Deputy Exec Director
062 .....Component/Department Director
063 .....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003 .....Assistant Principal
020 .....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012 .....Instructional Officer
028 .....Teacher Supervisor
040 .....Athletic Director
043 .....Business Manager
044 .....Tax Assessor and/or Collector
045 .....Director - Personnel/Human Resources
055 .....Registrar
060 .....Executive Director

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006 .....Audiologist
007 .....Corrective Therapist
008 .....Counselor
011 .....Educational Diagnostician
013 .....Librarian
015 .....Music Therapist
016 .....Occupational Therapist
017 .....Certified Orientation & Mobility Specialist
018 .....Physical Therapist
019 .....Physician
021 .....Recreational Therapist
022 .....School Nurse
023 .....LSSP/Psychologist
024 .....Social Worker
026 .....Speech Therapist/Speech-Lang Pathologist
030 .....Visiting Teacher/Truant Officer
032 .....Work-Based Learning Site Coordinator
041 .....Teacher Facilitator
042 .....Teacher Appraiser
054 .....Department Head
056 .....Athletic Trainer

2023–24 Texas Academic Performance Report (TAPR) Glossary

058 .....Other Campus Professional Personnel
064 .....Specialist/Consultant
065 .....Field Service Agent
079 .....Other ESC Professional Personnel
080 .....Other Non-Campus Professional Personnel
100 ..... Instructional Materials Coordinator
101 ..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor
105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary
115.....Psychiatric Nurse
116.....Licensed Clinical Social Worker
117.....Licensed Professional Counselor
118.....Licensed Marriage & Family Therapist

TEACHERS

087 .....Teacher
047 .....Substitute Teacher

EDUCATIONAL AIDES

033 .....Educational Aide
036 .....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

5:00 pm - 5:13 pm = 13 min. - 11 min = 2 min.

TIME USE TRACKER

Date: 12/3/2024

Framework	Student Outcome Minutes	The Board tracks its time invested during public authorized meetings	Other Topic Minutes
Vision & Goals		← *Minutes setting student outcome goals* ← *Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the Monitoring Calendar*	
		← **Minutes setting constraints or theories of action** ← **Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the Monitoring Calendar**	
		Minutes setting timelines, deadlines, goals, or plans on other items or outcomes → Minutes receiving reports, discussing, debating, and/or voting on other items or outcomes →	1
Progress & Accountability		← **Minutes performing Board self-evaluations using the LSG Integrity Instrument** ← **Minutes evaluating the Superintendent on student outcome goals, GPMs, constraints, and CPMs**	
		Minutes performing Board self-evaluations using instruments other than the LSG Integrity Instrument → Minutes evaluating the Superintendent on items other than student outcome goals, GPMs, constraints, and CPMs →	503
Systems & Processes		Minutes discussing, debating, and voting on items removed from or on the consent agenda → Time used for public comments on items not on the Board meeting agenda →	
Advocacy & Engagement		← **Minutes hosting two-way communication meetings on student outcome goals, constraints, or theories of action** ← **Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals**	
		Minutes hosting all other Board led, co-led, or called community or committee meetings → Minutes for all other recognitions →	
Synergy & Teamwork		Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law	11
Other		Any time spent on an activity that does not meet the conditions listed above →	1
TOTALS		2	2

Use For Student Outcome Minutes Percentage Calculation: 0 ÷ 2 × 100 = 0 **% Student Outcome Minutes**

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5:31 PM - 7:48 PM = 137 min. - 24 min. = 113 min

TIME USE TRACKER

Date: 11/20/2024

Framework	Student Outcome Minutes	The Board tracks its time invested during public authorized meetings	Other Topic Minutes
Vision & Goals	24	← *Minutes setting student outcome goals* ← *Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the Monitoring Calendar*	
		← **Minutes setting constraints or theories of action** ← **Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the Monitoring Calendar**	
		Minutes setting timelines, deadlines, goals, or plans on other items or outcomes → Minutes receiving reports, discussing, debating, and/or voting on other items or outcomes →	62
Progress & Accountability	1	← **Minutes performing Board self-evaluations using the LSG Integrity Instrument** ← **Minutes evaluating the Superintendent on student outcome goals, GPMs, constraints, and CPMs**	
		Minutes performing Board self-evaluations using instruments other than the LSG Integrity Instrument → Minutes evaluating the Superintendent on items other than student outcome goals, GPMs, constraints, and CPMs →	504
Systems & Processes		Minutes discussing, debating, and voting on items removed from or on the consent agenda → Time used for public comments on items not on the Board meeting agenda →	2
Advocacy & Engagement	1	← **Minutes hosting two-way communication meetings on student outcome goals, constraints, or theories of action** ← **Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals**	
		Minutes hosting all other Board led, co-led, or called community or committee meetings → Minutes for all other recognitions →	15
Synergy & Teamwork		Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law	24
Other		Any time spent on an activity that does not meet the conditions listed above →	8
TOTALS	26	113	87

Use For Student Outcome Minutes Percentage Calculation: 26 ÷ 113 × 100 = 23 **% Student Outcome Minutes**

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FINANCIAL REPORTS

FOR THE MONTH ENDING DECEMBER, 2024

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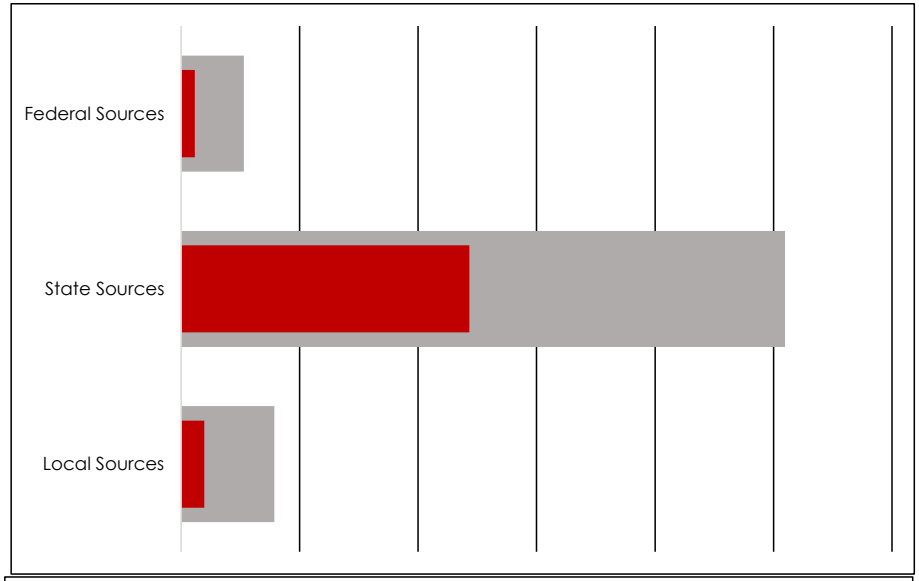
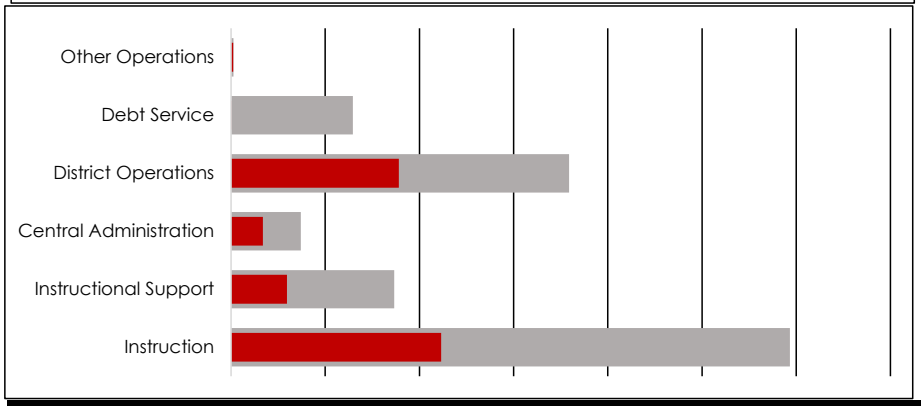
$25K and Above Payments 13

Check Register 14

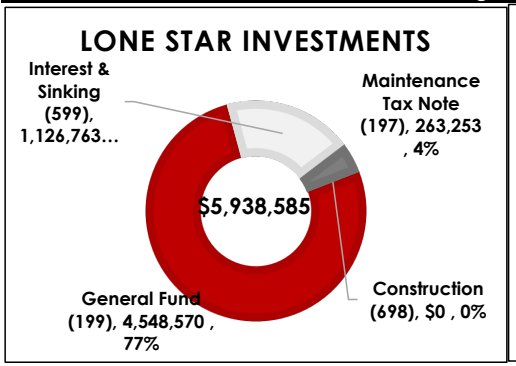
TORNILLO INDEPENDENT SCHOOL DISTRICT
BOARD FINANCIAL REPORT SUMMARY
As of December 31, 2024

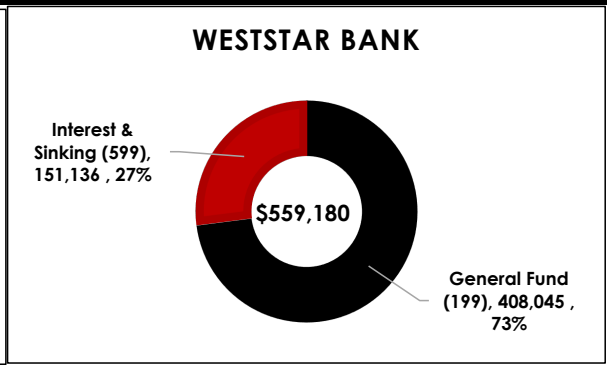
Board Adopted Revenue and Expenditures



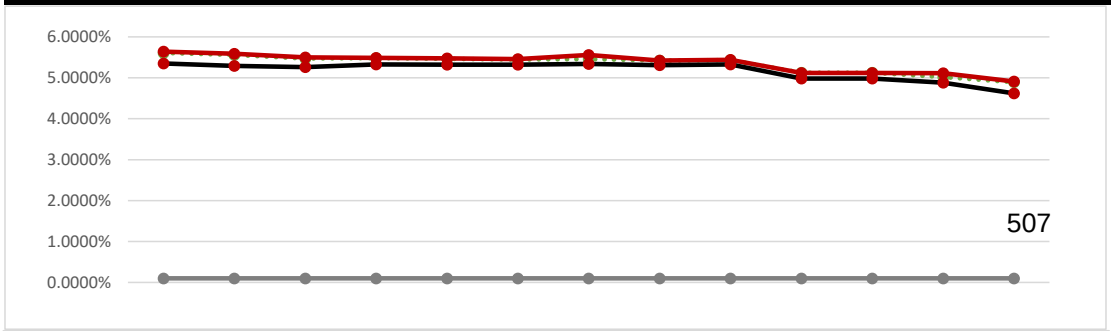


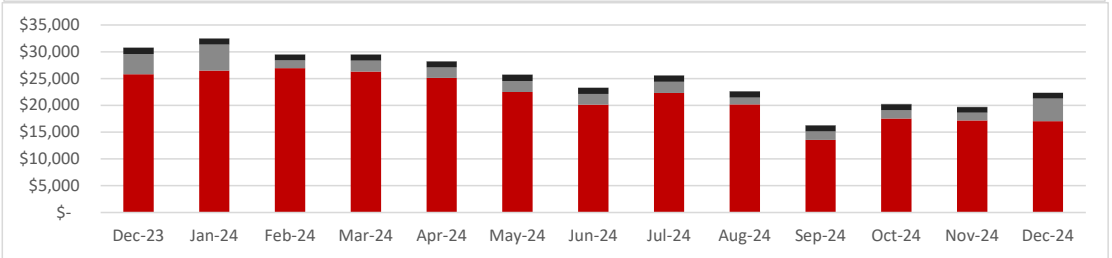
Banking and Investment Pools



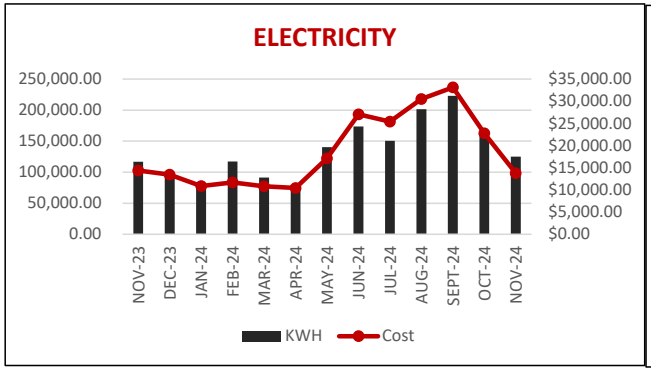


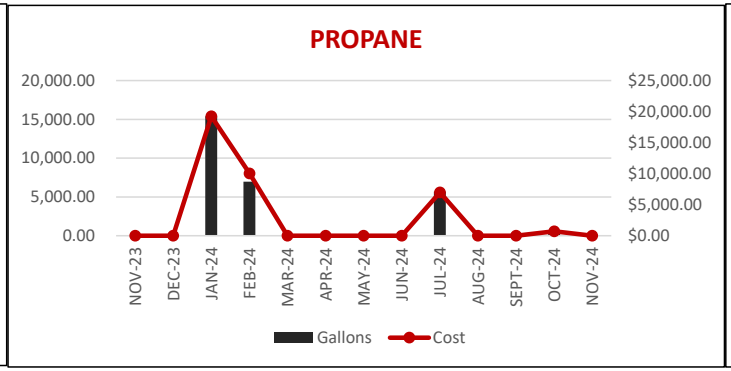
Investment Rate and Interest Revenue Trends

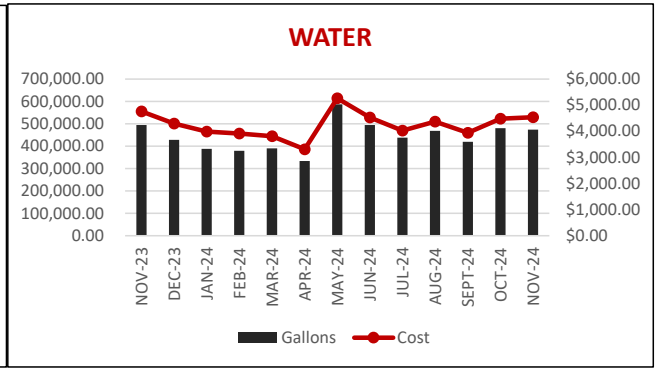




Utilities







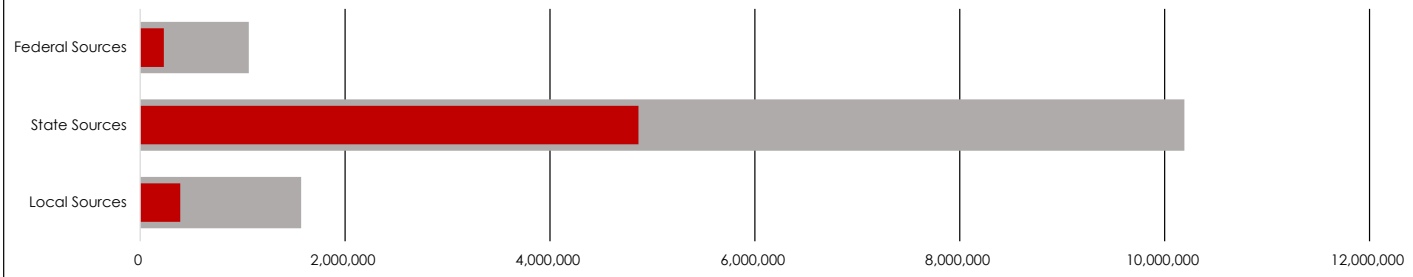
TORNILLO INDEPENDENT SCHOOL DISTRICT

Revenues & Expenditures

As of December 31, 2024

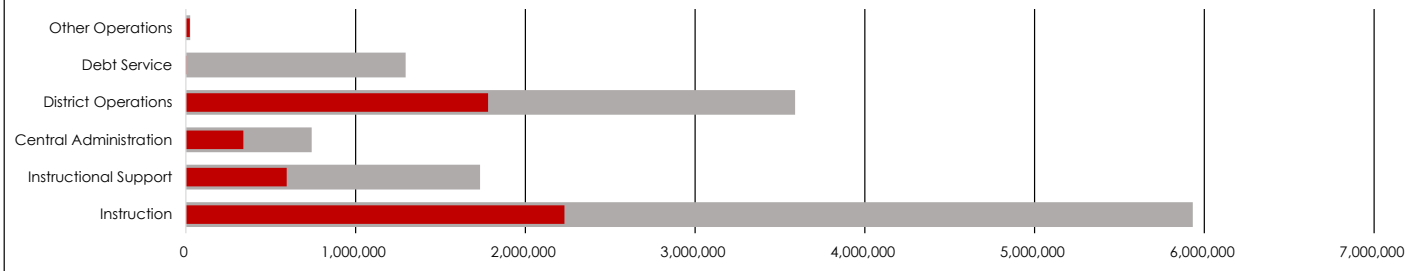
	Fund 101 - CNS			Fund 199 - General Fund			Fund 599 - Debt Service			Total		
	Budget	YTD	Remaining	Budget	YTD	Remaining	Budget	YTD	Remaining	Budget	YTD	Remaining
REVENUES												
Local Sources	63,000	26,463	36,537	999,200	250,828	748,372	509,110	113,524	395,586	1,571,310	390,815	1,180,495
State Sources	3,000	0	3,000	9,420,968	4,105,483	5,315,485	768,752	758,115	10,637	10,192,720	4,863,598	5,329,122
Federal Sources	780,000	204,751	575,249	280,000	26,556	253,444	0	0	0	1,060,000	231,307	828,693
Total Revenue:	**846,000**	**231,214**	**614,786**	**10,700,168**	**4,382,866**	**6,317,302**	**1,277,862**	**871,639**	**406,223**	**12,824,030**	**5,485,720**	**7,338,310**
EXPENSES												
Instruction	0	0	0	5,931,658	2,230,026	3,701,632	0	0	0	5,931,658	2,230,026	3,701,632
Instructional Support	0	0	0	1,733,318	593,399	1,139,919	0	0	0	1,733,318	593,399	1,139,919
Central Administration	0	0	0	740,717	337,967	402,750	0	0	0	740,717	337,967	402,750
District Operations	846,000	426,359	419,641	2,743,472	1,353,905	1,389,567	0	0	0	3,589,472	1,780,265	1,809,207
Debt Service	0	0	0	3,000	0	3,000	1,291,287	2,900	1,288,387	1,294,287	2,900	1,291,387
Other Operations	0	0	0	25,772	22,905	2,867	0	0	0	25,772	22,905	2,867
Total Expenses:	**846,000**	**426,359**	**419,641**	**11,177,937**	**4,538,202**	**6,639,735**	**1,291,287**	**2,900**	**1,288,387**	**13,315,224**	**4,967,462**	**8,347,762**

Total Revenues
Funds 101, 199 & 599



	Local Sources	State Sources	Federal Sources
Budget	1,571,310	10,192,720	1,060,000
YTD	390,815	4,863,598	231,307

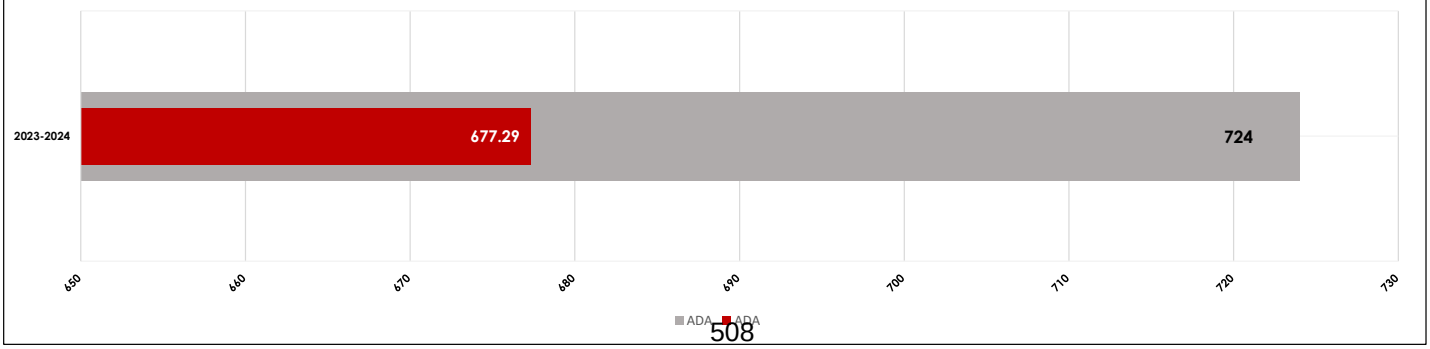
Total Expenditures
Funds 101, 199 & 599



	Instruction	Instructional Support	Central Administration	District Operations	Debt Service	Other Operations
Budget	5,931,658	1,733,318	740,717	3,589,472	1,294,287	25,772
YTD	2,230,026	593,399	337,967	1,780,265	2,900	22,905

2024-2025
Enrollment & ADA

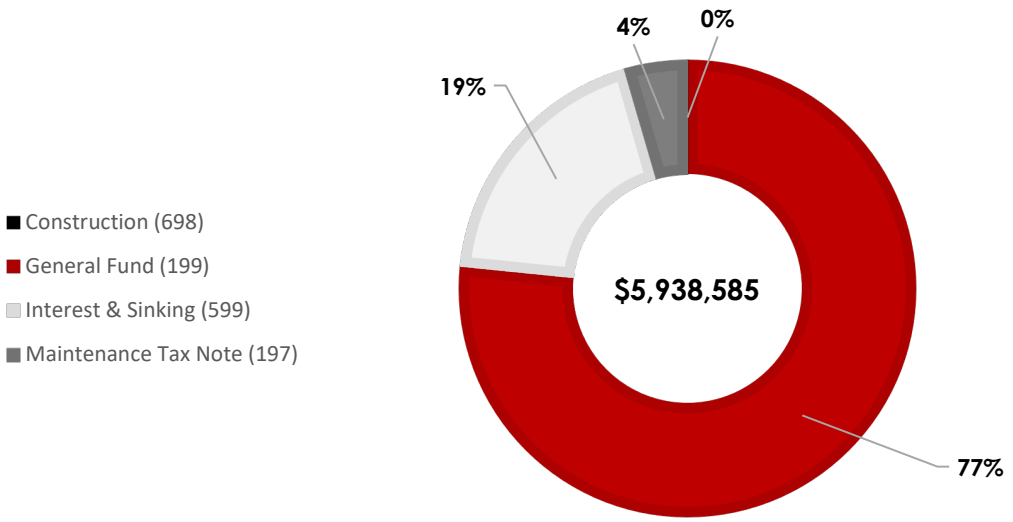
Current ADA % - 96.68%



TORNILLO INDEPENDENT SCHOOL DISTRICT

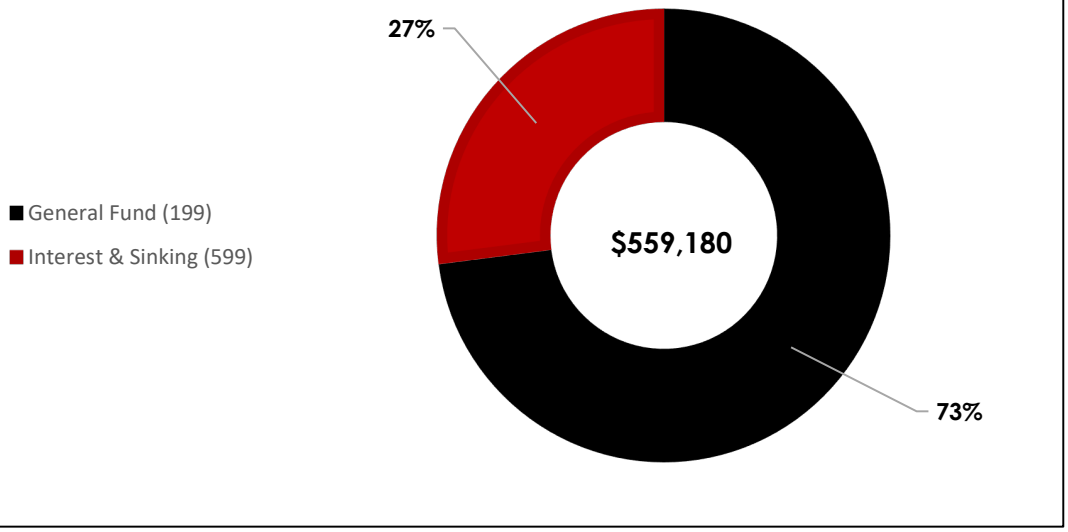
As of December 31, 2024

LONE STAR INVESTMENTS



Account	Beg. Bal.	End. Bal.	Change
Construction (698)	$0	$0	$0
General Fund (199)	4,974,980	4,548,570	(426,410)
Interest & Sinking (599)	364,445	1,126,763	762,317
Maintenance Tax Note (197)	262,201	263,253	1,051
Lone Star Investment Pool	**$4,392,074**	**$5,938,585**	**$1,546,511**

WESTSTAR BANK



Account	Beg. Bal.	End. Bal.	Change
General Fund (199)	70,181	408,045	337,864
Interest & Sinking (599)	77,354	151,136	73,782
WestStar Bank	**$147,535**	**$559,180**	**$411,646**

TORNILLO INDEPENDENT SCHOOL DISTRICT

GENERAL FUND - CASH FLOW

As of December 31, 2024

								Beginning Balance	$	70,181
Day	Taxes	Deposits	Interest	Transfers	IRS	TRS	Payroll	Checks Cleared	Fees	Balance
01			15							$ 70,196
02								(6,861)		$ 63,335
03	2,283	755		300,000				(15,791)		$ 350,583
04		15,919						(1,525)		$ 364,976
05		243								$ 365,219
06		355				(97,759)		(6,148)		$ 261,667
07										$ 261,667
08										$ 261,667
09		218		300,000			(266,220)	(418)		$ 295,247
10	10,031	3,355						(16,890)		$ 291,743
11		551					(146,742)	(26,318)		$ 119,233
12		242		160,000		(45,359)		(4,527)		$ 229,589
13		1,207			(31,767)		(512)	(22,017)		$ 176,499
14										$ 176,499
15										$ 176,499
16	1,368	57						(12,423)	(494)	$ 165,007
17	2,573	867						(17,171)		$ 151,276
18	6,009	110		450,000				(35,412)		$ 571,984
19					(10,941)		(268,703)	(11,888)		$ 280,452
20		344						(23,209)		$ 257,586
21										$ 257,586
22										$ 257,586
23	24,131							(2,993)		$ 278,724
24								(8,671)		$ 270,053
25										$ 270,053
26	17,711							(26,552)		$ 261,212
27	10,585			150,000				(11,730)		$ 410,067
28										$ 410,067
29										$ 410,067
30	31,313							(10)		$ 441,369
31			23		(32,289)		(512)	(531)		$ 408,060
									Ending Balance	$ 408,060

Tornillo Independent School District

Monthly Summary of Investments
As of December 31, 2024

Fnd-Obj	ACCOUNT NAME	BEGINNING BALANCE 12/1/2024	DEPOSITS	CHECKS	INTEREST	ENDING BALANCE 12/31/2024	INTEREST RATE
199-1110	General Operating	$ 70,180.85	1,490,224.77	1,152,384.14	23.21	$ 408,044.69	0.10%
197-1107	Maintenance Tax Note	$ 262,201.39	0.00	0.00	1,051.16	$ 263,252.55	4.8099%
199-1107	Lone Star Inv. Pool#1	$ 4,974,980.12	1,674,638.05	2,118,115.00	17,066.68	$ 4,548,569.85	4.8099%
599-1110	Interest and Sinking	$ 77,353.90	74,273.76	500.00	7.99	$ 151,135.65	0.10%
599-1107	Lone Star Inv. Pool/Int.&Sinking	$ 364,443.45	758,115.00	0.00	4,202.20	$ 1,126,760.65	4.8099%
599-1107	Lone Star Inv. Pool/I&S Government	$ 1.93	0.00	0.00	0.01	$ 1.94	4.6196%

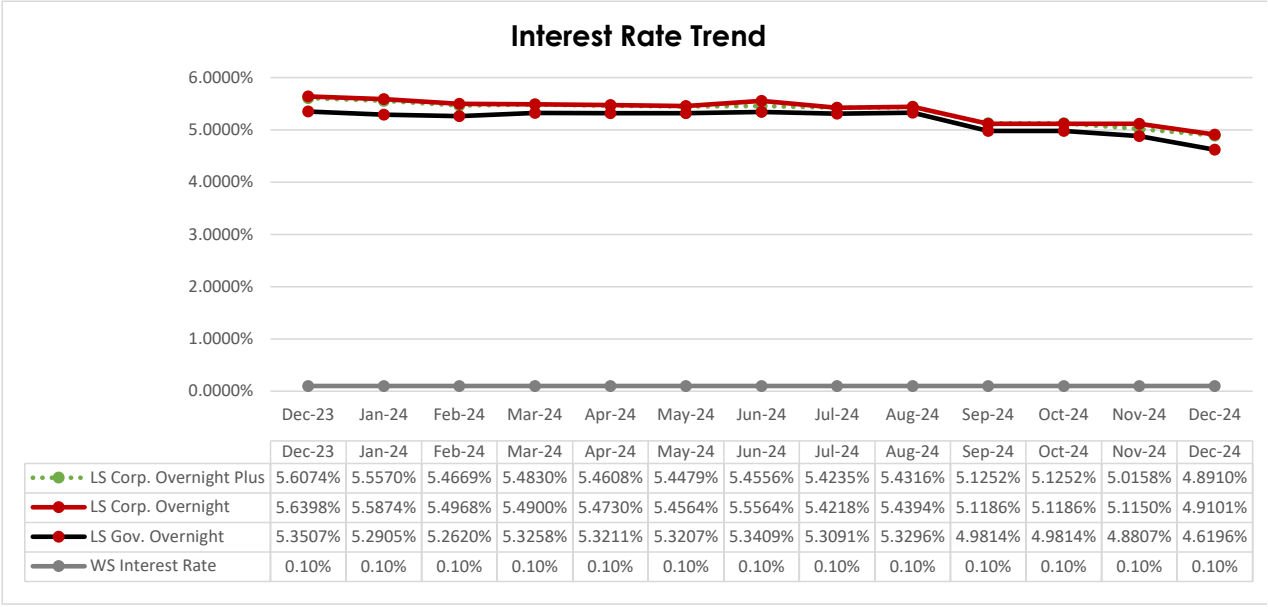
Statement of Compliance:
The foregoing Investment Report complies with the Investment Policy and District Strategies of the Tornillo ISD.

Luis Guerra

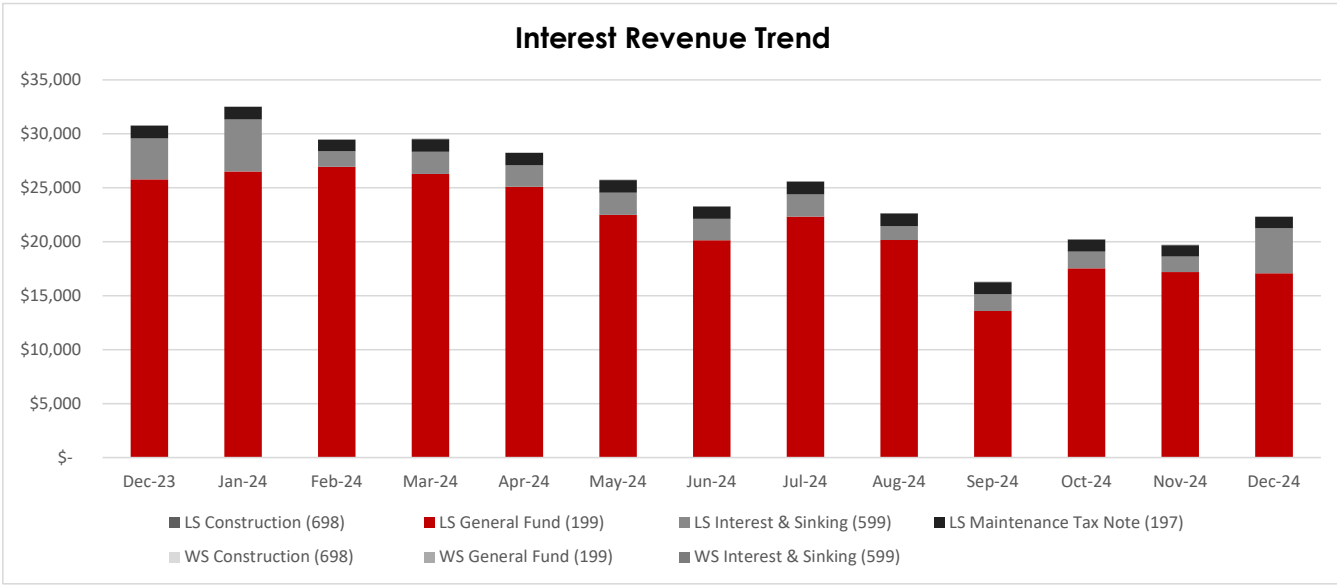
Luis Guerra, Director of Finance

TORNILLO INDEPENDENT SCHOOL DISTRICT

INTEREST RATE TRENDS



	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24
LS Corp. Overnight Plus	5.6074%	5.5570%	5.4669%	5.4830%	5.4608%	5.4479%	5.4556%	5.4235%	5.4316%	5.1252%	5.1252%	5.0158%	4.8910%
LS Corp. Overnight	5.6398%	5.5874%	5.4968%	5.4900%	5.4730%	5.4564%	5.5564%	5.4218%	5.4394%	5.1186%	5.1186%	5.1150%	4.9101%
LS Gov. Overnight	5.3507%	5.2905%	5.2620%	5.3258%	5.3211%	5.3207%	5.3409%	5.3091%	5.3296%	4.9814%	4.9814%	4.8807%	4.6196%
WS Interest Rate	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%



Participant #: 71908

Lone★Star™ Investment Pool

December 2024 Monthly Statement

Statement Period: 12/01/2024 to 12/31/2024

Luis M Guerra
Tornillo ISD
PO Box 170
Tornillo,Texas 79853-0170

Summary of Portfolio Holdings

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
General Fund	Corporate Overnight Fund	4,548,569.85	1.00	4,548,569.85	76.59%
			Totals:	**4,548,569.85**	

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
Interest & Sinking Account	Corporate Overnight Fund	1,126,760.65	1.00	1,126,760.65	18.97%
	Government Overnight Fund	1.94	1.00	1.94	0.00%
			Totals:	**1,126,762.59**	

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
Maintenance Tax Note 2008 - Fund 197	Corporate Overnight Fund	263,252.55	1.00	263,252.55	4.44%
			Totals:	**263,252.55**	

Totals

Fund	Yield	Share Quantity	Price Per Share	Fund Balance (USD)	% Port.
Corporate Overnight Fund	4.73 %	5,938,583.05	1.00	5,938,583.05	100.00 %
Government Overnight Fund	0.00 %	1.94	1.00	1.94	0.00 %
Corporate Overnight Plus Fund	0.00 %	0.00	1.00	0.00	0.00 %
			Total Value:	**5,938,584.99**	**100.00 %**

Portfolio Transactions

General Fund - Corporate Overnight Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
12/01/2024	Starting Balance	4,974,980.12			4,974,980.12
12/03/2024	Withdrawal	4,674,980.12	-300,000.00	1.00	-300,000.00
12/04/2024	Transfer Out	3,916,865.12	-758,115.00	1.00	-758,115.00
12/06/2024	Deposit	3,965,407.02	48,541.90	1.00	48,541.90
12/09/2024	Deposit	3,977,538.68	12,131.66	1.00	12,131.66
12/09/2024	Deposit	3,978,173.77	635.09	1.00	635.09
12/09/2024	Deposit	3,991,168.34	12,994.57	1.00	12,994.57

General Fund - Corporate Overnight Fund (Continued)

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
12/09/2024	Deposit	4,027,474.73	36,306.39	1.00	36,306.39
12/09/2024	Deposit	4,070,253.59	42,778.86	1.00	42,778.86
12/09/2024	Deposit	4,149,306.40	79,052.81	1.00	79,052.81
12/09/2024	Deposit	4,161,128.33	11,821.93	1.00	11,821.93
12/09/2024	Deposit	4,221,102.53	59,974.20	1.00	59,974.20
12/09/2024	Deposit	4,251,158.49	30,055.96	1.00	30,055.96
12/09/2024	Deposit	4,470,066.52	218,908.03	1.00	218,908.03
12/09/2024	Deposit	4,471,987.77	1,921.25	1.00	1,921.25
12/09/2024	Withdrawal	4,171,987.77	-300,000.00	1.00	-300,000.00
12/10/2024	Deposit	4,172,477.22	489.45	1.00	489.45
12/10/2024	Deposit	4,177,188.37	4,711.15	1.00	4,711.15
12/10/2024	Deposit	4,181,274.20	4,085.83	1.00	4,085.83
12/10/2024	Deposit	4,292,972.68	111,698.48	1.00	111,698.48
12/10/2024	Deposit	4,322,495.10	29,522.42	1.00	29,522.42
12/10/2024	Deposit	4,325,472.08	2,976.98	1.00	2,976.98
12/10/2024	Deposit	4,328,346.84	2,874.76	1.00	2,874.76
12/12/2024	Withdrawal	4,168,346.84	-160,000.00	1.00	-160,000.00
12/13/2024	Deposit	4,234,487.22	66,140.38	1.00	66,140.38
12/16/2024	Deposit	4,239,287.22	4,800.00	1.00	4,800.00
12/18/2024	Withdrawal	3,789,287.22	-450,000.00	1.00	-450,000.00
12/24/2024	Deposit	4,679,520.22	890,233.00	1.00	890,233.00
12/24/2024	Deposit	4,681,503.17	1,982.95	1.00	1,982.95
12/27/2024	Withdrawal	4,531,503.17	-150,000.00	1.00	-150,000.00
12/31/2024	Interest	4,548,569.85	17,066.68	1.00	17,066.68
12/31/2024	Ending Balance	4,548,569.85			4,548,569.85

Interest & Sinking Account - Corporate Overnight Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
12/01/2024	Starting Balance	364,443.45			364,443.45
12/04/2024	Transfer In	1,122,558.45	758,115.00	1.00	758,115.00
12/31/2024	Interest	1,126,760.65	4,202.20	1.00	4,202.20
12/31/2024	Ending Balance	1,126,760.65			1,126,760.65

Interest & Sinking Account - Government Overnight Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
12/01/2024	Starting Balance	1.93			1.93
12/31/2024	Interest	1.94	0.01	1.00	0.01
12/31/2024	Ending Balance	1.94			1.94

Maintenance Tax Note 2008 - Fund 197 - Corporate Overnight Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
12/01/2024	Starting Balance	262,201.39			262,201.39
12/31/2024	Interest	263,252.55	1,051.16	1.00	1,051.16
12/31/2024	Ending Balance	263,252.55			263,252.55

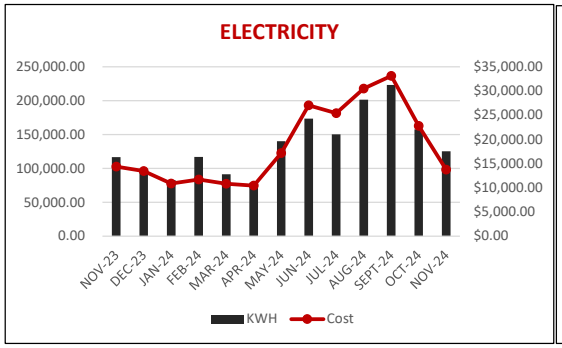
Important Information about this statement

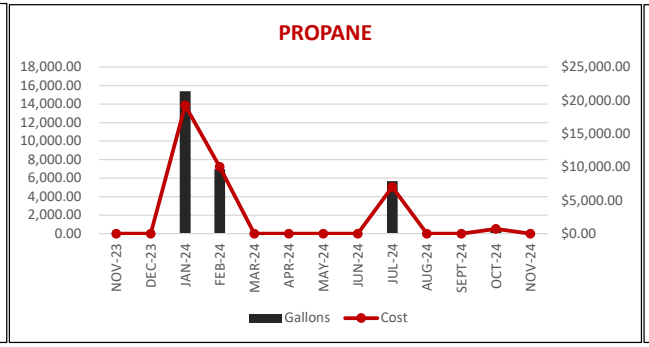
Please review this statement carefully, it is the official record of your account with Lone Star Investment Pool and First Public, LLC. If you disagree with any transaction, or if there are any errors or omissions in this statement please notify us promptly in writing, but no later than 10 business days after receipt of this statement. Trades pending settlement will not appear on this statement. All such trades will appear in the next monthly statement. The yield for the period is an annualized rate that reflects the relationship between the average amount of income earned and the average daily balance for the account. Please notify First Public promptly and in writing of any changes of address or phone number. Times of transactions will be furnished upon written request. The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, charges and expenses associated with municipal fund securities before investing. All transactions are no load. No remuneration has, or will be, paid to any entity in connection with this transaction. An investor may obtain an Information Statement by contacting First Public at the address and phone number identified above. An investment in Lone Star investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation ("FDIC") or any other government agency and although Lone Star Investment Pool seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in municipal fund securities.

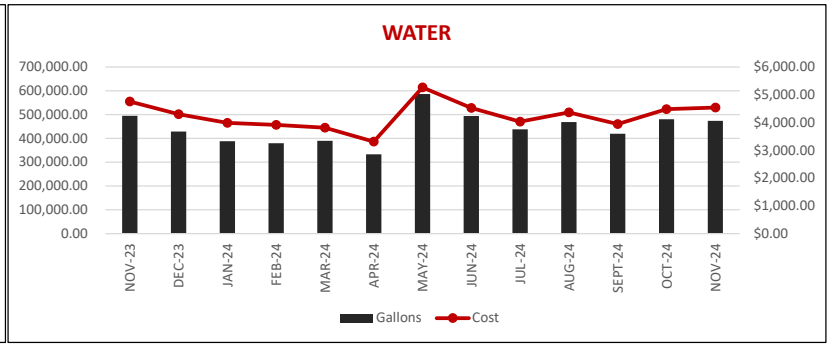
TORNILLO INDEPENDENT SCHOOL DISTRICT

UTILITY USAGE AND COST

Rolling 13 Month Comparison







Utility	NOV-23	DEC-23	JAN-24	FEB-24	MAR-24	APR-24	MAY-24	JUN-24	JUL-24	AUG-24	SEPT-24	OCT-24	NOV-24	Totals
Electricty:														
KWH	116,716.00	98,716.00	82,748.00	117,117.00	91,385.00	79,055.00	140,270.00	173,489.00	150,415.00	201,367.00	223,192.00	157,869.00	125,203.00	1,757,542.00
Cost	$14,362.44	$13,460.26	$10,862.11	$11,716.30	$10,823.22	$10,443.84	$17,151.26	$27,051.92	$25,431.21	$30,517.50	$33,124.75	$22,798.67	$13,771.58	$241,915.06
Unit Cost	$0.12	$0.14	$0.13	$0.10	$0.12	$0.13	$0.12	$0.16	$0.17	$0.15	$0.15	$0.14	$0.11	$0.14
Propane :														
Gallons	0.00	0.00	15,387.57	6,968.50	0.00	0.00	0.00	0.00	5,673.69	0.00	0.00	555.20	0.00	28,584.96
Cost	$0.00	$0.00	$19,240.28	$10,021.88	$0.00	$0.00	$0.00	$0.00	$6,998.37	$0.00	$0.00	$714.34	$0.00	$36,974.87
Unit cost	$0.00	$0.00	$1.25	$1.44	$0.00	$0.00	$0.00	$0.00	$1.23	$0.00	$0.00	$1.29	$0.00	$1.29
Water:														
Gallons	495,240.00	428,970.00	387,910.00	380,030.00	390,280.00	333,560.00	586,840.00	494,260.00	438,500.00	469,000.00	419,330.00	480,700.00	474,160.00	5,778,780.00
Cost	$4,758.58	$4,299.24	$3,990.14	$3,913.99	$3,811.35	$3,313.08	$5,265.73	$4,526.48	$4,031.19	$4,369.91	$3,943.15	$4,480.33	$4,541.71	$55,244.88
Unit cost	$0.01	$0.01	$0.01	$0.01	$0.01	$0.01	$0.01	$0.01	$0.01	$0.01	$0.01	$0.01	$0.01	$0.01

Tornillo Independent School District

El Paso Electric Transformer Upgrades

	High School 430 Oil Mill Lighting & Fire Pump 17121	Junior High 300 Oil Mill Upgrade 17124	Intermediate 420-A Oil Mill Upgrade 17123	Elementary 19200 Gabby Upgrade 17122	Total
Paid	$ 27,545.82	$ 20,082.17	$ 22,333.48	$ 17,853.07	$ 87,814.54
Total Reimbursed	5,338.32	20,082.17	11,791.27	17,853.07	55,064.83
Balance	$ 22,207.50	$ -	$ 10,542.21	$ -	$ 32,749.71
Balance per EP Electric	$ -	$ -	$ -	$ -	$ -
Write off contract expired	$ 22,207.50		$ 10,542.21		
Additional Reimbursement	$ -	$ -	$ -	$ -	$ -

Date	Reimbursements				Total
10/3/2018	$ 1,444.95	$ 1,465.95	$ 4,951.78	$ 7,552.49	$ 15,415.17
10/15/2019	$ 1,565.01		$ 1,794.80	$ 2,523.03	$ 5,882.84
10/8/2020				$ 1,537.64	$ 1,537.64
11/30/2020	$ 1,303.10				$ 1,303.10
9/27/2021		$ 19,105.81			$ 19,105.81
9/15/2021	$ 1,025.26				$ 1,025.26
9/1/2021			$ 1,312.08		$ 1,312.08
9/21/2021				$ 6,689.74	$ 6,689.74
8/31/2022		$ (489.59)	$ 939.42	$ (449.83)	$ -
9/9/2022			$ 2,793.19		$ 2,793.19

TORNILLO INDEPENDENT SCHOOL DISTRICT

$25K AND ABOVE PAYMENTS

As per Board policy CH Local, any single payment of twenty-five-thousand dollars and above must be board approved the transactions take place. The following are the (5) payments over the twenty-five thousand dollar threshold paid to several vendors:

Check #	Amount	Vendor	Comments
161873	$31,873.37	First Financial Group of America	Consisted of various invoices

Note: Payments made to First Financial Group of America are for the employee benefit plan premiums deducted from employees of the District.

VendorID : WestStar Bank - 100003379

762	12/19/2024	500033	Roberto Garcia		Issued	$100.00	Employee Reimbursement Direct Deposit
763	12/19/2024	501023	Rosa Vega-Barrio		Issued	$175.00	Employee Reimbursement Direct Deposit
161769	12/06/2024	10138	El Paso Disposal, LP		Issued	$2,164.72	Paper Check
161770	12/06/2024	10279	Govconnection, Inc.		Issued	$4,959.59	Paper Check
161771	12/06/2024	10543	Labatt Food Service		Issued	$7,842.37	Paper Check
161772	12/06/2024	10601	Office Depot		Issued	$763.14	Paper Check
161773	12/06/2024	10870	Windstream		Issued	$2,147.70	Paper Check
161774	12/06/2024	20022	Citibank		Issued	$47.77	Paper Check
161775	12/06/2024	20022	Citibank		Issued	$595.00	Paper Check
161776	12/06/2024	20022	Citibank		Issued	$81.97	Paper Check
161777	12/06/2024	20022	Citibank		Issued	$183.38	Paper Check
161778	12/06/2024	20022	Citibank		Issued	$13.59	Paper Check
161779	12/06/2024	20215	Spectrum Paper Co, Inc.		Issued	$979.28	Paper Check
161780	12/06/2024	20272	Eric Armin inc.		Issued	$3,795.00	Paper Check
161781	12/06/2024	20498	Texas FBLA		Issued	$460.00	Paper Check
161782	12/06/2024	21033	Carnegie Learning Inc.		Issued	$12,500.00	Paper Check
161783	12/06/2024	10080	Ced-Triangle Electric -El Paso		Issued	$489.28	Paper Check
161784	12/06/2024	10128	El Paso Central Appraisal District		Issued	$4,694.48	Paper Check
161785	12/06/2024	10134	El Paso County		Issued	$12,944.95	Paper Check
161786	12/06/2024	10622	Power School		Issued	$3,400.00	Paper Check
161787	12/06/2024	20022	Citibank		Issued	$363.80	Paper Check
161788	12/06/2024	20022	Citibank		Issued	$1,315.91	Paper Check
161789	12/06/2024	20022	Citibank		Issued	$106.25	Paper Check
161790	12/06/2024	20022	Citibank	519	Issued	$253.71	Paper Check
161791	12/06/2024	20022	Citibank		Issued	$363.80	Paper Check

161792	12/06/2024	20129	NowDocs International, Inc	Issued	$1,325.00	Paper Check
161793	12/06/2024	20255	Mentru Enterprises	Issued	$418.40	Paper Check
161794	12/06/2024	20418	Control & Equipment Company	Issued	$402.50	Paper Check
161795	12/06/2024	20662	Citibank	Issued	$167.58	Paper Check
161796	12/06/2024	20662	Citibank	Issued	$84.90	Paper Check
161797	12/06/2024	20662	Citibank	Issued	$549.00	Paper Check
161798	12/06/2024	20876	GH Dairy El Paso	Issued	$2,501.95	Paper Check
161799	12/06/2024	20882	IXL Learning, Inc.	Issued	$4,482.00	Paper Check
161800	12/06/2024	21049	APIC Solutions Texas LLC	Issued	$20,442.20	Paper Check
161801	12/06/2024	20114	Quinteros Meat Company Inc	Issued	$872.40	Paper Check
161802	12/06/2024	20169	El Paso County Water Improvement	Issued	$4,541.71	Paper Check
161808	12/06/2024	501264	Josue Reyes Herrera	Issued	$945.00	Paper Check
161809	12/06/2024	500544	Luis Vega	Issued	$1,260.00	Paper Check
161810	12/10/2024	10190	Fabens Oil Co.	Issued	$68.23	Paper Check
161811	12/10/2024	20874	Krispy Kreme Doughnut Corporation	Issued	$2,080.00	Paper Check
161812	12/12/2024	10190	Fabens Oil Co.	Issued	$1,743.74	Paper Check
161813	12/12/2024	10268	Gibson,Ruddock,Patterson, Llc.	Issued	$5,000.00	Paper Check
161814	12/12/2024	10361	Home Depot Credit Services	Issued	$251.85	Paper Check
161815	12/12/2024	10475	Jose Trinidad Vazquez	Issued	$10.00	Paper Check
161816	12/12/2024	10543	Labatt Food Service	Issued	$3,403.54	Paper Check
161817	12/12/2024	10555	Lead4Ward	Issued	$1,667.00	Paper Check
161818	12/12/2024	10630	Region 19 Education Service Center	Issued	$450.00	Paper Check
161819	12/12/2024	10657	Segovia'S Distributing, Inc.	Issued	$1,324.23	Paper Check
161820	12/12/2024	20038	wholesale Lumber	Issued	$23.98	Paper Check
161821	12/12/2024	20338	Rio Seco Ag. LLC	Issued	$852.40	Paper Check
161822	12/12/2024	20389	Mountain Desert Water LLC	Issued	$626.52	Paper Check

161823	12/12/2024	20456	Ann Morales	Issued	$1,230.00	Paper Check
161824	12/12/2024	20876	GH Dairy El Paso	Issued	$535.06	Paper Check
161825	12/12/2024	21027	LEAF Capital Funding LLC	Issued	$2,520.14	Paper Check
161826	12/13/2024	10054	Bernie Del Hierro	Issued	$9,857.00	Paper Check
161827	12/13/2024	10543	Labatt Food Service	Issued	$7,205.66	Paper Check
161828	12/13/2024	10601	Office Depot	Issued	$24.87	Paper Check
161829	12/13/2024	10614	Perky Press	Issued	$2,116.00	Paper Check
161830	12/13/2024	10630	Region 19 Education Service Center	Issued	$100.00	Paper Check
161831	12/13/2024	10657	Segovia'S Distributing, Inc.	Issued	$2,482.96	Paper Check
161832	12/13/2024	20022	Citibank	Issued	$7,157.76	Paper Check
161833	12/13/2024	20022	Citibank	Issued	$172.55	Paper Check
161834	12/13/2024	20022	Citibank	Issued	$56.14	Paper Check
161835	12/13/2024	20022	Citibank	Issued	$320.00	Paper Check
161836	12/13/2024	20206	Texas Excavation Safety System,	Issued	$6.90	Paper Check
161837	12/13/2024	20389	Mountain Desert Water LLC	Issued	$68.10	Paper Check
161838	12/13/2024	20572	Dell Marketing L.P.	Issued	$1,656.21	Paper Check
161839	12/13/2024	20662	Citibank	Issued	$2,758.27	Paper Check
161840	12/13/2024	20662	Citibank	Issued	$55.40	Paper Check
161841	12/13/2024	20709	xSPEDite School Services	Issued	$330.00	Paper Check
161842	12/13/2024	20876	GH Dairy El Paso	Issued	$465.06	Paper Check
161843	12/13/2024	21016	Sunbelt Staffing, LLC	Issued	$45.00	Paper Check
161844	12/13/2024	20301	El Paso County Tax Assessor-Coll	Issued	$8.25	Paper Check
161845	12/13/2024	20301	El Paso County Tax Assessor-Coll	Issued	$8.25	Paper Check
161847	12/19/2024	10361	Home Depot Credit Services	Issued	$374.50	Paper Check
161848	12/19/2024	10543	Labatt Food Service	Issued	$13,874.43	Paper Check
161849	12/19/2024	10601	Office Depot	Issued	$1,468.99	Paper Check

161850	12/19/2024	10630	Region 19 Education Service Center	Issued	$500.00	Paper Check
161851	12/19/2024	10657	Segovia'S Distributing, Inc.	Issued	$163.20	Paper Check
161852	12/19/2024	20022	Citibank	Issued	$30.98	Paper Check
161853	12/19/2024	20038	wholesale Lumber	Issued	$6.97	Paper Check
161854	12/19/2024	20120	HB Electronics	Issued	$479.32	Paper Check
161855	12/19/2024	20303	Positive Proof, Inc.	Issued	$452.50	Paper Check
161856	12/19/2024	20869	Rhema Cont	Issued	$1,143.12	Paper Check
161857	12/19/2024	20876	GH Dairy El Paso	Issued	$334.18	Paper Check
161858	12/19/2024	21103	Ranch Restaurants	Issued	$829.36	Paper Check
161859	12/19/2024	21109	Mark Porras	Issued	$500.00	Paper Check
161860	12/19/2024	21128	Maria C. Fierro	Issued	$255.00	Paper Check
161861	12/19/2024	10139	El Paso Electric Co.	Issued	$9,105.56	Paper Check
161865	12/19/2024	10808	Tornillo I.S.D. Cafeteria	Issued	$250.00	Paper Check
161866	12/19/2024	20369	Hot Shots by: Lomeli's Photo	Issued	$60.00	Paper Check
161867	12/19/2024	10724	Texas AFT- Associate Membership Program	Issued	$184.50	Paper Check
161868	12/19/2024	10848	United Way Of El Paso County	Issued	$45.00	Paper Check
161869	12/19/2024	20008	Texas State Teacher Association	Issued	$98.84	Paper Check
161870	12/19/2024	20009	Association of Texas Professional Educator	Issued	$76.86	Paper Check
161871	12/19/2024	20009	Association of Texas Professional Educator	Issued	$76.86	Paper Check
161872	12/19/2024	20010	LegalShield	Issued	$119.56	Paper Check
161873	12/19/2024	20011	First Financial Group of America	Issued	$31,873.37	Paper Check
10002467	12/06/2024	20765	Commerce Bank	Issued	$1,448.93	ACH
10002468	12/19/2024	20765	Commerce Bank	Issued	$21,111.01	ACH
10002469	12/19/2024	20012	Texas Child Support Disbursement Unit	Issued	$265.00	ACH
10002470	12/19/2024	20012	Texas Child Support Disbursement Unit	Issued	$265.00	ACH
10002471	12/19/2024	20012	Texas Child Support Disbursement Unit	Issued	$1.50	ACH

10002472	12/19/2024	20012	Texas Child Support Disbursement Unit	Issued	$244.14	ACH
10002473	12/19/2024	20012	Texas Child Support Disbursement Unit	Issued	$244.14	ACH
10002474	12/19/2024	20012	Texas Child Support Disbursement Unit	Issued	$1.50	ACH
10002475	12/19/2024	20012	Texas Child Support Disbursement Unit	Issued	$1.50	ACH
10002476	12/19/2024	20012	Texas Child Support Disbursement Unit	Issued	$1.50	ACH
200001567	12/06/2024	10105	Continental Termite & Pest Control,	Issued	$565.00	Vendor Credit Card
200001568	12/06/2024	10702	TASA	Issued	$760.00	Vendor Credit Card
200001569	12/06/2024	10859	Verizon Wireless	Issued	$210.34	Vendor Credit Card
200001570	12/06/2024	20265	4imprint, Inc.	Issued	$12,625.72	Vendor Credit Card
200001571	12/06/2024	20470	O'Reilly Auto Enterprises LLC	Issued	$47.15	Vendor Credit Card
200001572	12/06/2024	20490	Blanco Ordonez Mata & Wallace P.	Issued	$589.00	Vendor Credit Card
200001573	12/13/2024	10384	Insco Distributing Inc.	Issued	$270.36	Vendor Credit Card
200001574	12/13/2024	10679	Spectrum Imaging	Issued	$4,668.29	Vendor Credit Card
200001575	12/13/2024	20135	William V. MacGill & Co	Issued	$205.92	Vendor Credit Card
200001576	12/13/2024	20263	TCEA	Issued	$399.00	Vendor Credit Card
200001577	12/13/2024	20368	CEV Multimedia Ltd	Issued	$2,600.00	Vendor Credit Card
200001578	12/13/2024	20470	O'Reilly Auto Enterprises LLC	Issued	$249.31	Vendor Credit Card
200001579	12/13/2024	20597	El Paso Reprographics	Issued	$1,800.00	Vendor Credit Card
200001580	12/13/2024	20645	Terralogic Document Systems	Issued	$1,156.68	Vendor Credit Card
200001581	12/19/2024	10542	La Estrella	Issued	$102.29	Vendor Credit Card
200001582	12/19/2024	10672	Southern Computer Warehouse	Issued	$58.50	Vendor Credit Card

Total Checks: 124

Total Amount: 267,609.28

Post Date	Amount	Doc ID	System	Orig Doc. ID	Orig System	Vendor ID	Vendor Name	Invoice Date	Paid Date	Check Number
11/15/2024	-1035.68	200001560	AP Check	200001560	AP Check	20470	O'Reilly Auto Enterprises LLC		11/15/2024	200001560
11/15/2024	-413.25	200001559	AP Check	200001559	AP Check	20017	School Specialty		11/15/2024	200001559
11/22/2024	-300.00	200001562	AP Check	200001562	AP Check	10542	La Estrella		11/22/2024	200001562
11/22/2024	-838.00	200001564	AP Check	200001564	AP Check	20263	TCEA		11/22/2024	200001564
11/22/2024	-345.87	200001566	AP Check	200001566	AP Check	20470	O'Reilly Auto Enterprises LLC		11/22/2024	200001566
11/22/2024	-126.00	200001561	AP Check	200001561	AP Check	10070	C & M Plaque & Trophy Inc.		11/22/2024	200001561
11/22/2024	-1992.60	200001565	AP Check	200001565	AP Check	20265	4imprint, Inc.		11/22/2024	200001565
11/22/2024	-700.97	200001565	AP Check	200001565	AP Check	20265	4imprint, Inc.		11/22/2024	200001565
11/4/2024	-210.36	200001549	AP Check	200001549	AP Check	10859	Verizon Wireless		11/4/2024	200001549
12/13/2024	-1800.00	200001579	AP Check	200001579	AP Check	20597	El Paso Reprographics		12/13/2024	200001579
12/6/2024	-760.00	200001568	AP Check	200001568	AP Check	10702	TASA		12/6/2024	200001568
12/6/2024	-589.00	200001572	AP Check	200001572	AP Check	20490	Blanco Ordonez Mata & Wallace F		12/6/2024	200001572
12/6/2024	-565.00	200001567	AP Check	200001567	AP Check	10105	Continental Termite & Pest Contr		12/6/2024	200001567
12/6/2024	-210.34	200001569	AP Check	200001569	AP Check	10859	Verizon Wireless		12/6/2024	200001569
12/6/2024	-47.15	200001571	AP Check	200001571	AP Check	20470	O'Reilly Auto Enterprises LLC		12/6/2024	200001571
12/6/2024	-12625.72	200001570	AP Check	200001570	AP Check	20265	4imprint, Inc.		12/6/2024	200001570
	-22559.94									

Payee Name	Invoice Number	Invoice Date	Invoice Description	Account Number	Pgm Year	Invoice Amount	Invoice Type	Doc ID
Citibank	111-8342608-9256248	11/20/2024	DOT for drivers	199-34-6299-00-934-99-0-00		47.77	PO	155253
Citibank	113-3971341-0389806	11/13/2024	Misc. incentives for students and staff	282-11-6499-00-999-30-1-00	2021	595	PO	155108
Citibank	111-1068241-5964254	11/20/2024	DOT for drivers	199-34-6299-00-934-99-0-00		81.97	PO	155253
Citibank	111-9513493-1901833	11/23/2024	TISD Christmas Tree Lighting Event Goodie Bags	263-61-6499-00-999-25-0-00	2025	183.38	PO	155236
Citibank	INV283045890	11/30/2024	Zoom subscription for superintendent	199-41-6499-00-701-99-0-00		13.59	PO	154937
Citibank	NQRU-325	11/08/2024	2024 Sys Admin Conference - Hotel, Avis and Flight Travel Expenses.	199-53-6411-00-953-99-0-00		363.8	PO	155213
Citibank	113-2526643-9083434	11/13/2024	Misc. incentives for students and staff	282-11-6499-00-999-30-1-00	2021	1,315.91	PO	155108
Citibank	785037422	11/08/2024	2024 Sys Admin Conference - Hotel, Avis and Flight Travel Expenses.	199-53-6411-00-953-99-0-00		106.25	PO	155213
Citibank	j7Dwkx0pcg	11/21/2024	catering and employee appreciation incentive	101-35-6499-00-901-99-0-00		253.71	PO	155285
Citibank	NQRU-327	11/08/2024	2024 Sys Admin Conference - Hotel, Avis and Flight Travel Expenses.	199-53-6411-00-953-99-0-00		363.8	PO	155213
Citibank	112-8958788-8511406	11/24/2024	Centennial dinner theater event.	865-00-2191-01-999-01-0-00		128.02	PO	155247
Citibank	701TA70239955	11/22/2024	Teacher Incentive Allotment Designation Fees	199-11-6299-23-999-99-0-00		7,157.76	PO	155290
Citibank	113-8034433-9913812	12/09/2024	Misc. items for Finance office	199-41-6399-00-750-99-0-00		172.55	PO	154958
Citibank	113-5095447-9690666	12/10/2024	Misc. items for Finance office	199-41-6399-00-750-99-0-00		56.14	PO	154958
Citibank	111-6486787-4505039	11/22/2024	TISD Christmas Tree Lighting Event Goodie Bags	263-61-6499-00-999-25-0-00	2025	320	PO	155236
Citibank	111-2788771-7488258	12/12/2024	Misc. items for Finance office	199-41-6399-00-750-99-0-00		30.98	PO	154958
Citibank Sams Club	82991667549572550456	11/04/2024	For Catering Items	101-35-6341-00-901-99-0-00		167.58	PO	155013
Citibank Sams Club	10235308396	11/21/2024	TISD Christmas Tree Lighting Event Goodie	263-61-6499-00-999-25-0-00	2025	84.9	PO	155238
Citibank Sams Club	10235308396	11/21/2024	Bags	263-61-6499-00-999-25-0-00	2025			
Citibank Sams Club	10234323537	11/18/2024	Items for HS Self Care Teacher Connection Room	289-11-6399-00-999-11-8-00	2024	549	PO	155272
Citibank Sams Club	10234111686	11/18/2024	Purchase concession items for the month of November.	865-00-2191-01-999-01-0-00		242.08	PO	155263
Citibank Sams Club	10232453182	11/12/2024	Purchase concession items for the month of November.	865-00-2191-01-999-01-0-00		129.26	PO	155263
Citibank Sams Club	10239121320	12/02/2024	Purchase concession items for the month of November.	865-00-2191-01-999-01-0-00		1,092.46	PO	155263
Citibank Sams Club	10234192941	11/18/2024	Items for HS Self Care Teacher Connection Room	289-11-6399-00-999-11-8-00	2024	2,758.27	PO	155272
Citibank Sams Club	10234309034	11/18/2024	Misc. items for employee and student incentives	282-11-6499-00-999-30-1-00	2021	55.4	PO	155111
						16,269.58		

MEMORANDUM

To: Members of the Board of Trustees
From: Luis M. Guerra, Director of Finance
Subject: Quarterly Investment Report – Quarter Ending September 30, 2024
Date: October 30, 2024

Introduction

This report presents a comprehensive look at the investment program and activity of the Tornillo Independent School District (TISD) for the quarter ending December 31, 2024. The Public Funds Investment Act requires quarterly reporting of investment activity and balances.

The investment objectives of preservation and safety of principal, liquidity and yield drive investment activities. These objectives dictate the types of investment vehicles that the TISD utilizes.

As of December 31, 2024, the TISD had funds invested in the Lone Star Investment Pool and at WestStar Bank. At WestStar Bank, the TISD has interest bearing and earnings credit accounts.

Analysis of Investment Performance

The focus of the investment program is the preservation and safety, liquidity and yield of invested funds. Funds must be available to meet daily cash requirements, as well as short-term and long-term needs. Maximizing investment yields are only considered after the other investment objectives have been met. Investment yields are reported for the quarter ending December 31, 2024.

The TISD began the quarter with $4,778,026 in invested funds. This amount increased to $6,497,765 mainly resulting from State and local tax revenue.

The majority of TISD invested funds are invested in corporate overnight funds. The quarter began with the corporate overnight fund yield of 5.3240% and ended with a corporate overnight fund yield of 4.9814%.

■ Finance Services ■ 19200 Cobb Ave/PO Box 170 ■ Tornillo, Texas 79853 ■ P: (915)765-3000 ■ F: (915)765-3099 ■ www.tisd.us

General Fund – Corporate Overnight Fund

General Fund investments are restricted by payroll pay dates and accounts payable check runs, since payments for all non-student activity funds are initially paid out of this fund. Transfers are made as needed from the Lone Star Investment Pool to WestStar bank to cover cash disbursements. The invested balance in the General Fund began the quarter with $4,105,794 in invested funds and ended the quarter with a balance of $4,956,615.. The increase is mainly due in receiving grant drawdowns.

Investment	July-Sept	Oct-Dec	Change
Lone Star	$3,925,427	$4,548,570	$623,142
WestStar	180,366	408,045	227,678
Total	**$4,105,794**	**$4,956,615**	**$850,821**

Interest and Sinking Fund – Corporate Overnight Fund

Interest and Sinking (I&S) Fund investments are restricted to the payment of the TISD debt. The invested balance in the I&S Fund began the quarter with $412,190 invested funds and ended the quarter with a balance of $1,277,896. The increase is due to a I&S tax revenue from local tax revenue and state foundation revenue received during the quarter. A bond payment in the amount of $1,088,405.64 will be made on February 1, 2024.

Investment	July-Sept	Oct-Dec	Change
Lone Star	$361,437	$1,126,761	$765,324
WestStar	50,753	151,136	100,383
Total	**$412,190**	**$1,277,896**	**$865,707**

Maintenance Tax Note – Corporate Overnight Fund

The Maintenance Tax Note Fund began the quarter with an invested balance of $260,038 and ended the quarter with a balance of $263,252.55. The increase in invested funds is attributed to interest earnings of $3,214 received during the quarter.

Conclusion

The District will continue to monitor the yields in longer term investments. Monthly yields have increased over the course of the quarter and are currently as competitive as yields in longer term investments. The District will continue to use governmental investment pools and should consider fixed maturity

investments when available. As the district's investment officer, I will continue to seek investment opportunities after investment preservation and safety, liquidity and yield are considered. The investment portfolio has met the Public Funds Investment Act and the Board's investment policy requirements throughout the quarter.

Luis Guerra

Luis M Guerra, Investment Office

Tornillo Independent School District

Quarterly Investments Report
As of December 31, 2024

Description	Maturity Date	9/30/2024 Interest Rate*	9/30/2024 Book Value	12/31/2024 Book Value	9/30/2024 Market Value	12/31/2024 Market Value	Change in Book Value	Change in Market Value	Accrued Interest
Lone Star Investment Pool (Cash & Cash Equivalents)									
General Fund (199-1107)	On Demand	4.9814%	$3,925,427.35	$4,548,569.85	$3,925,427.35	$4,549,229.49	15.87%	15.89%	$ 51,790.66
M & O Tax Note 2008 (197-1107)	On Demand	4.9814%	$260,038.19	$263,252.55	$260,038.19	$263,290.73	1.24%	1.25%	$ 3,214.36
Interest & Sinking Fund (599-1107)	On Demand	4.9814%	$361,436.74	$1,126,760.65	$361,436.74	$1,126,924.05	211.74%	211.79%	$ 7,208.91
Interest & Sinking Fund (599-1107)	On Demand	4.8272%	$1.91	$1.94	$1.85	$1.94	1.57%	4.86%	$ 0.03
Total Lone Star Investment Pool:			**$4,546,904.19**	**$5,938,584.99**	**$4,546,904.13**	**$5,939,446.21**			**$62,213.96**
* Average Interest Rate for the quarter									
WestStar Bank (Cash)									
General Fund (199-1110)	On Demand	0.10%	$180,366.35	$408,044.69	$180,366.35	$408,044.69	126.23%	126.23%	$ 55.75
Interest & Sinking Fund (599-1110)	On Demand	0.10%	$50,756.06	$151,135.65	$50,756.06	$151,135.65	197.77%	197.77%	$ 17.93
Total WestStar Bank:			**$231,122.41**	**$559,180.34**	**$231,122.41**	**$559,180.34**			**$73.68**
Total Investments:			**$4,778,026.60**	**$6,497,765.33**	**$4,778,026.54**	**$6,498,626.55**			**$62,287.64**

S&P Rating
Corporate Overnight Fund - AAAf
Government Overnight Fund - AAAf

Portfolio Weight Average Maturity (WAM)				
Asset	Book Value	Days to Maturity	Maturity Date	WAM
Lonestar Investment Pool	$5,938,584.99	1.00	9/1/2024	0.9139
WestStar Bank	$559,180.34	1.00	9/1/2024	0.0861
Total	**$6,497,765.33**			**1.0000**

Investment Objectives (Priority Order):

1. Preservation & Safety of principal;

2. Liquidity; and

3. Yield

Luis Guerra

Luis M. Guerra, Investment Officer

Participant #: 71908

Lone★Star™ Investment Pool **2024 1st Quarter Quarterly Statement**

Statement Period: 10/01/2024 to 12/31/2024

Luis M Guerra
Tornillo ISD
PO Box 170
Tornillo,Texas 79853-0170

Summary of Portfolio Holdings

Account	Fund	Number of Shares	Price Per Share	Account Book Value (USD)	Account Market Value (USD)	% Port.
General Fund	Corporate Overnight Fund	4,548,569.85	1.00	4,548,569.85	4,549,229.49	76.59%
			Totals:	**4,548,569.85**	**4,549,229.49**	

Account	Fund	Number of Shares	Price Per Share	Account Book Value (USD)	Account Market Value (USD)	% Port.
Interest & Sinking Account	Corporate Overnight Fund	1,126,760.65	1.00	1,126,760.65	1,126,924.05	18.97%
	Government Overnight Fund	1.94	1.00	1.94	1.94	0.00%
			Totals:	**1,126,762.59**	**1,126,925.99**	

Account	Fund	Number of Shares	Price Per Share	Account Book Value (USD)	Account Market Value (USD)	% Port.
Maintenance Tax Note 2008 - Fund 197	Corporate Overnight Fund	263,252.55	1.00	263,252.55	263,290.73	4.44%
			Totals:	**263,252.55**	**263,290.73**	

Totals

	Fund	Number of Shares	Price Per Share	Fund Balance (USD)	% Port.
	Corporate Overnight Fund	5,938,583.05	1.00	5,938,583.05	100.00 %
	Government Overnight Fund	1.94	1.00	1.94	0.00 %
	Corporate Overnight Plus Fund	0.00	1.00	0.00	0.00 %
			Total Value:	**5,938,584.99**	**100.00 %**

Portfolio Transactions

General Fund - Corporate Overnight Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2024	Starting Balance	3,925,427.35			3,925,427.35
10/01/2024	Deposit	3,973,127.35	47,700.00	1.00	47,700.00
10/01/2024	Deposit	4,068,268.69	95,141.34	1.00	95,141.34
10/02/2024	Deposit	4,167,325.99	99,057.30	1.00	99,057.30
10/02/2024	Deposit	4,172,632.90	5,306.91	1.00	5,306.91
10/02/2024	Deposit	4,213,676.81	41,043.91	1.00	41,043.91

General Fund - Corporate Overnight Fund (Continued)

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
12/31/2024	Interest	4,548,569.85	17,066.68	1.00	17,066.68
12/31/2024	Ending Balance	4,548,569.85			4,548,569.85

Interest & Sinking Account - Corporate Overnight Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2024	Starting Balance	361,436.74			361,436.74
10/31/2024	Interest	362,990.79	1,554.05	1.00	1,554.05
11/29/2024	Interest	364,443.45	1,452.66	1.00	1,452.66
12/04/2024	Transfer In	1,122,558.45	758,115.00	1.00	758,115.00
12/31/2024	Interest	1,126,760.65	4,202.20	1.00	4,202.20
12/31/2024	Ending Balance	1,126,760.65			1,126,760.65

Interest & Sinking Account - Government Overnight Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2024	Starting Balance	1.91			1.91
10/31/2024	Interest	1.92	0.01	1.00	0.01
11/29/2024	Interest	1.93	0.01	1.00	0.01
12/31/2024	Interest	1.94	0.01	1.00	0.01
12/31/2024	Ending Balance	1.94			1.94

Maintenance Tax Note 2008 - Fund 197 - Corporate Overnight Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2024	Starting Balance	260,038.19			260,038.19
10/31/2024	Interest	261,156.26	1,118.07	1.00	1,118.07
11/29/2024	Interest	262,201.39	1,045.13	1.00	1,045.13
12/31/2024	Interest	263,252.55	1,051.16	1.00	1,051.16
12/31/2024	Ending Balance	263,252.55			263,252.55

Important Information about this statement

Please review this statement carefully, it is the official record of your account with Lone Star Investment Pool and First Public, LLC. If you disagree with any transaction, or if there are any errors or omissions in this statement please notify us promptly in writing, but no later than 10 business days after receipt of this statement. Trades pending settlement will not appear on this statement. All such trades will appear in the next monthly statement. The yield for the period is an annualized rate that reflects the relationship between the average amount of income earned and the average daily balance for the account. Please notify First Public promptly and in writing of any changes of address or phone number. Times of transactions will be furnished upon written request. The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, charges and expenses associated with municipal fund securities before investing. All transactions are no load. No remuneration has, or will be, paid to any entity in connection with this transaction. An investor may obtain an Information Statement by contacting First Public at the address and phone number identified above. An investment in Lone Star investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation ("FDIC") or any other government agency and although Lone Star Investment Pool seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in municipal fund securities.

General Fund - Corporate Overnight Fund (Continued)

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/02/2024	Deposit	4,227,387.85	13,711.04	1.00	13,711.04
10/02/2024	Deposit	4,227,421.85	34.00	1.00	34.00
10/02/2024	Deposit	4,374,706.50	147,284.65	1.00	147,284.65
10/03/2024	Withdrawal	3,974,706.50	-400,000.00	1.00	-400,000.00
10/07/2024	Deposit	3,978,706.50	4,000.00	1.00	4,000.00
10/07/2024	Withdrawal	3,778,706.50	-200,000.00	1.00	-200,000.00
10/09/2024	Deposit	4,077,043.29	298,336.79	1.00	298,336.79
10/15/2024	Deposit	4,080,868.29	3,825.00	1.00	3,825.00
10/15/2024	Withdrawal	3,880,868.29	-200,000.00	1.00	-200,000.00
10/17/2024	Deposit	3,964,492.89	83,624.60	1.00	83,624.60
10/23/2024	Deposit	3,964,740.03	247.14	1.00	247.14
10/23/2024	Deposit	3,966,284.11	1,544.08	1.00	1,544.08
10/24/2024	Withdrawal	3,641,284.11	-325,000.00	1.00	-325,000.00
10/25/2024	Deposit	4,512,044.11	870,760.00	1.00	870,760.00
10/29/2024	Withdrawal	4,312,044.11	-200,000.00	1.00	-200,000.00
10/31/2024	Interest	4,329,587.05	17,542.94	1.00	17,542.94
11/01/2024	Deposit	4,332,314.05	2,727.00	1.00	2,727.00
11/08/2024	Withdrawal	4,132,314.05	-200,000.00	1.00	-200,000.00
11/12/2024	Withdrawal	3,832,314.05	-300,000.00	1.00	-300,000.00
11/15/2024	Withdrawal	3,632,314.05	-200,000.00	1.00	-200,000.00
11/18/2024	Deposit	3,876,266.05	243,952.00	1.00	243,952.00
11/18/2024	Deposit	4,390,429.05	514,163.00	1.00	514,163.00
11/22/2024	Withdrawal	4,090,429.05	-300,000.00	1.00	-300,000.00
11/25/2024	Deposit	4,092,128.08	1,699.03	1.00	1,699.03
11/25/2024	Deposit	4,957,799.08	865,671.00	1.00	865,671.00
11/29/2024	Interest	4,974,980.12	17,181.04	1.00	17,181.04
12/03/2024	Withdrawal	4,674,980.12	-300,000.00	1.00	-300,000.00
12/04/2024	Transfer Out	3,916,865.12	-758,115.00	1.00	-758,115.00
12/06/2024	Deposit	3,965,407.02	48,541.90	1.00	48,541.90
12/09/2024	Deposit	4,184,315.05	218,908.03	1.00	218,908.03
12/09/2024	Deposit	4,196,446.71	12,131.66	1.00	12,131.66
12/09/2024	Deposit	4,275,499.52	79,052.81	1.00	79,052.81
12/09/2024	Deposit	4,311,805.91	36,306.39	1.00	36,306.39
12/09/2024	Deposit	4,354,584.77	42,778.86	1.00	42,778.86
12/09/2024	Deposit	4,355,219.86	635.09	1.00	635.09
12/09/2024	Deposit	4,368,214.43	12,994.57	1.00	12,994.57
12/09/2024	Deposit	4,380,036.36	11,821.93	1.00	11,821.93
12/09/2024	Deposit	4,410,092.32	30,055.96	1.00	30,055.96
12/09/2024	Deposit	4,412,013.57	1,921.25	1.00	1,921.25
12/09/2024	Deposit	4,471,987.77	59,974.20	1.00	59,974.20
12/09/2024	Withdrawal	4,171,987.77	-300,000.00	1.00	-300,000.00
12/10/2024	Deposit	4,201,510.19	29,522.42	1.00	29,522.42
12/10/2024	Deposit	4,205,596.02	4,085.83	1.00	4,085.83
12/10/2024	Deposit	4,206,085.47	489.45	1.00	489.45
12/10/2024	Deposit	4,210,796.62	4,711.15	1.00	4,711.15
12/10/2024	Deposit	4,322,495.10	111,698.48	1.00	111,698.48
12/10/2024	Deposit	4,325,369.86	2,874.76	1.00	2,874.76
12/10/2024	Deposit	4,328,346.84	2,976.98	1.00	2,976.98
12/12/2024	Withdrawal	4,168,346.84	-160,000.00	1.00	-160,000.00
12/13/2024	Deposit	4,234,487.22	66,140.38	1.00	66,140.38
12/16/2024	Deposit	4,239,287.22	4,800.00	1.00	4,800.00
12/18/2024	Withdrawal	3,789,287.22	-450,000.00	1.00	-450,000.00
12/24/2024	Deposit	4,679,520.22	890,233.00	1.00	890,233.00
12/24/2024	Deposit	4,681,503.17	1,982.95	1.00	1,982.95
12/27/2024	Withdrawal	4,531,503.17	-150,000.00	1.00	-150,000.00

Lone Star Investment Pool

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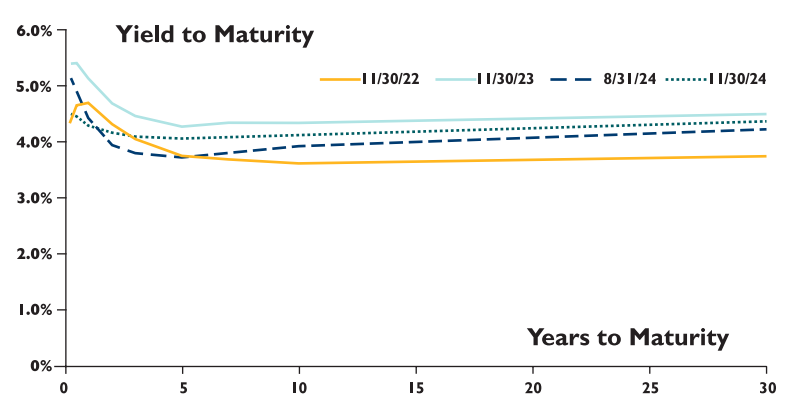
12007 Research Blvd.
Austin, Texas 78759
lonestarinvestmentpool.com

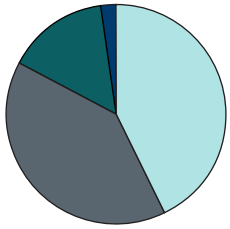
Quarterly Position Report
November 30, 2024



The US Treasury yield curve pivoted during the three months ending November 30, with yields on securities maturing in less than two years falling by up to 67 basis points (bps), while those on maturities exceeding two years rose by up to 35 bps. Equity markets rallied, with the Dow Jones Industrial Average, S&P 500, and Nasdaq-100 reaching all-time highs, gaining 8.1%, 6.8%, and 8.5%, respectively. There was some volatility in the jobs numbers, as the October report was weaker than expected but dismissed due to labor strikes and hurricanes. This was followed by a rebound in November, indicating a possible slowdown rather than a crumbling of the labor market. The Federal Reserve (Fed) cut rates by 50 bps to a range of 4.75% to 5.0% in September. The larger-than-anticipated cut was described as a policy recalibration aimed at maintaining economic strength. In November, the Fed reduced rates by another 25 bps, continuing the cutting cycle. Fed Chair Powell noted at a press conference that, even with the cut, policy remains restrictive and that "We don't need further labor market cooling to achieve the inflation goal." As of the end of November, markets projected a 66% chance of another 25-bps cut at the December 18 FOMC meeting.

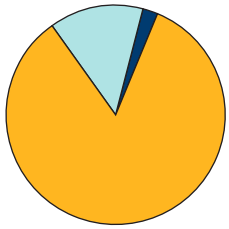
Government Overnight Fund		Duration 0.05871
	Participant Assets	Market Value
Beginning of Quarter Balance	6,140,044,215.75	6,140,844,510.18
Deposits	3,024,376,262.69	
Withdrawals	(3,165,587,924.39)	
End of Quarter Balance	5,998,532,554.05	5,999,120,861.75

Cash/Repo	43%
Agencies	40%
Treasuries	15%
MM Funds	2%



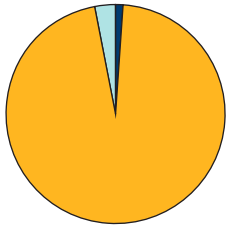
Corporate Overnight Fund		Duration 0.22072
	Participant Assets	Market Value
Beginning of Quarter Balance	3,167,357,847.79	3,167,895,830.29
Deposits	1,641,839,130.25	
Withdrawals	(1,425,865,510.27)	
End of Quarter Balance	3,383,331,467.77	3,383,567,909.23

Commercial Paper	84%
Cash/Repo	14%
MM Funds	2%



Corporate Overnight Plus Fund		Duration 0.28449
	Participant Assets	Market Value
Beginning of Quarter Balance	8,925,050,299.83	8,926,479,961.70
Deposits	5,532,433,647.91	
Withdrawals	(5,050,571,818.78)	
End of Quarter Balance	9,406,912,128.96	9,407,843,488.24

Commercial Paper	96%
Cash/Repo	3%
MM Funds	1%



Returns

	September		October		November	
	Average Rate	7-day SEC Yield	Average Rate	7-day SEC Yield	Average Rate	7-day SEC Yield
Govt Overnight Fund	5.17%	4.95%	4.90%	4.87%	4.70%	4.62%
Corp Overnight Fund	5.32%	5.12%	5.08%	5.03%	4.88%	4.81%
Corp Overnight Plus Fund	5.33%	5.15%	5.08%	5.04%	4.90%	4.84%

William Mastrodicasa — Lone Star Investment Pool Investment Officers — Tammy Davis

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Lone★Star™
Investment Pool

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First Public
12007 Research Blvd.
Austin, Texas 78759
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Fund Performance Update

December 31, 2024

Comments by Mellon, Investment Manager

Custodian Bank: State Street Bank

Investment Managers:
American Beacon Advisors and
Mellon Investments Corp (Dreyfus)

The Official Investment Pool of TASA

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The US Treasury yield curve steepened in December as yields on securities maturing in less than a year fell up to 34 basis points (bps) while longer maturing bond yields rose up to 42 basis points. Despite reaching all-time highs in early December, the equity markets closed the month mixed as the Dow Jones Industrial Average, S&P 500, and Nasdaq-100 indexes returned -5.3%, -2.5%, and 0.5%, respectively. The Federal Open Market Committee (FOMC) cut the target rate by 25 bps at the December 18 meeting. While the Federal Reserve's (The Fed)statement had minimal changes from the prior meeting, there was a tweak to the "extent and timing" language, suggesting the pace of cuts in 2025 may be slower than previously anticipated. There were also upward revisions in both the growth and inflation forecasts. At the end of December, The Fed funds futures market was indicating two or three cuts of 25 bps in 2025.

Active Participants This Month

Schools and Colleges	599
Other Governmental Entities	89
Total	*688*

Lone★Star™
Investment Pool

Government Overnight Fund

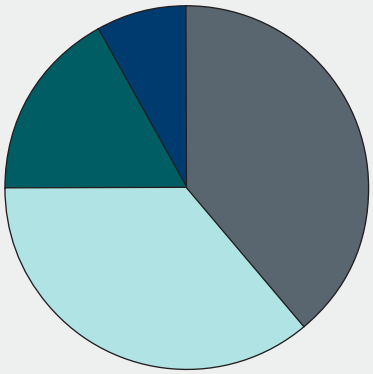
Return Information
December 31, 2024

Average Monthly Return (a)	4.54%
SEC 7-day Fund Yield (b)	4.46%
Weighted Average Maturity One (c)	24 days
Weighted Average Maturity Two (c)	93 days
Portfolio Maturing beyond One Year	8%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	2,812,666,811.09	2,812,666,811.09
US Treasuries	1,327,252,507.28	1,327,804,616.51
Agencies	3,043,737,962.56	3,044,279,425.63
Money Market Funds	673,411,903.43	673,411,903.43
Total Assets	*7,857,069,184.36*	*7,858,162,756.66*

Investment Distribution



(a) The return information represents the average annualized rate of return on investments for the time period referenced. Return rates reflect a partial waiver of the Lone Star Investment Pool operating expense. Past performance is no guarantee of future results.

Lone★Star™
Investment Pool

Corporate Overnight Fund

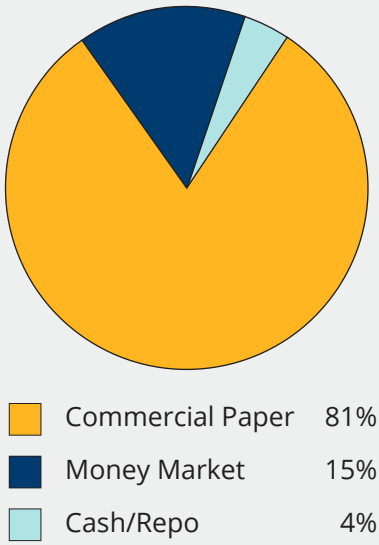
Return Information
December 31, 2024

Average Monthly Return (a)	4.73%
SEC 7-day Fund Yield (b)	4.66%
Weighted Average Maturity One (c)	36 days
Weighted Average Maturity Two (c)	69 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	139,635,532.80	139,635,532.80
US Treasuries	-	-
Agencies	-	-
Commercial Paper	2,865,941,832.66	2,866,453,928.97
Money Market Funds	525,588,348.84	525,588,348.84
Total Assets	*3,531,165,714.30*	*3,531,677,810.61*

Investment Distribution



(b) SEC 7-Day Yield Calculation

$$\text{Yield} = 2\left[\left(\frac{a-b}{cd}+1\right)^{6}-1\right]$$

a - Dividend and interest income
b - Expenses accrued for the period
c - Average daily number of shares outstanding during the period that was entitled to dividends
d - Maximum offering price per share on the last day of the period

Lone★Star™
Investment Pool

Corporate Overnight Plus Fund

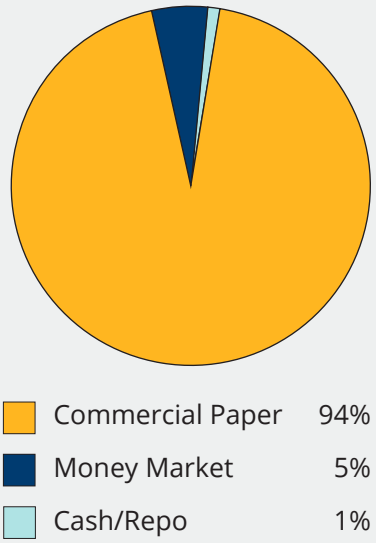
Return Information
December 31, 2024

Average Monthly Return (a)	4.77%
SEC 7-day Fund Yield (b)	4.71%
Weighted Average Maturity One (c)	53 days
Weighted Average Maturity Two (c)	99 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

	Book Value	Market Value
Cash/Repo	24,201,930.42	24,201,930.42
US Treasuries	-	-
Agencies	-	-
Commercial Paper	9,622,131,520.76	9,624,148,006.22
Money Market Funds	569,784,918.88	569,784,918.88
Total Assets	*10,216,118,370.06*	*10,218,134,855.52*

Investment Distribution



(c) The Weighted Average Maturity One calculation uses the industry standard definition of state maturity for floating rate instruments, the number of days until the next reset date. The Weighted Average Maturity Two calculation uses the final maturity of any floating rate instruments, as opined in Texas Attorney General Opinion No. JC0359.

Human Resources Department Update

538

2024-2025

Employees

- Total Number of Employees: 154
  - Auxiliary: 41
  - Paraprofessionals: 30
  - Professional/ Admin.: 83

2024 New Hires and Separations

New Hires	Number	Category
Feb-24	1	1 Finance - Receptionist Clerk
Jun-24	1	1 Custodian
Jul-24	1	1 Instructional Specialist
Aug-24	1	1 Teacher
Sep-24	2	1 Aide, 1 Maintenance Worker
Separations	**Number**	**Category**
Feb-24	2	1 Custodian, 1 Finance - Receptionist Clerk
Mar-24	2	2 Aides
Apr-24	1	1 Custodian
May-24	1	1 Community Services Project Manager
Jun-24	8	6 Teachers, 1 Food Service Helper, 1 PEIMS Coordinator
Sep-24	1	1 Maintenance Worker
Nov-24	1	1 Diagnostician
Dec-24	3	1 Teacher, 1 Speech Therapist, 1 Security Guard

Current Openings

Speech Language Pathologist

All Types of Substitutes(Bus Driver, Custodian, Food Service, Teacher, Wellness)

541

District Total: 21

542

Active Substitutes

Current Employees in Extended Leave

FMLA: 2

Workers Compensation: 3

Tornillo HR Partnerships/ Memberships

- Texas Association of School Boards HR (TASB HR)
- Texas Association of School Personnel Administradors (TASPA)
- Personnel Administrators of Region 19 (PAR 19)
- UTEP Teacher Residency Program
- El Paso Regional Educator Community of Pipeline
- ActivatED Partners

2024-2025 Spring Semester Projects

- 2024-2025 Teacher of the Year
- Employee Appreciation Luncheon on May, 2025
- Affordable Care Act (ACA) Submission
- Staffing projections for 2025-2026 School Year
- Issuance of contracts for 2025-2026 SY
- Revamping employee dismissal process
- Continue with recognitions to different departments
- Closely monitoring required teacher certifications
- Review and compare regional salaries (auxiliary)
- Continue complying with Teacher Incentive Allotment requirements to qualify for this year's allocations

Thank you!

TORNILLO INDEPENDENT
SCHOOL DISTRICT
Educating children today to be the leaders of tomorrow.

Technology Department
19200 Cobb Avenue
Tornillo, TX 79853
Phone 915.765.3035
Fax 915.765.3099

MEMORANDUM

To: Board of Trustees
From: Carlos Garcia, Director of Technology
Subject: PowerSchool Cybersecurity Incident
Date: 1/22/2025

HISTORY:

What Happened

On December 28, 2024, we became aware of a potential cybersecurity incident involving unauthorized access to certain PowerSchool Student Information System (SIS) information through one of our community-focused customer portals, PowerSource.

PowerSchool is not experiencing, nor does it expect to experience, any operational disruption and continues to provide services as normal to our customers. We have no evidence that other PowerSchool products were affected as a result of this incident or that there is any malware or continued unauthorized activity in the PowerSchool environment.

RATIONALE:

CrowdStrike is finishing their analysis in the coming days, and we expect to have a finalized forensic report by January 17th which we are happy to share.

See PowerSchool Public Statement & FAQ below.

BUDGET IMPACT:

N/A

ADMINISTRATIVE RECOMMENDATION:

Informational only

Vision: *Believe we can succeed, with pride we will achieve.*
Mission: *The mission of the District is to educate and inspire students in a safe and supportive environment which will result in closing the achievement gap by preparing all students for college readiness and success in a global society.*

POWERSCHOOL PUBLIC SATEMENT

JANUARY 13, 2025

This site will be updated periodically as PowerSchool learns more information and takes additional steps in response to a recent security incident.

WHAT HAPPENED

On December 28, 2024, we became aware of a potential cybersecurity incident involving unauthorized access to certain PowerSchool Student Information System (SIS) information through one of our community-focused customer portals, PowerSource.

PowerSchool is not experiencing, nor does it expect to experience, any operational disruption and continues to provide services as normal to our customers. We have no evidence that other PowerSchool products were affected as a result of this incident or that there is any malware or continued unauthorized activity in the PowerSchool environment.

STEPS WE'RE TAKING IN RESPONSE

As soon as we learned of the incident, we immediately engaged our cybersecurity response protocols and mobilized a cross-functional response team, including senior leadership and third-party cybersecurity experts. We are working to complete our investigation of the incident and are coordinating with districts and schools to provide more information and resources (including credit monitoring or identity protection services if applicable) as they become available.

WHO WAS AFFECTED

On January 7, 2025, we proactively communicated this incident to the PowerSchool SIS customers affected by this incident, and we continue to support them through next steps. Districts and schools that do not utilize PowerSchool SIS were not affected. If you are a parent or guardian who wants to know if your school was involved, please reach out to your school directly.

MOVING FORWARD

We take our responsibility to protect student, family, and educator data privacy extremely seriously, and we are committed to providing customers, families, and educators with resources and support as we work through this together.

We would like to extend a sincere note of gratitude to our customers, educator and family communities for their continued patience and cooperation. We apologize for any concern this incident may cause you and are working hard to provide you with timely updates.

GENERAL FAQ

What happened?

On December 28, 2024, we became aware of a potential cybersecurity incident involving unauthorized access to certain PowerSchool SIS information through one of our community-focused customer portals, PowerSource. PowerSchool has not experienced, nor does it expect to experience, any operational disruption and continues to provide services as normal to our customers. We have no evidence that other PowerSchool products were affected because of this incident or that there is any malware or continued unauthorized activity in the PowerSchool environment.

When will PowerSchool provide next steps to schools, educators and families?

We are working to complete our investigation of the incident and are coordinating with districts and schools to provide more information and resources (including credit monitoring or identity protection services if applicable) as they become available.

What steps are you taking to prevent this from happening again?

PowerSchool is committed to protecting the security and integrity of our applications and regularly reviews and enhances it security policies and practices. We continue to prioritize and invest significantly in our cybersecurity defenses.

What is the timeline for providing notification information to schools, educators and families?

As PowerSchool is working to complete our investigation, we are also taking steps to set up a system – in coordination with our customers – to be able to provide supportive resources (including credit monitoring or identity protection services if applicable) for individuals whose data may have been involved. As we have more definitive information on our timeline, we will share that accordingly.

FAQ FOR FAMILIES

Who is PowerSchool?

PowerSchool provides cloud-based software to K-12 schools. This security incident affected some of the districts using the PowerSchool Student Information System product. We have no evidence that any other PowerSchool products were affected as a result of this incident.

Am I required to reach out to my school or take any steps as a parent or guardian at this time?

We are working to complete our investigation of the incident and are coordinating with districts and schools to provide more information and resources (including credit monitoring or identity protection services if applicable) as they become available. We are working in close coordination with our customers on the process of notifying and supporting affected individuals.

Was any student or family data involved in this incident?

Across our customer base, we have determined that for a portion of individuals, some personally identifiable information (PII), such as social security numbers (SSN) and medical information, was involved. We are working with urgency to complete our investigation and identify the individuals whose data may have been involved.

Was credit card or banking information involved in this incident?

We have no evidence that credit card or banking information was involved.

Is PowerSchool offering credit monitoring?

We are working to complete our investigation of the incident and are coordinating with districts and schools to provide more information and resources (including credit monitoring or identity protection services if applicable) as they become available.

Would PowerSchool reach out to me directly to discuss this incident, including requesting my personal information?

PowerSchool is committed to keeping our community informed and will be providing further resources as they become available. However, please remain vigilant as PowerSchool will never contact you by phone or email to request your personal or account information.

FAQ FOR EDUCATORS

Was any educator data involved in this incident?

Across our customer base, we have determined that for a portion of individuals, some personally identifiable information (PII), such as social security numbers (SSN) and medical information, was involved. We are working with urgency to complete our investigation and identify the individuals whose data may have been involved.

Was credit card or banking information involved in this incident?

We have no evidence that credit card or banking information was involved.

Is PowerSchool offering credit monitoring?

We are working to complete our investigation of the incident and are coordinating with districts and schools to provide more information and resources (including credit monitoring or identity protection services if applicable) as they become available.

How many districts and schools were involved?

Because of our ongoing investigation, we are not sharing specifics around the number of districts and schools we believe were involved. We are in communication with those customers directly and are supporting them through next steps.

FAQ FOR CUSTOMERS

Was data from my school district involved?

We have proactively contacted the SIS customers that we believe may have had data involved. If you are not a SIS customer, you were not affected.

Should we take any action to secure our own systems?

We do not believe there is an ongoing risk to our systems. We have no evidence of malware or continued unauthorized activity in the PowerSchool environment. PowerSchool is not experiencing, nor does it expect to experience, any operational disruption and continues to provide services as normal to our customers.

Were other PowerSchool products affected?

Other than PowerSchool SIS, we have no evidence that other PowerSchool products were affected as a result of this incident or that there is any malware or continued unauthorized activity in the PowerSchool environment.

https://www.powerschool.com/security/sis-incident/

PowerSchool Cybersecurity Incident

December 28, 2024

Agenda

PowerSchool
Powering Brighter Futures

- Incident Notification
- Overview Webinar
- Customer FAQ
- Reporting
- Communication
- Timeline
- Next Steps
- Roadmap

Incident Notification

Tuesday - 1/7/2025

PowerSchool

Dear Valued Customer,

As the Technical Contact for your district or school, we are reaching out to inform you that on December 28, 2024, PowerSchool become aware of a potential cybersecurity incident involving unauthorized access to certain information through one of our community-focused customer support portals, PowerSource. Over the succeeding days, our investigation determined that an unauthorized party gained access to certain PowerSchool Student Information System ("SIS") customer data using a compromised credential, and we regret to inform you that your data was accessed.

Please review the following information and be sure to share this with relevant security individuals at your organization.

As soon as we learned of the potential incident, we immediately engaged our cybersecurity response protocols and mobilized a cross-functional response team, including senior leadership and third-party cybersecurity experts. We have also informed law enforcement.

We can confirm that the information accessed belongs to certain SIS customers and relates to families and educators, including those from your organization. The unauthorized access point was isolated to our PowerSource portal. As the PowerSource portal only permits access to the SIS database, **we can confirm no other PowerSchool products were affected as a result of this incident**.

Importantly, the incident is contained, and we have no evidence of malware or continued unauthorized activity in the PowerSchool environment. PowerSchool is not experiencing, nor expects to experience, any operational disruption and continues to provide services as normal to our customers.

Rest assured, we have taken all appropriate steps to prevent the data involved from further unauthorized access or misuse. We do not anticipate the data being shared or made public, and we believe it has been deleted without any further replication or dissemination.

We have also deactivated the compromised credential and restricted all access to the affected portal. Lastly, we have conducted a full password reset and further tightened password and access control for all PowerSource customer support portal accounts.

PowerSchool is committed to working diligently with customers to communicate with your educators, families, and other stakeholders. We are equipped to conduct a thorough notification process to all impacted individuals. Over the coming weeks, we ask for your patience and collaboration as we work through the details of this notification process.

We have taken all appropriate steps to further prevent the exposure of information affected by this incident. While we are unaware of and do not expect any actual or attempted misuse of personal information or any financial harm to impacted individuals as a result of this incident, PowerSchool will be providing credit monitoring to affected adults and identity protection services to affected minors in accordance with regulatory and contractual obligations. The particular information compromised will vary by impacted customer. We anticipate that only a subset of impacted customers will have notification obligations.

Incident Notification

Tuesday - 1/7/2025

PowerSchool
Powering Brighter Futures

In the coming days, we will provide you with a communications package to support you in engaging with families, teachers and other stakeholders about this incident. The communications package will include tailored outreach emails, talking points, and a robust FAQ so that district and school leadership can confidently discuss this incident with your community.

We understand that you may have additional questions as a result of this update. FAQs are available on PowerSchool Community. Additionally, we will be holding webinars with senior leaders, including our Chief Information Security Officer, to address additional concerns. Please click the link below to register for a webinar that fits your schedule. Note that content for all sessions will be identical, so you need only attend one.

Wednesday, January 8: REGISTER HERE

Thursday, January 9: REGISTER HERE

We are addressing the situation in an organized and thorough manner, and we are committed to providing affected customers with the resources and support they may need as we work through this together.

Thank you for your continued support and partnership.

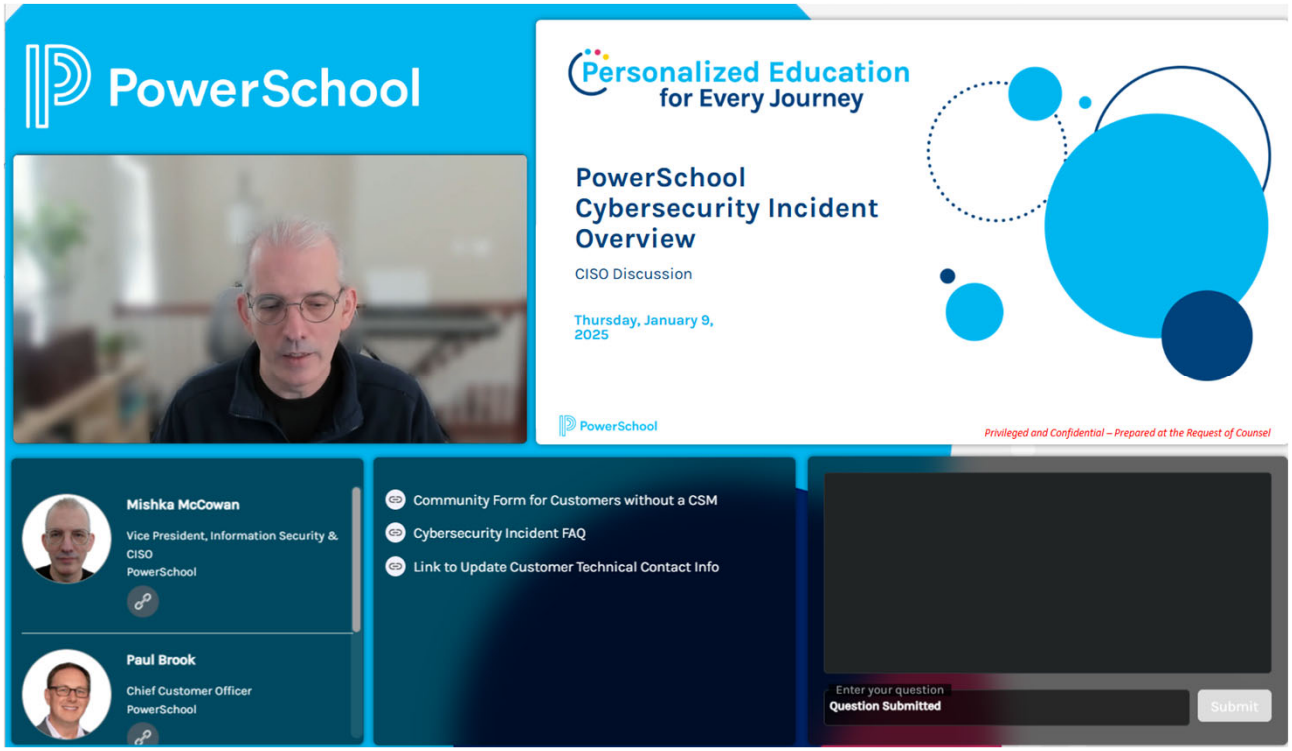
Sincerely,
Hardeep Gulati
Chief Executive Officer

Paul Brook
Chief Customer Officer

cc: **Mishka McCowan**
Chief Information Security Officer

Overview Webinar

Thursday - 1/8/2025



Customer FAQ

PowerSchool
Personalized Education for Every Journey

PowerSchool Cybersecurity Incident – Customer FAQs

1. What happened?

On December 28, 2024, we became aware of a potential cybersecurity incident involving unauthorized access to certain information through one of our community-focused customer support portals, PowerSource. Over the succeeding days, our investigation determined that an unauthorized party gained access to certain PowerSchool SIS customer data using a compromised credential.

As soon as we learned of the potential incident, we immediately engaged our cybersecurity response protocols and mobilized a cross-functional response team, including senior leadership and third-party cybersecurity experts. We have also informed law enforcement.

Importantly, the incident is contained, and we have no evidence of malware or continued unauthorized activity in the PowerSchool environment. PowerSchool is not experiencing, nor expects to experience any operational disruption and continues to provide services as normal to our customers.

We have taken all appropriate steps to prevent the data involved from further unauthorized access or misuse. We do not anticipate the data being shared or made public, and we believe it has been deleted without any further replication or dissemination.

We have also deactivated the compromised credential and restricted all access to the affected portal.

We are promptly notifying affected SIS customers and will be working diligently with them to communicate with their educators, families, and other stakeholders.

2. When did you find out that this happened?

On December 28, 2024, we became aware of a potential cybersecurity incident involving unauthorized access to certain information through one of our community-focused customer support portals, PowerSource. Over the succeeding days, our investigation determined that an unauthorized party gained access to certain PowerSchool SIS customer data using a compromised credential.

3. Was data stolen?

On December 28, 2024, we became aware of a potential cybersecurity incident involving unauthorized access to certain information through one of our community-focused customer support portals, PowerSource. Over the succeeding days, our investigation determined that an unauthorized party gained access to certain PowerSchool SIS customer data using a compromised credential.

4. Was this ransomware?

No.

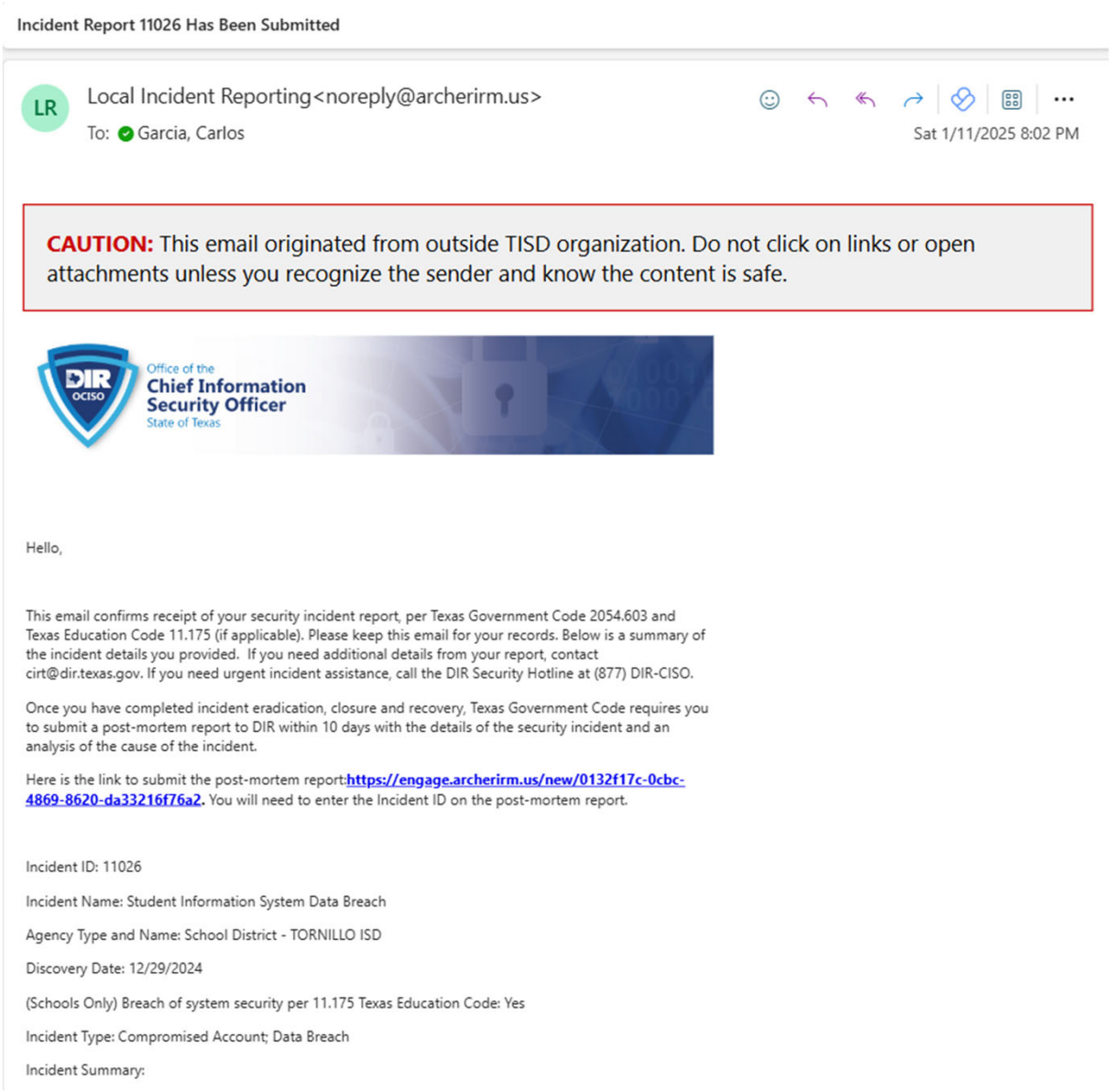
PowerSchool Private Information - Confidential

Reporting

Saturday - 1/11/2025

Texas DIR - Archer Engage Portal

TISD Technology reports incident to various entities as required under Texas Education Code section 11.175



Incident Report 11026 Has Been Submitted

LR Local Incident Reporting<noreply@archerirm.us>

To: Garcia, Carlos

Sat 1/11/2025 8:02 PM

CAUTION: This email originated from outside TISD organization. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Office of the Chief Information Security Officer State of Texas

Hello,

This email confirms receipt of your security incident report, per Texas Government Code 2054.603 and Texas Education Code 11.175 (if applicable). Please keep this email for your records. Below is a summary of the incident details you provided. If you need additional details from your report, contact cirt@dir.texas.gov. If you need urgent incident assistance, call the DIR Security Hotline at (877) DIR-CISO.

Once you have completed incident eradication, closure and recovery, Texas Government Code requires you to submit a post-mortem report to DIR within 10 days with the details of the security incident and an analysis of the cause of the incident.

Here is the link to submit the post-mortem report:**https://engage.archerirm.us/new/0132f17c-0cbc-4869-8620-da33216f76a2.** You will need to enter the Incident ID on the post-mortem report.

Incident ID: 11026

Incident Name: Student Information System Data Breach

Agency Type and Name: School District - TORNILLO ISD

Discovery Date: 12/29/2024

(Schools Only) Breach of system security per 11.175 Texas Education Code: Yes

Incident Type: Compromised Account; Data Breach

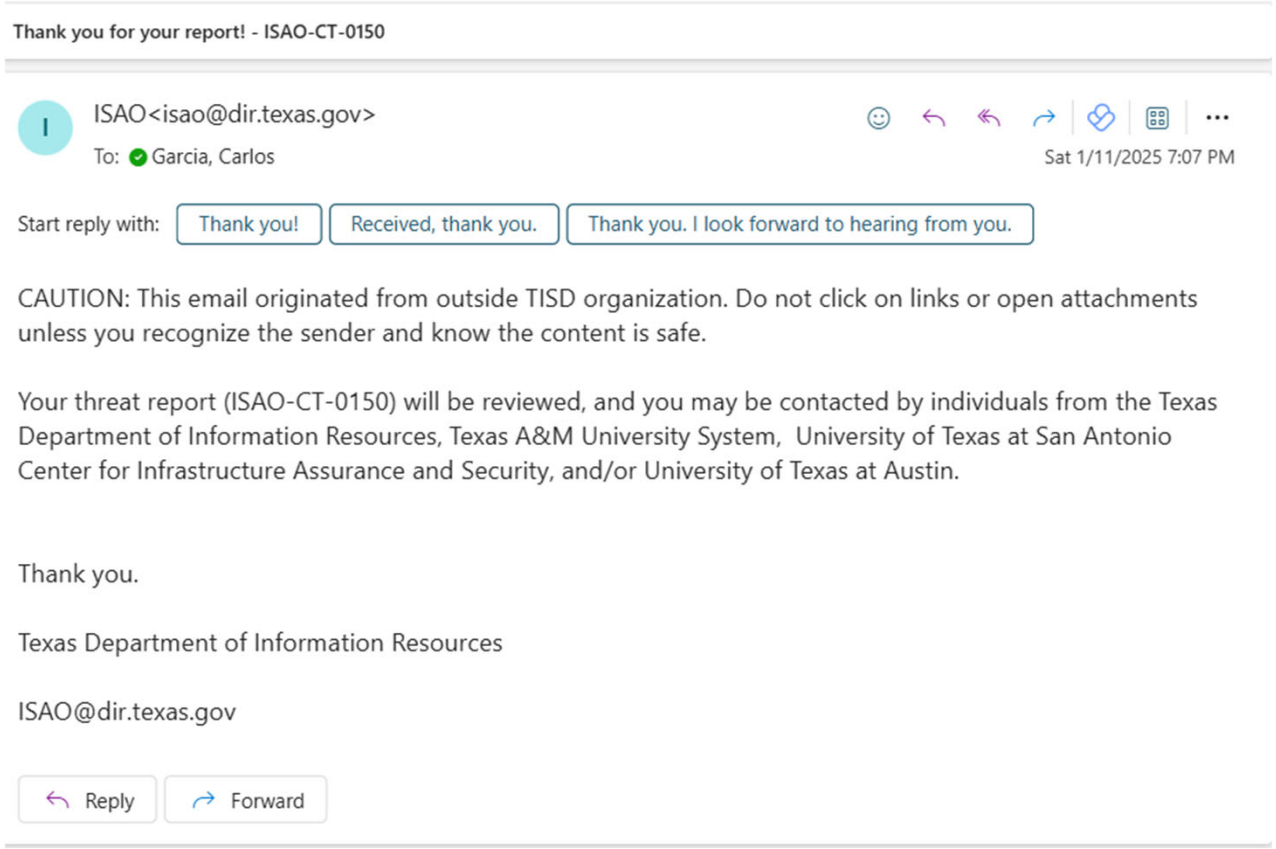
Incident Summary:

Reporting

Saturday - 1/11/2025

Texas DIR - SPECTRIM Portal

TISD Technology reports incident to various entities as required under Texas Education Code section 11.175



Thank you for your report! - ISAO-CT-0150

I

ISAO<isao@dir.texas.gov>

To: Garcia, Carlos

Sat 1/11/2025 7:07 PM

Start reply with: Thank you! | Received, thank you. | Thank you. I look forward to hearing from you.

CAUTION: This email originated from outside TISD organization. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Your threat report (ISAO-CT-0150) will be reviewed, and you may be contacted by individuals from the Texas Department of Information Resources, Texas A&M University System, University of Texas at San Antonio Center for Infrastructure Assurance and Security, and/or University of Texas at Austin.

Thank you.

Texas Department of Information Resources

ISAO@dir.texas.gov

Reply | Forward

Reporting

Saturday - 1/11/2025

FBI – IC3 Complaint

Internet Crime Complaint Center

Your IC3 Complaint

Submission ID:	c22ce2d01bcd4e959807c006e2650ad4
Date Filed:	1/11/2025 10:00:41 PM EST
Were you the one affected in this incident?	Yes

Your Contact Information

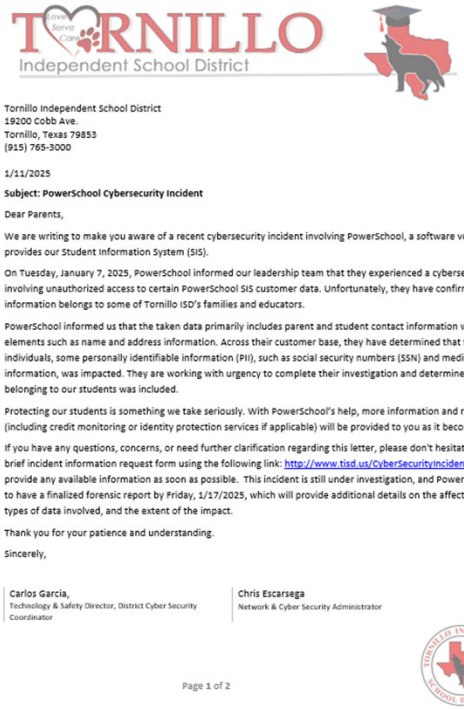
Name:	Carlos Garcia
Business Name:	Tornillo Independent School District
Phone Number:	9156374838
Email Address:	GarciaC@tisd.us

Complainant Information

Name:	Carlos Garcia
Age:	40 - 49
Address:	19200 Cobb Ave
Address (continued):	PO Box 170
City:	Tornillo
County:	Texas
Country:	United States of America
State:	Texas

Communication - Letters to Parent/Employees

Saturday - 1/11/2025



Tornillo Independent School District
19200 Cobb Ave.
Tornillo, Texas 79853
(915) 765-3000

1/11/2025

Subject: PowerSchool Cybersecurity Incident

Dear Parents,

We are writing to make you aware of a recent cybersecurity incident involving PowerSchool, a software vendor which provides our Student Information System (SIS).

On Tuesday, January 7, 2025, PowerSchool informed our leadership team that they experienced a cybersecurity incident involving unauthorized access to certain PowerSchool SIS customer data. Unfortunately, they have confirmed that the information belongs to some of Tornillo ISD's families and educators.

PowerSchool informed us that the taken data primarily includes parent and student contact information with data elements such as name and address information. Across their customer base, they have determined that for a portion of individuals, some personally identifiable information (PII), such as social security numbers (SSN) and medical information, was impacted. They are working with urgency to complete their investigation and determine whether PII belonging to our students was included.

Protecting our students is something we take seriously. With PowerSchool's help, more information and resources (including credit monitoring or identity protection services if applicable) will be provided to you as it becomes available.

If you have any questions, concerns, or need further clarification regarding this letter, please don't hesitate to submit a brief incident information request form using the following link: http://www.tisd.us/CyberSecurityincident. We will provide any available information as soon as possible. This incident is still under investigation, and PowerSchool expects to have a finalized forensic report by Friday, 1/17/2025, which will provide additional details on the affected users, the types of data involved, and the extent of the impact.

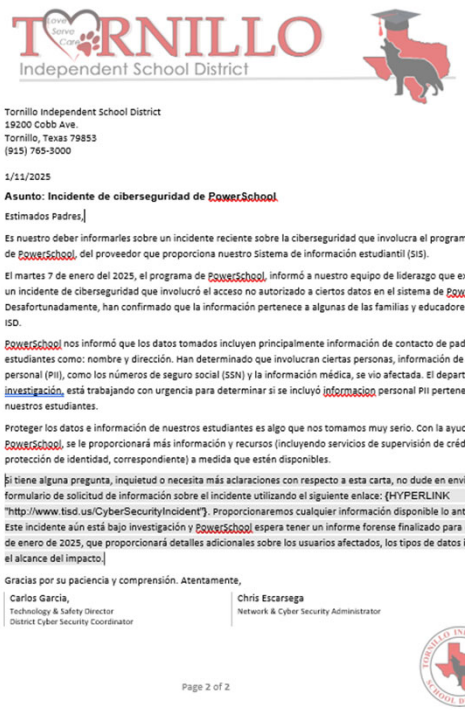
Thank you for your patience and understanding.

Sincerely,

Carlos Garcia,
Technology & Safety Director, District Cyber Security Coordinator

Chris Escarsega
Network & Cyber Security Administrator

Page 1 of 2



Tornillo Independent School District
19200 Cobb Ave.
Tornillo, Texas 79853
(915) 765-3000

1/11/2025

Asunto: Incidente de ciberseguridad de PowerSchool

Estimados Padres,

Es nuestro deber informarles sobre un incidente reciente sobre la ciberseguridad que involucra el programa de PowerSchool, del proveedor que proporciona nuestro Sistema de información estudiantil (SIS).

El martes 7 de enero del 2025, el programa de PowerSchool, informó a nuestro equipo de liderazgo que experimentaron un incidente de ciberseguridad que involucró el acceso no autorizado a ciertos datos en el sistema de PowerSchool SIS. Desafortunadamente, han confirmado que la información pertenece a algunas de las familias y educadores de Tornillo ISD.

PowerSchool nos informó que los datos tomados incluyen principalmente información de contacto de padres y estudiantes como: nombre y dirección. Han determinado que involucran ciertas personas, información de identificación personal (PII), como los números de seguro social (SSN) y la información médica, se vio afectada. El departamento de investigación, está trabajando con urgencia para determinar si se incluyó informacion personal PII perteneciente a nuestros estudiantes.

Proteger los datos e información de nuestros estudiantes es algo que nos tomamos muy serio. Con la ayuda de PowerSchool, se le proporcionará más información y recursos (incluyendo servicios de supervisión de crédito o protección de identidad, correspondiente) a medida que estén disponibles.

Si tiene alguna pregunta, inquietud o necesita más aclaraciones con respecto a esta carta, no dude en enviar un breve formulario de solicitud de información sobre el incidente utilizando el siguiente enlace: {HYPERLINK "http://www.tisd.us/CyberSecurityIncident"}. Proporcionaremos cualquier información disponible lo antes posible. Este incidente aún está bajo investigación y PowerSchool espera tener un informe forense finalizado para el viernes 17 de enero de 2025, que proporcionará detalles adicionales sobre los usuarios afectados, los tipos de datos involucrados y el alcance del impacto.

Gracias por su paciencia y comprensión. Atentamente,

Carlos Garcia,
Technology & Safety Director
District Cyber Security Coordinator

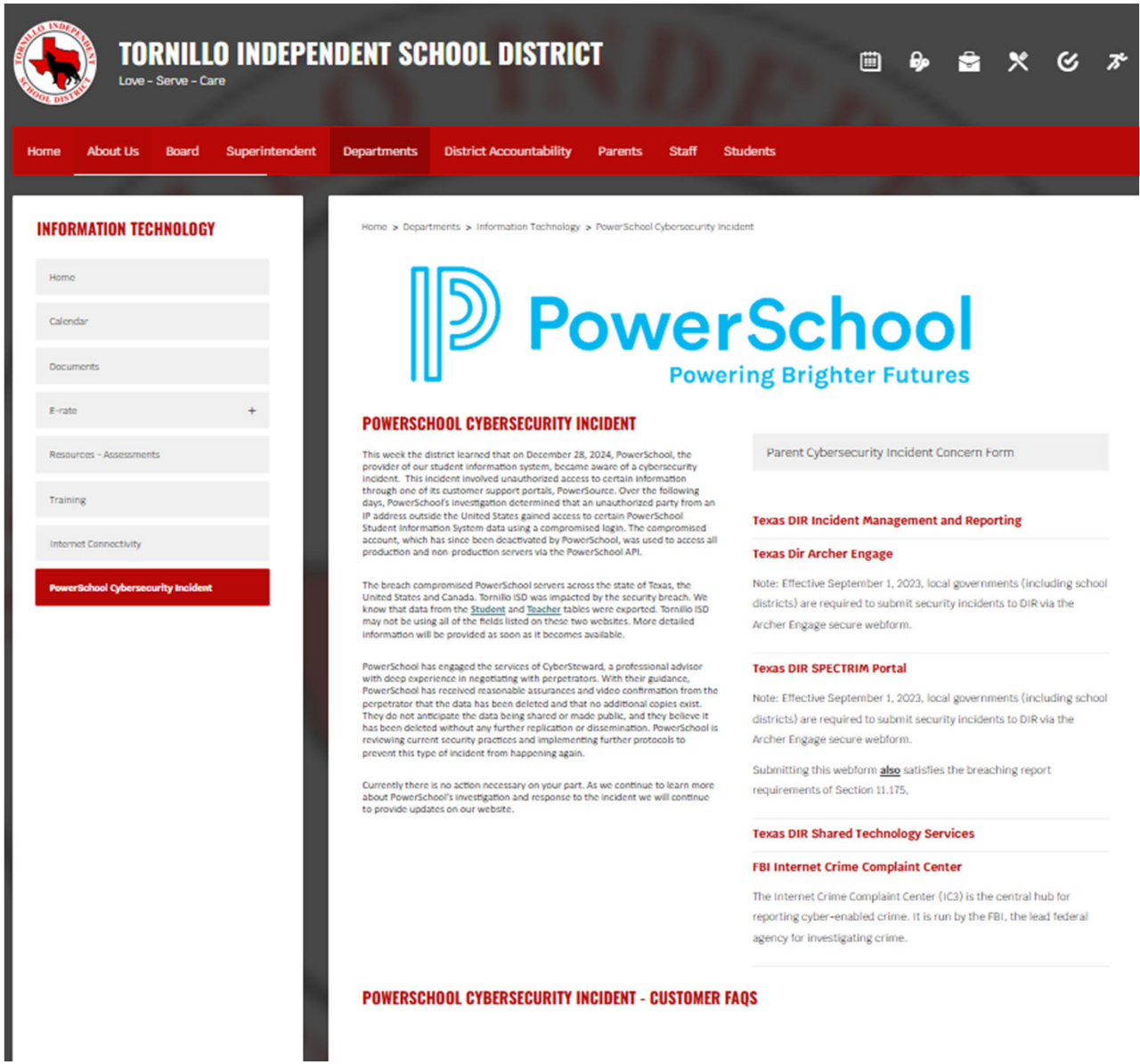
Chris Escarsega
Network & Cyber Security Administrator

Page 2 of 2

Communication - Website

Saturday - 1/11/2025

https://www.tisd.us/cybersecurityincident



Communication – Parent Incident Concern Contact Form

Sunday - 1/12/2025

https://forms.microsoft.com/r/3nerQX7Uzq?origin=lprLink

Parent Cybersecurity Incident Concern Contact Form (Formulario de Contactos para Padres)

Jan 12, 2025

For parents of one or more registered students at Tornillo ISD.

Para padres de uno o más estudiantes registrados en Tornillo ISD.

1. First Name/Nombre *

Enter your answer

2. Last Name/Apellido *

Enter your answer

3. Phone Number/Numero de Telefono *

Enter your answer

4. Email/Correo Electronico

Enter your answer

5. Are you the parent of one or more registered students at Tornillo ISD? ¿Es usted padre de uno o más estudiantes registrados en Tornillo ISD? *

Yes/Si

No/No

6. Please provide a brief summary of your questions or concerns. We will make every effort to contact you directly or invite you to a community meeting where we can address your questions as soon as the information from our SIS (Student Information System) provider becomes available.

Proporcione un breve resumen de sus preguntas o inquietudes. Haremos todo lo posible para comunicarnos con usted directamente o invitarlo a una reunión comunitaria donde podamos abordar sus preguntas tan pronto como la información de nuestro proveedor SIS (Sistema de información estudiantil) esté disponible. *

Enter your answer

Timeline

Date	
Tuesday, 1/7/2025	• PowerSchool sends notification to all customers.
Wednesday, 1/8/2025	• PowerSchool hosts incident overview webinar
Thursday, 1/9/2025	• PowerSchool provides sample data breach notification letters for parents and educators.
Friday, 1/10/2025	• PowerSchool confirms Tornillo ISD was impacted by security breach. • TISD Technology prepares data breach letter drafts – prepare district letterhead, adds additional contact information instructions, translate to Spanish, emails to legal and cabinet for review, feedback, and approval.
Saturday, 1/11/2025	• TISD Technology reports incident to various entities as required under Texas Education Code section 11.175 - Texas DIR Archer Engage and Texas DIR SPECTRIM, and FBI IC3 • TISD Technology creates cyber security incident website, public notification, FAQ section, reporting entities and other resources.
Sunday, 1/12/2025	• TISD Technology created online incident concern contact form. Added link to TISD Cyber Security site.
Monday, 1/13/2025	• Legal team approves letter. • TISD Technology meets with leadership • TISD campuses sends out Data Breach Letters to parent home. • TISD Technology sends Data Breach Letter via email to employees.
Friday, 1/17/2025	• PowerSchool is expected to publish CrowdStrike's finalized forensic report.

Next Steps

- Respond to any individual concerns directly or through scheduled meetings.
- Provide more information and resources (including credit monitoring or identity protection services if applicable) as it becomes available.

Cybersecurity Roadmap

- Review all existing and future service provider contracts incorporate cybersecurity measures that clearly defines the provider's responsibility to protect sensitive data.
- Incorporate Service Provider evaluation & assessment as part of our Yearly Cyber Security Vulnerability Assessments.

- Examples of Controls and Safeguards
  - Backups
  - SSL Encryption
  - MFA Options
  - Business Continuity Plans
  - PII (Personal Identifiable Information)

Questions?

Tornillo
Independent School District

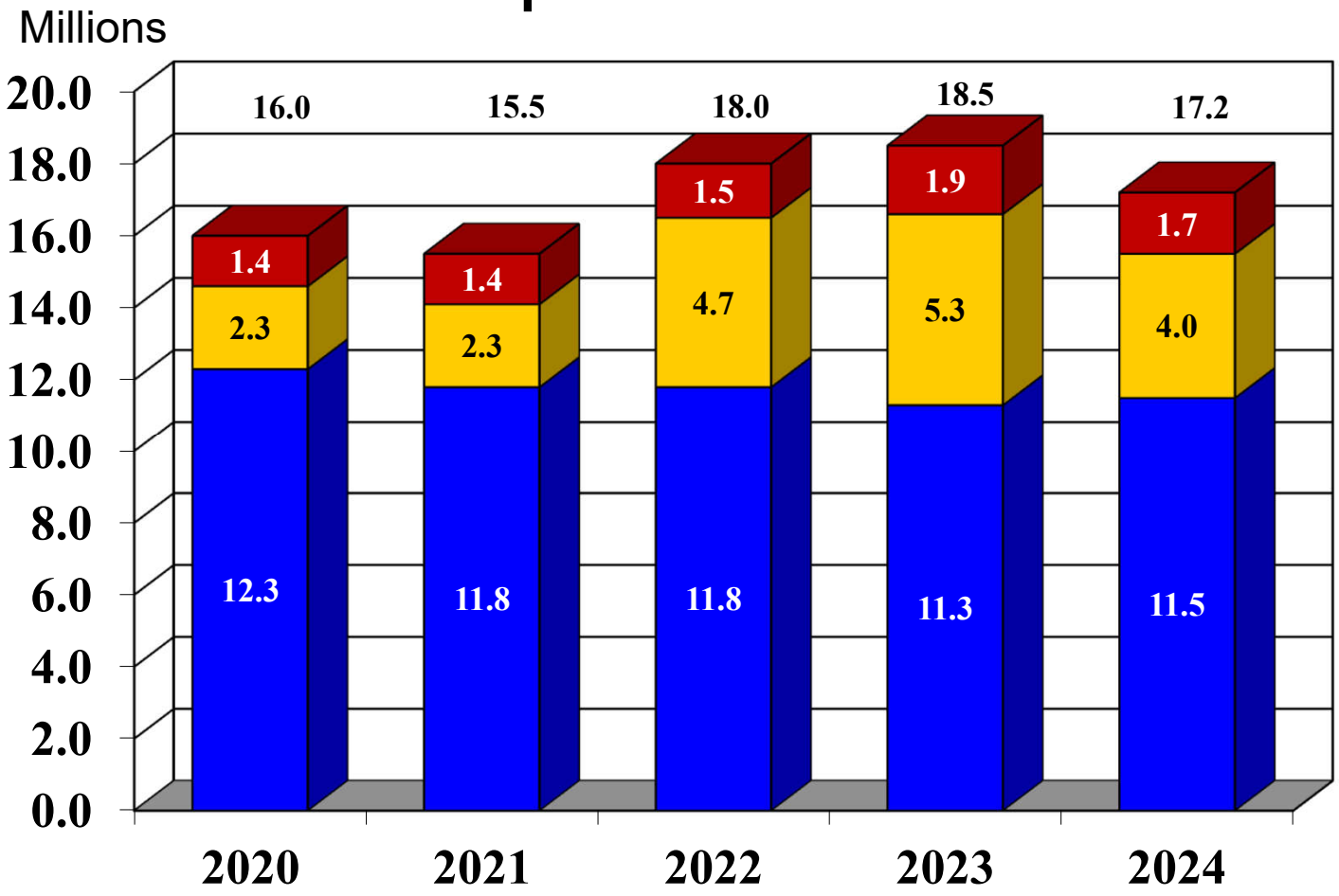
Annual Financial Report

August 31, 2024

GRP
GIBSON RUDDOCK PATTERSON LLC
certified public accountants

Tornillo Independent School District

Comparison of District Revenue



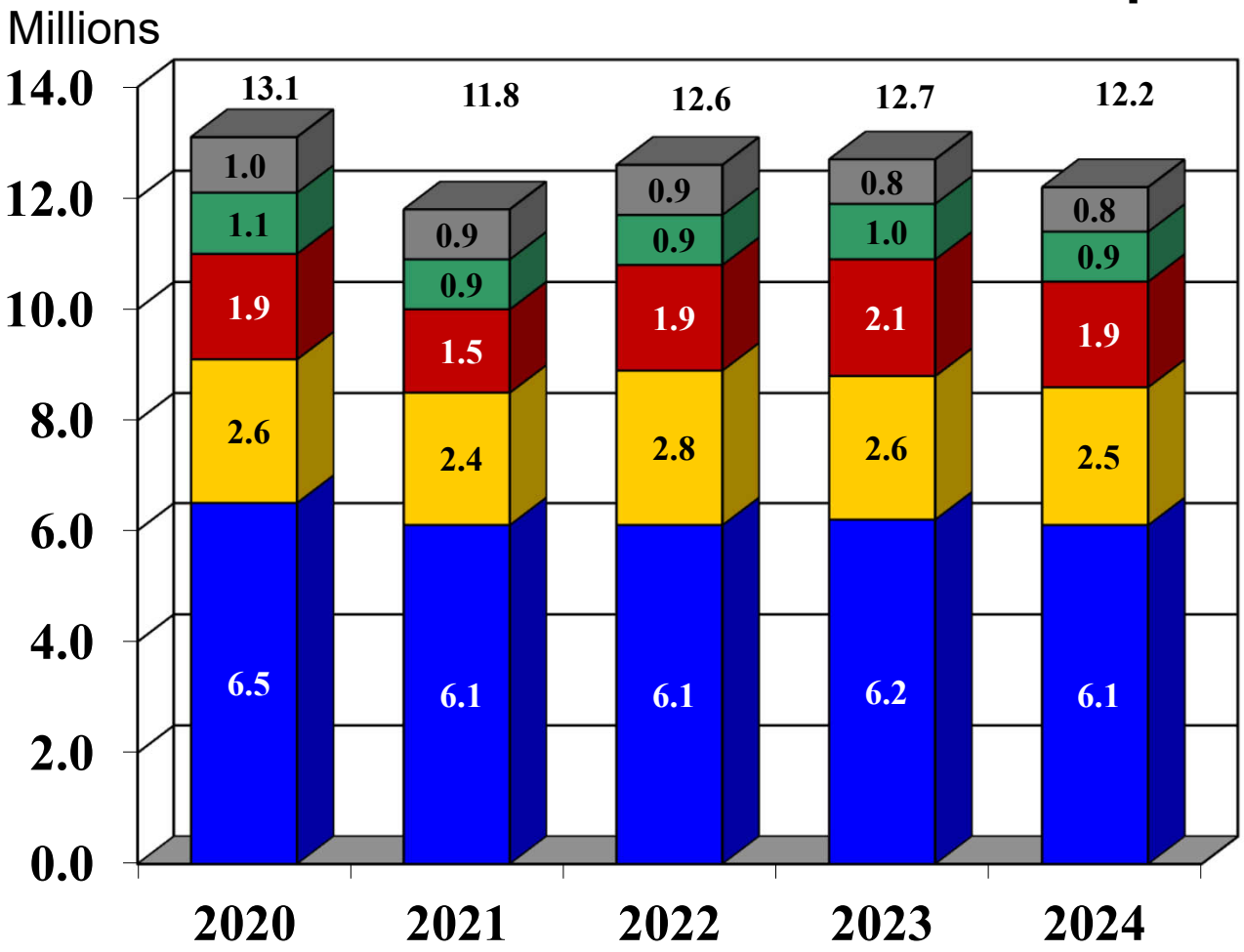
569

This information is based on extracts from the annual reports and is not intended to present complete financial information

GRP
GIBSON RUDDOCK PATTERSON LLC
certified public accountants

Tornillo Independent School District

General Fund Expenditures*



This information is based on extracts from the annual reports and is not intended to present complete financial information

*Does not include debt service (7X) or capital outlay (81).

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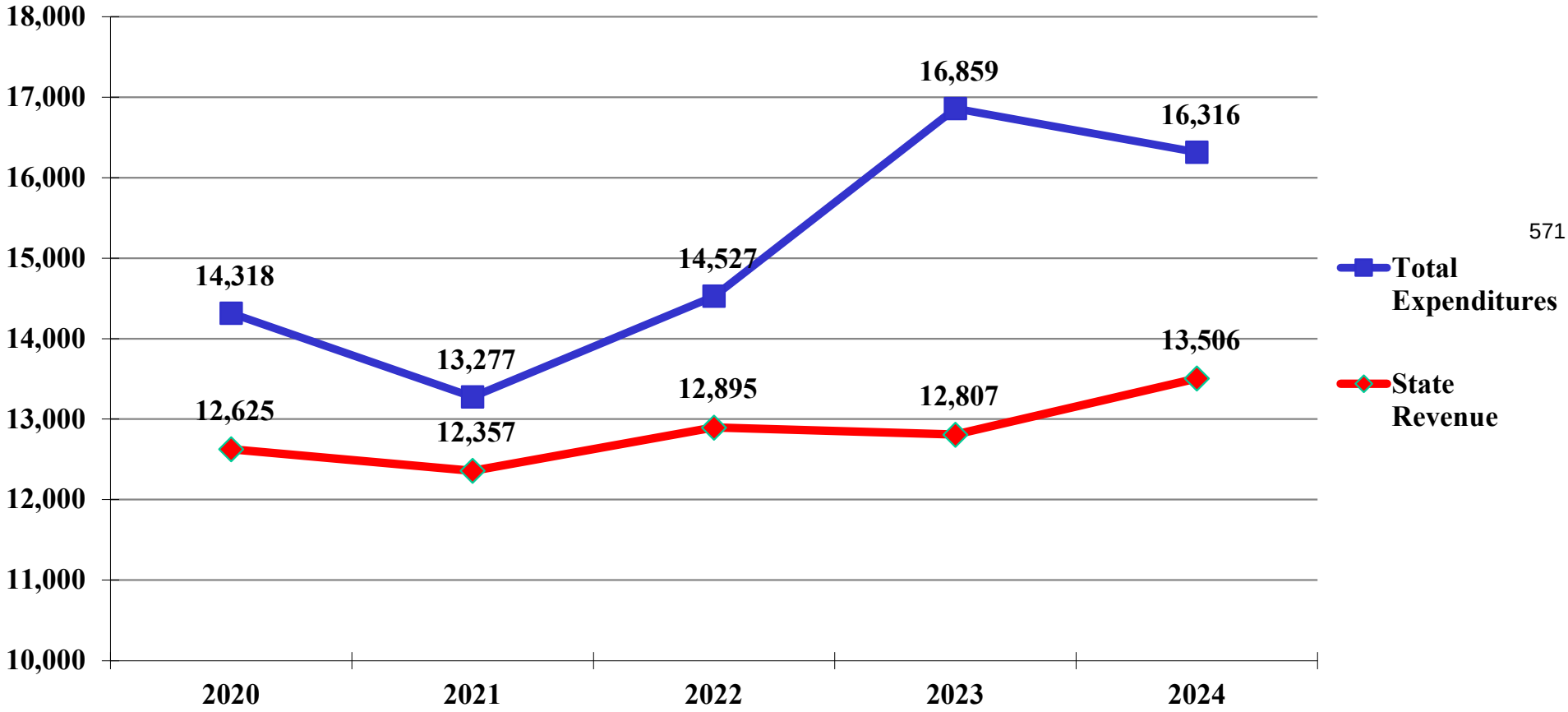
Tornillo Independent School District

General Fund Per Pupil Expenditures & State Revenue



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Does not include child nutrition fund

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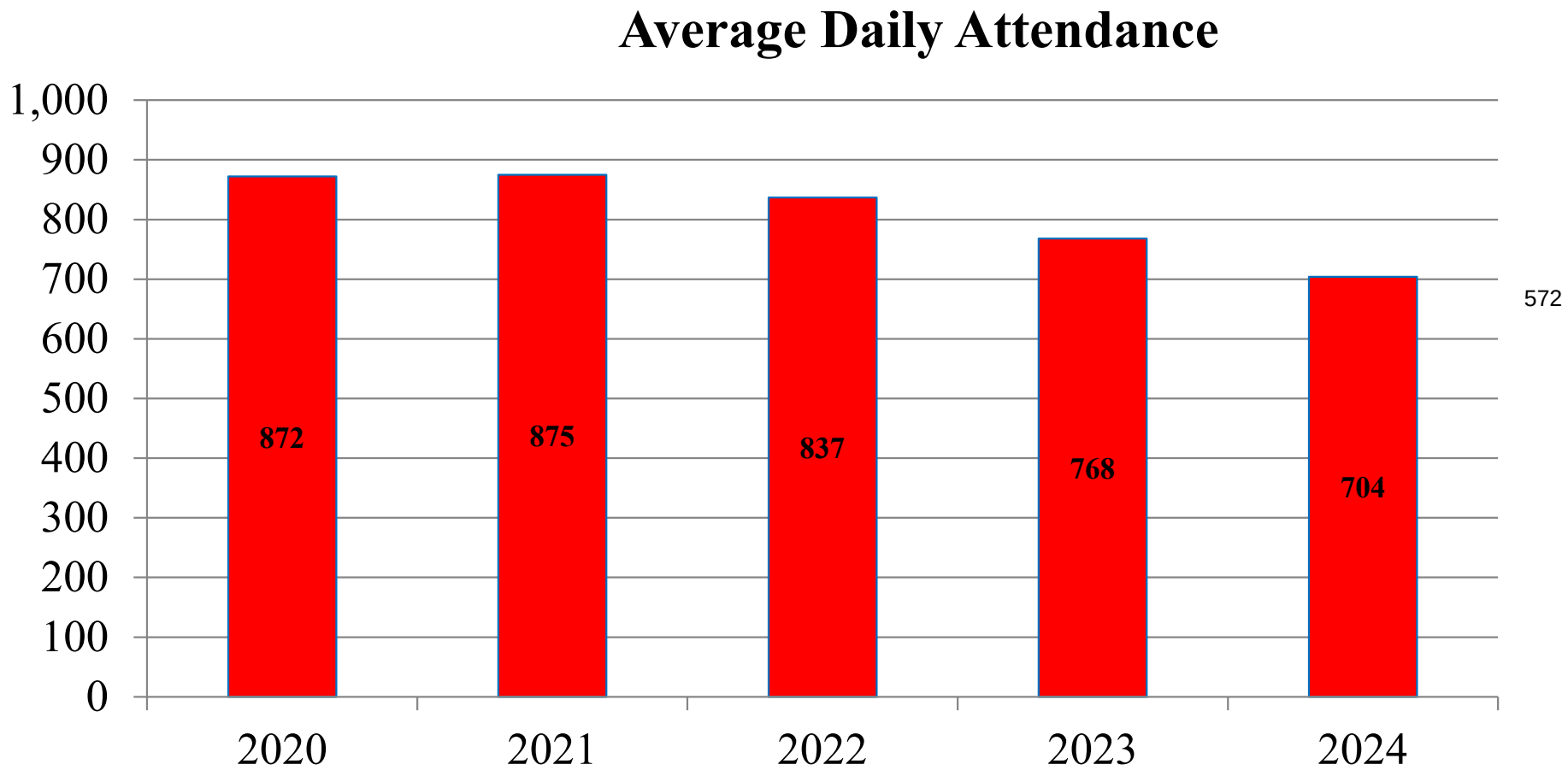
Tornillo Independent School District



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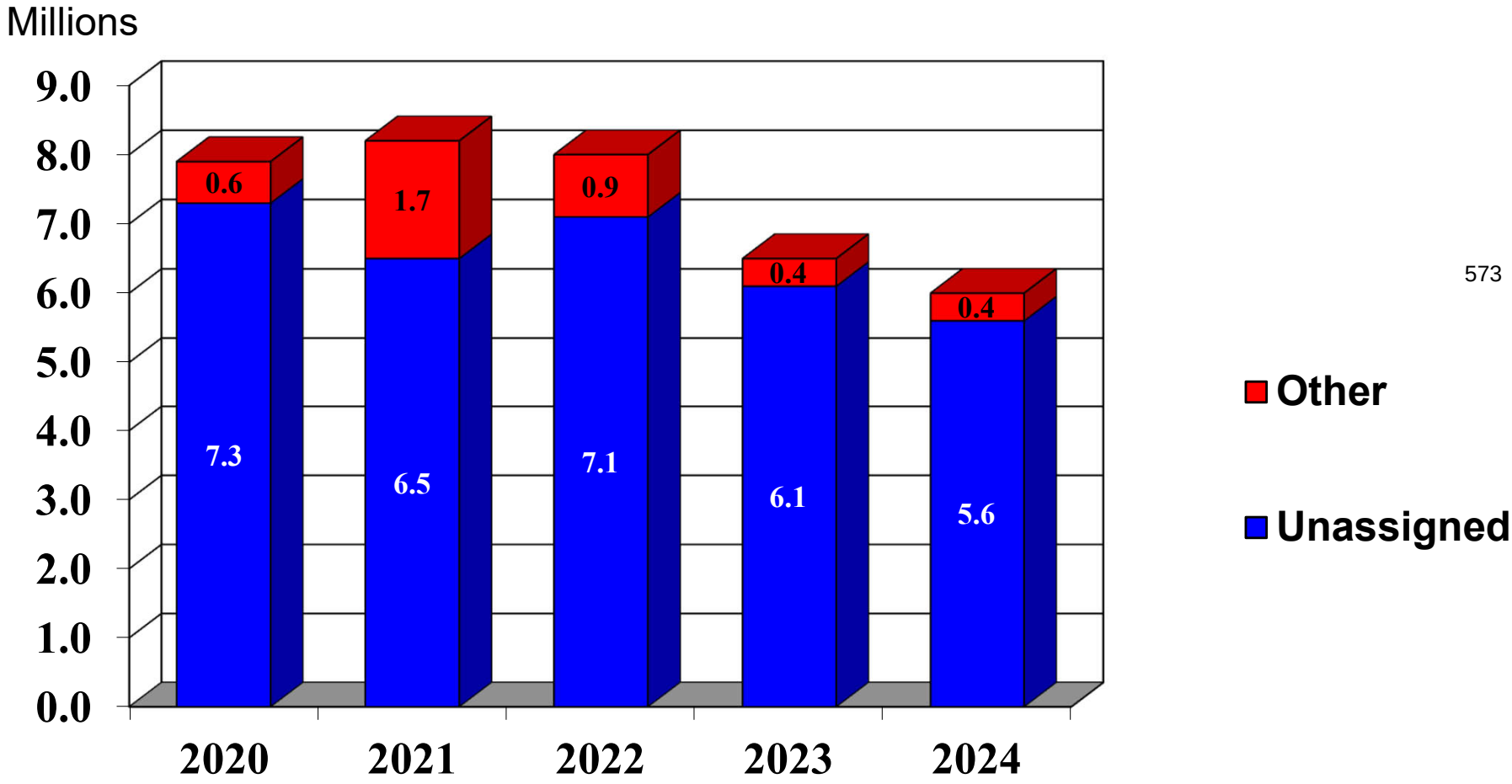
Tornillo Independent School District

General Fund - Fund Balance



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TORNILLO INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL AND COMPLIANCE REPORTS

FOR THE YEAR ENDED AUGUST 31, 2024

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TORNILLO INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL AND COMPLIANCE REPORTS
FOR THE YEAR ENDED AUGUST 31, 2024

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TORNILLO INDEPENDENT SCHOOL DISTRICT

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CERTIFICATE OF BOARD

Tornillo Independent School District	El Paso County	071-908
Name of School District	County	Co.-Dist. Number

We, the undersigned, certify that the attached annual financial reports of the above named school district were reviewed and (check one) _____ approved_____ disapproved for the year ended August 31, 2024, at a meeting of the board of trustees of such school district on the __th day of January 2025.

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_____ _____

Signature of Board Secretary Signature of Board President

If the board of trustees disapproved of the auditor's report, the reason(s) for disapproving it is(are):

(attach list as necessary)

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FINANCIAL SECTION

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Independent Auditor's Report

To the Board of Trustees
Tornillo Independent School District

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Tornillo Independent School District (District) as of and for the year ended August 31, 2024, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of August 31, 2024, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the budgetary comparison information, and the pension and other post employment benefits information on pages 9 through 18 and 75 through 88 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

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Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying combining and individual nonmajor fund financial statements and schedule of expenditures of federal awards, as required by *Title 2* U.S. Code of Federal Regulations *Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the combining and individual nonmajor fund financial statements and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the required TEA schedules but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January _____, 2025, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

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Gibson Ruddock Patterson LLC
El Paso, Texas
January____, 2025

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MANAGEMENT'S DISCUSSION AND ANALYSIS

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MANAGEMENT'S DISCUSSION AND ANALYSIS

In this section of the Annual Financial and Compliance Report, we the managers of Tornillo Independent School District, discuss and analyze the District's financial performance for the fiscal year ending August 31, 2024. Please read it in conjunction with the District's financial statements, which follow this section.

USING THIS REPORT

This annual report consists of a series of financial statements. The government-wide financial statements include the Statement of Net Position and the Statement of Activities, which provide information about the activities of the District as a whole, present a longer-term view of the District's property and debt obligations and other financial matters. They reflect the flow of total economic resources in a manner similar to the financial reports of a business enterprise.

Fund Financial statements report the District's operations in more detail than the government-wide statements by providing information about the District's most significant funds. For governmental activities, these statements tell how services were financed in the short term as well what resources remain for future spending. They reflect the flow of current financial resources and supply the basis for tax levies and the appropriations budget. The remaining statements, fiduciary statements, provide financial information about the activities for which the District acts solely as a trustee custodial of funds that benefits students and others.

The notes to the financial statement provide narrative explanations or additional data needed for full disclosure in the government-wide statements or the fund financial statements.

The combining statements for non-major funds contain additional information about the District's individual funds. The sections labeled TEA Required Schedules and Federal Awards Section contain data used by monitoring or regulatory agencies for assurance that the District is using funds in compliance with the terms of grants.

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Reporting the District as a Whole

The Statement of Net Position and the Statement of Activities

The primary purpose of the analysis of the District's overall financial condition and operations is to show whether the District is better off or worse off as a result of the year's activities. The Statement of Net Position includes all the District's assets, deferred outflows of resources, deferred inflow of resources and liabilities at the end of the year while the Statement of Activities includes all the revenues and expenses generated by the District's operations during the year. These apply the accrual basis of accounting which is the basis used by private sector companies.

All of the current year's revenues and expenses are considered regardless of when cash is received or paid. The District's revenues are divided into those provided by outside parties who share the costs of some programs, such as grants provided by the U.S. Department of Education to assist children with disabilities from disadvantaged backgrounds (program revenues), and revenues provided by the taxpayers or by TEA in equalization funding processes (general revenues). All the District's assets are reported whether they serve the current year or future years. Liabilities are considered regardless of whether they must be paid in the current or future years.

These two statements report the District's net position and changes in them. The District's net position (the difference between assets plus deferred outflows of resources and liabilities plus deferred inflows of resources) provide one measure of the District's financial health, or financial position. Over time, increases or decreases in the District's net position are one indicator of whether its financial health is improving or deteriorating. To fully assess the overall health of the District, however, non-financial factors should be considered, such as changes in the District's average daily attendance or the property tax base and the condition of the District's facilities.

Governmental activities - Most of the District's basic services are reported here, including the instruction, counseling, co-curricular activities, food services, transportation, maintenance, community services, and general administration. Property taxes, tuition, fees, and state and federal grants finance most of these activities.

Reporting the District's Most Significant Funds Fund Financial Statements

The fund financial statements provide detailed information about the most significant funds, not the District as a whole. Laws and contracts require the District to establish some funds, such as grants received under Every Student Succeeds Act (ESSA) from the U.S. Department of Education. The District's administration establishes many other funds to help it control and manage money for particular purposes (i.e., campus activities).

All of the District's basic services are reported in governmental funds. These funds use modified accrual accounting (a method that measures the receipt and disbursement of cash and all other financial assets that can be readily converted to cash) and report balances that are available for future spending. The governmental fund statements provide a detailed short-term view of the District's general operations and the basic services it provides. We describe the differences between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds in reconciliation schedules following each of the fund financial statements.

The District as Trustee

Reporting the District's Fiduciary Responsibilities

The District is the trustee, or fiduciary, for money raised by student activities which is reported in the Statement of Changes in Fiduciary Net Position. All of the District's fiduciary activities are reported in separate Statements of Fiduciary Net Position. We exclude these resources from the District's other financial statements because the District cannot use these assets to finance its operations. The District is only responsible for ensuring that the assets reported in these funds are used for their intended purposes.

FINANCIAL HIGHLIGHTS

Total assets and total deferred outflows and resources of the Tornillo Independent School District exceeded its liabilities and deferred inflows of resources for fiscal year 2024 by $10,606,751 (net position). Total Net Position of the District decreased from $11,470,373 in fiscal year 2023 to $10,606,751 at year- end 2024. Of this total amount, unrestricted decreased by $734,058 from ($1,876,429) to ($2,610,487).

Total revenues decreased $1,195,818 from $18,074,583 in fiscal year 2023, to $16,878,765 in fiscal year 2024. Total expenses increased $241,818 from $17,500,570 to $17,742,388. Revenues decreased due to decrease in property tax revenue, less foundation funds and Covid Related grants expiring and less indirect cost charged to grants. Increase in expenditures are due to assigned fund balance expenditures incurred

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during the fiscal year.

The District's governmental funds financial statements reported a combined ending fund balance in fiscal year 2024 of $6.24 million. The combined ending fund balance of the District decreased from $6.84 million in fiscal year 2023 to $6.24 million in fiscal year 2024. Of this total amount, $25,155 is Nonspendable, $381,570 is Restricted, $84,072 is Committed, $162,589 is Assigned and $5,588,195 is Unassigned and is available for spending at the District's discretion.

The fund balance in the Debt Service Fund is $166,234. For fiscal year 2024, a combined tax rate of $1.1377 per $100 valuation is comprised of an Interest and Sinking tax rate of $0.4689 and a Maintenance and Operations tax rate of $0.6688.

During the fiscal year 2024, $279,928 was assigned to continue funding the COPS grant cash match in the amount of $39,722 and for the gym to cafeteria conversion project in the amount of $240,206. As of August 31, 2024, the assigned fund balance was $162,589 as the gym conversion project was completed.

On August 31,2024, the committed fund balance was $84,072, no expenditures were paid out of committed funds in fiscal year 2024.

The District scored 84 out of 100 possible points for 2023-2024 Financial Integrity Rating System of Texas (FIRST) based on 2022-2023 data, which resulted in a "Above Standard" rating.

Government-Wide Financial Analysis

Our analysis of comparative balances and changes therein compares both current and prior year data and discuss significant changes in the accounts. Our analysis focuses on the net position (Table I) and changes in net position (Table II) of the District's governmental activities.

Net position of the District decreased from $11,470,374 in fiscal year 2023 to $10,606,751 in 2024.

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Table I
The District's Net Position
(in thousands)

Governmental & Other
Business-Type Activities

	2023	2024
Current and Other Assets	$9,890	$7,460
Capital Assets	28,156	27,309
Non-Current Assets	-	192
Total Assets	38,047	34,961
Deferred Outflows of Resources	4,455	4,219
Total Assets and Deferred Outflows	42,502	39,180
Current Liabilities	2,888	1,077
Long Term Liabilities	23,102	23,019
Total Liabilities	25,990	24,096
Deferred Inflows of Resources	5,042	4,477
Total Liabilities and Deferred Inflows	31,032	28,573
Net Positions:		
Invested in capital assets, net of related debt	12,922	12,864
Restricted	424	353
Unrestricted	(1,876)	(2,610)
Total Net Position	$11,470	$10,607

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Changes in Net Position

The District's total revenues were $16.87 million. A significant portion, 53 percent, of the district's revenues comes from state aid formula grants. Approximately 6 percent comes from taxes. The remaining 41 percent comes from investment earnings, federal grants and miscellaneous services. (See figure A-1 below.)

Figure A-1 Sources of Revenues for Fiscal Year 2024

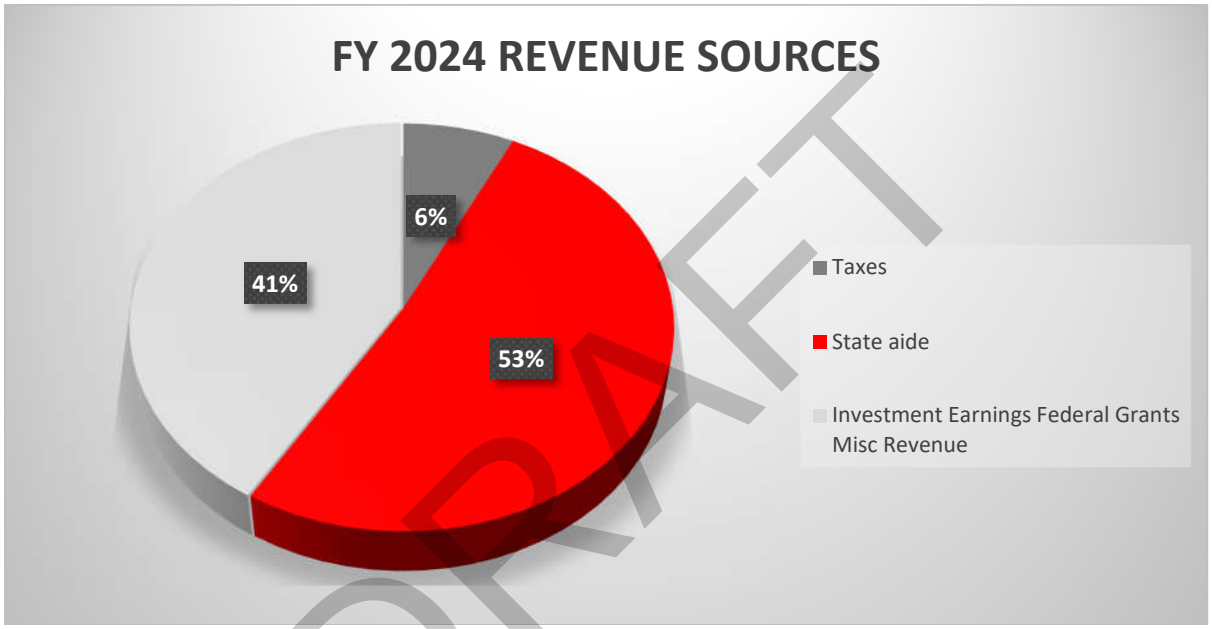

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Table II
Changes In Net Position
(in thousands)
Governmental
Activities

Revenues:	2023	2024
Program Revenues:		
Charges for Services	$153	$190
Operating Grants and Contributions	6,955	6,428
Capital Grants and Contributions	49	-
General Revenues:		
Maintenance & Operations Taxes	884	599
Debt Service Taxes	418	389
State Aid-Formula Grants	9,218	8,898
Investment Earnings	335	336
Miscellaneous Revenue	62	44
Special Item-Loss in Disposal of Assets	0	(5)
Total Revenues	18,074	16,879
Expenses:		
Instruction, curriculum and media services	9,486	9,680
Instructional and school leadership	1,141	953
Student support services	960	948
Food Services	956	985
Co-curricular activities	679	699
General Administration	803	787
Plant maintenance, security, and data processing	2,841	3,116
Community services	228	177
Debt service	387	381
Other Intergovernmental Charges	19	16
Total Expenses	17,500	17,742
Increase (decrease) in net position	574	(863)
Beginning net position	10,896	11,470
Ending Net Position	$11,470	$10,607

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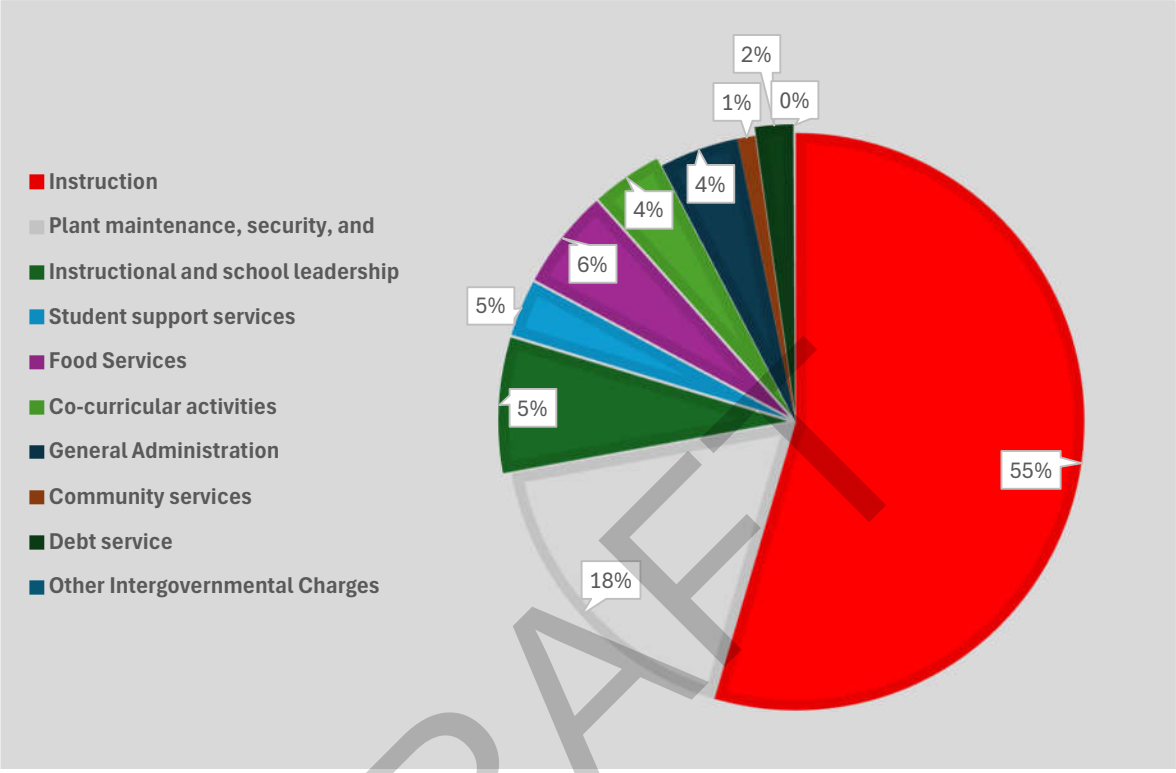
The total cost of all programs and services was $17.7 million. 55 percent of these costs were for instructional student services. 5 percent for all programs and services cost was for instructional and school leadership and 18 percent was for plant maintenance, security and data processing services.



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THE DISTRICT'S FUNDS

As the District completed the year, its governmental funds reported combined fund balances of $6.24 million which decreased from last year's total of $6.8 million.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At the end of 2024, the District had $27,308,905 invested in a broad range of capital assets. Current year capital assets additions were 3rd phase of perimeter rockwall fencing at the Tornillo High School, playground equipment and the finishing touches to the gym to cafeteria conversion project.

Debt

At year-end, the District had $13.7 million in bonds outstanding versus $14.6 million last year. Debt Service requirements are normally due in February (Principal) and August (Interest) of every year. For the period ending August 31, 2024, the bond debt payments made were in the amount of $1,285,698. The principal portion paid for the year was $849,700 and interest paid was $435,998.

OTHER RECIEVABLES

The District entered into a lease agreement with Region 19 Education Service Center leasing the elementary building for a term of 10 years with a monthly payment of $2,400. During fiscal year 2024, the District recognized $22,954 in lease revenue and $10,373 in interest revenue for the lease. As of August 31, 2024, the District reported a total receivable of $211,113 with a current portion of $19,310 and a noncurrent portion of $191,803 and a related deferred inflow of resources totaling $206,586, which will be recognized as revenue over the lease term.

BUDGETARY HIGHLIGHTS

GASB Statement 34 required that we provide a discussion on significant variances between the district's original budget, final budget, and actual expenditures, and the impact of these variances on the District's/department's future liquidity.

General Fund. The FY 2024 budget was developed by balancing challenges of an increase in operational cost and maintaining an adequate fund balance reserve to ensure financial stability. The most significant fund for the District is the General Fund, funded primarily through state aide and property tax revenue.

Over the course of the year, the District approved several budget amendments. These amendments increased the function and included:

- Function 11 – Budget amendment in function 11 was to Teacher Incentive Allotment ($229,450);
- Function 13- Budget amendment in function 13 was for PD for Teacher Incentive Allotment ($9,745);
- Function 21 – Budget amendment to cover short fall in salary and fringe benefits under-budgeting ($9,700);
- Function 23 – cover short fall in salary and fringe benefits under budgeting and TRS on behalf payments ($28,396);
- Function 35 – Increase due to the awarded chain supply grant and fund balance to cover increase food costs ($66,820);
- Function 52 – The allocation for COPS grant match and TRS on behalf payments ($39,721);
- Function 81 – Amendment related to continuing construction project from assigned fund balance (240,206).

Budget amendments that increase or decrease the amount in a function are presented to the Tornillo ISD Board of Trustees for approval.

Exhibit G-1 of the financial statements includes a Statement of Revenues, Expenditures, and Changes in Fund Balance report that compares original and final budget amounts to actual amounts as of year-end close. The final column of the report lists the variance as compared to the final budget.

At the end of the fiscal year, the District's actual revenues of $11,703,907 were in line with final projected revenues of $11,638,777.

The District's expenditure as compared to the final budget include six negative variances.

- Function 13- Instructional Resources and Media Services - Underestimation for TRS on Behalf and fringe benefits throughout the year ($298)
- Function 21- Leadership- underestimation of salaries and benefits (1,897)
- Function 23 – School Leadership- GASB 87 new right-to-use asset ($23,827)
- Function 35 – Child Nutrition-Year-end inventory adjustments and increased food costs ($10,161)
- Function 41- General Administration - GASB 87 new right-to-use asset and underestimation of

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salary and benefits (31,172)

- Function 72-Debt Service interest- Overage was due to year end entries related to new-right-to use asset (2,050)

The variances listed above will not impact future services or liquidity.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET AND RATES

The District's student population continues to show a decrease over previous years. Due to the District's proximity to the Border, it is not unusual to see students return to their country of origin especially during the last couple of years in which the wave of violence has decreased in our neighboring city of Cd. Juarez, Mexico. In addition, several families have moved out of the District into neighboring school districts or have relocated to the Midland area seeking employment opportunities in the oil industry. With historic enrollment trends in mind, the Board of Trustees and Administration continue to use a conservative budget approach to ensure next year's budget is balanced. Other areas such as staffing ratios and attendance projections are considered during the budget development process.

Fiscal year 2024-2025 began with District facing additional challenges in the labor market, supply chain, and inflation due to the post pandemic normal. Overall, labor force and the district's location have presented a challenge in filling vacancies for instructional, administrative, and auxiliary staff. Retention stipends have been made available to keep and attract employees. Additionally, the District has offered two $1000 retention stipends for all employees offered on December 2024 and potentially in May 2025. The financial condition of the District continues to be strong.

Our Board adopts its budget using conservative Average Daily Attendance estimates and assessed taxable property values. For 2024-2025 the district maintained its local Maintenance and Operations tax rate to $0.6669 due to state tax rate compression after passing Senate Bill 2. Increasing homestead exemption from $100,000 and tax rate compression shifted funding from local to state share from which the District currently qualifies for approximately 93% funding by the state foundation and with the remaining 7% satisfied through the property taxes. It has long been the Board's objective to maintain a significant fund balance to make new construction and/or renovations to existing structures, should the need arise and provide salary incentives to keep a qualified workforce.

The Interest and Sinking tax rate will be maintained at the rate of $0.4689 during the current year in order to meet the debt obligations. The Maintenance and Operation tax rate has decreased due to increase of property values and reduced tax rate as required by Senate Bill 2 tax compression to $0.6669 per every hundredth valuation for a combined tax rate of $1.1358.

The District continues to apply and qualify for various Federal Program Grants that assist in the enhancement of education for students identified with special needs. These funds constitute a significant portion of our operating budget.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have any questions about this report or need additional financial information, contact the District's Business Office, at Tornillo Independent School District, 19200 Cobb Avenue, Tornillo, Texas.

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BASIC FINANCIAL STATEMENTS

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TORNILLO INDEPENDENT SCHOOL DISTRICT
STATEMENT OF NET POSITION
AUGUST 31, 2024

Data Control Codes		Primary Government Governmental Activities
ASSETS		
1110	Cash and Cash Equivalents	$ 4,440,801
1220	Property Taxes - Delinquent	184,100
1230	Allowance for Uncollectible Taxes	(8,968)
1240	Due from Other Governments	2,789,613
1290	Other Receivables, Net	27,368
1300	Inventories	20,082
1410	Prepayments	7,779
	Capital Assets:	
1510	Land	7,243
1520	Buildings, Net	26,570,575
1530	Furniture and Equipment, Net	648,246
1550	Right-to-Use Lease Assets, Net	82,841
1990	Lease Receivable - Non-Current	191,803
1000	Total Assets	34,961,483
DEFERRED OUTFLOWS OF RESOURCES		
1701	Deferred Charge for Refunding	310,470
1705	Deferred Outflow Related to TRS Pension	2,568,042
1706	Deferred Outflow Related to TRS OPEB	1,340,037
1700	Total Deferred Outflows of Resources	4,218,549
LIABILITIES		
2110	Accounts Payable	422,848
2140	Interest Payable	35,401
2150	Payroll Deductions and Withholdings	95,719
2160	Accrued Wages Payable	369,868
2177	Due to Fiduciary Funds	189
2180	Due to Other Governments	17,968
2300	Unearned Revenue	135,477
	Noncurrent Liabilities:	
2501	Due Within One Year: Bonds and Leases	903,521
	Due in More than One Year:	
2502	Bonds, Leases and Unamortized Premium	13,712,380
2540	Net Pension Liability (District's Share)	6,088,694
2545	Net OPEB Liability (District's Share)	2,314,522
2000	Total Liabilities	24,096,587
DEFERRED INFLOWS OF RESOURCES		
2602	Deferred Gain on Refundings	153,398
2603	Deferred Inflow Related to Lease	206,586
2605	Deferred Inflow Related to TRS Pension	256,915
2606	Deferred Inflow Related to TRS OPEB	3,859,795
2600	Total Deferred Inflows of Resources	4,476,694
NET POSITION		
3200	Net Investment in Capital Assets and Right-to-Use Lease Assets	12,864,262
	Restricted:	
3820	Restricted for Federal and State Programs	177,528
3850	Restricted for Debt Service	173,371
3870	Restricted for Campus Activities	2,077
3900	Unrestricted	(2,610,487)
3000	Total Net Position	$ 10,606,751

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The notes to the financial statements are an integral part of this statement.

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TORNILLO INDEPENDENT SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED AUGUST 31, 2024

Data Control Codes		1	Program Revenues 3	4	Net (Expense) Revenue and Changes in Net Position 6
		Expenses	Charges for Services	Operating Grants and Contributions	Primary Gov. Governmental Activities
Primary Government:					
	GOVERNMENTAL ACTIVITIES:				
11	Instruction	$ 7,984,449	$ 57,147	$ 2,015,115	$ (5,912,187)
12	Instructional Resources and Media Services	175,072	-	10,191	(164,881)
13	Curriculum and Instructional Staff Development	1,520,244	-	1,213,555	(306,689)
21	Instructional Leadership	118,754	-	6,564	(112,190)
23	School Leadership	834,647	1,368	72,769	(760,510)
31	Guidance, Counseling, and Evaluation Services	388,935	-	112,040	(276,895)
32	Social Work Services	38,155	-	36,638	(1,517)
33	Health Services	188,145	-	30,275	(157,870)
34	Student (Pupil) Transportation	332,873	-	14,683	(318,190)
35	Food Services	985,450	97,921	783,827	(103,702)
36	Extracurricular Activities	698,593	3,615	2,075	(692,903)
41	General Administration	787,431	21,884	400,898	(364,649)
51	Facilities Maintenance and Operations	1,867,085	-	309,073	(1,558,012)
52	Security and Monitoring Services	708,853	-	317,276	(391,577)
53	Data Processing Services	540,223	8,206	17,625	(514,392)
61	Community Services	176,456	-	160,811	(15,645)
72	Debt Service - Interest on Long-Term Debt	378,840	-	813,878	435,038
73	Debt Service - Bond Issuance Cost and Fees	2,200	-	-	(2,200)
81	Capital Outlay	-	-	110,700	110,700
99	Other Intergovernmental Charges	15,983	-	-	(15,983)
[TP]	TOTAL PRIMARY GOVERNMENT:	$ 17,742,388	$ 190,141	$ 6,427,993	(11,124,254)

Data Control Codes		
	General Revenues:	
	Taxes:	
MT	Property Taxes, Levied for General Purposes	599,056
DT	Property Taxes, Levied for Debt Service	389,002
SF	State Aid - Formula Grants	8,897,635
IE	Investment Earnings	336,026
MI	Miscellaneous Local and Intermediate Revenue	44,287
S2	Special Item - Loss in Disposal of Assets	(5,375)
TR	Total General Revenues & Special Items	10,260,631
CN	Change in Net Position	(863,623)
NB	Net Position - Beginning	11,470,374
NE	Net Position - Ending	$ 10,606,751

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The notes to the financial statements are an integral part of this statement.

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GOVERNMENTAL FUND FINANCIAL STATEMENTS

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TORNILLO INDEPENDENT SCHOOL DISTRICT
BALANCE SHEET
GOVERNMENTAL FUNDS
AUGUST 31, 2024

Data Control Codes		10 General Fund	Other Funds	Total Governmental Funds
	ASSETS			
1110	Cash and Cash Equivalents	$ 4,033,542	$ 407,259	$ 4,440,801
1220	Property Taxes - Delinquent	134,454	49,646	184,100
1230	Allowance for Uncollectible Taxes	(6,563)	(2,405)	(8,968)
1240	Due from Other Governments	1,540,660	1,248,953	2,789,613
1260	Due from Other Funds	1,301,727	204,170	1,505,897
1290	Other Receivables	219,171	-	219,171
1300	Inventories	20,082	-	20,082
1410	Prepayments	6,700	1,079	7,779
1000	Total Assets	$ 7,249,773	$ 1,908,702	$ 9,158,475
	LIABILITIES			
2110	Accounts Payable	$ 309,050	$ 113,798	$ 422,848
2150	Payroll Deductions and Withholdings Payable	95,719	-	95,719
2160	Accrued Wages Payable	353,392	16,476	369,868
2170	Due to Other Funds	182,196	1,323,890	1,506,086
2180	Due to Other Governments	1,161	16,807	17,968
2300	Unearned Revenue	7,410	128,067	135,477
2000	Total Liabilities	948,928	1,599,038	2,547,966
	DEFERRED INFLOWS OF RESOURCES			
2601	Unavailable Revenue - Property Taxes	119,804	42,538	162,342
2603	Deferred Inflow Related to Leases	206,586	-	206,586
2600	Total Deferred Inflows of Resources	326,390	42,538	368,928
	FUND BALANCES			
	Nonspendable Fund Balance:			
3410	Inventories	18,455	-	18,455
3430	Prepaid Items	6,700	-	6,700
	Restricted Fund Balance:			
3450	Federal or State Funds Grant Restriction	114,444	44,629	159,073
3470	Capital Acquisition and Contractural Obligation	-	54,186	54,186
3480	Retirement of Long-Term Debt	-	166,234	166,234
3490	Other Restricted Fund Balance	-	2,077	2,077
	Committed Fund Balance:			
3530	Capital Expenditures for Equipment	15,920	-	15,920
3545	Other Committed Fund Balance	68,152	-	68,152
	Assigned Fund Balance:			
3550	Construction	142,901	-	142,901
3590	Other Assigned Fund Balance	19,688	-	19,688
3600	Unassigned Fund Balance	5,588,195	-	5,588,195
3000	Total Fund Balances	5,974,455	267,126	6,241,581
4000	Total Liabilities, Deferred Inflows & Fund Balances	$ 7,249,773	$ 1,908,702	$ 9,158,475

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The notes to the financial statements are an integral part of this statement.

	Total Fund Balances - Governmental Funds	$	6,241,581
1	Capital assets and Right-to-Use Lease Assets used in governmental activities are not financial resources and therefore are not reported in governmental funds. At the beginning of the year, the cost of these assets was $47,780,873 and the accumulated depreciation and amortization was ($19,624,348). In addition, long-term liabilities, including bonds payable, are not due and payable in the current period, and, therefore are not reported as liabilities in the funds. The net effect of including the beginning balances for capital assets (net of depreciation and amortization) and long-term debt in the governmental activities is to increase net position.		12,869,579
2	Current year capital outlays and long-term debt principal payments are expenditures in the fund financial statements, but they should be shown as increases in capital assets and reductions in long-term debt in the government-wide financial statements. The net effect of including the capital outlays and debt principal payments is to increase net position. Similarly, the principal payments on Right-to-Use Lease Assets are not expenses, rather they are decreases in the Right-to-Use Lease Liabilities. These payments must be reclassified and shown as reductions to these liabilities increasing Net Position.		1,290,692
3	Included in the items related to debt is the recognition of the District's proportionate share of the net pension liability required by GASB 68. The net position related to TRS included a deferred resource outflow in the amount of $2,568,042, a deferred resource inflow in the amount of $256,915, and a net pension liability in the amount of $6,088,694. This resulted in a decrease in net position.		(3,777,567)
4	Included in the items related to debt is the recognition of the District's proportionate share of the net OPEB liability required by GASB 75. The net position related to OPEB included a deferred resource outflow in the amount of $1,340,037, a deferred resource inflow in the amount of $3,859,795, and a net OPEB liability in the amount of $2,314,522. This resulted in a decrease in net position.		(4,834,280)
5	The current year depreciation and amportization expense increases accumulated depreciation and amortization. The net effect of the current year's depreciation and amortization is to decrease net position.		(1,345,596)
6	Various other reclassifications and eliminations are necessary to convert from the modified accrual basis of accounting to accrual basis of accounting. These include recognizing unavailable revenue from property taxes as revenue, reclassifying the proceeds of bond sales as an increase in bonds payable, and recognizing the liabilities associated with maturing long-term debt and interest. The net effect of these reclassifications and recognitions is to increase net position.		162,342
29	**Net Position of Governmental Activities**	$	10,606,751

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TORNILLO INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2024

Data Control Codes		10 General Fund	Other Funds	Total Governmental Funds
	REVENUES:			
5700	Total Local and Intermediate Sources	$ 1,102,822	$ 569,345	$ 1,672,167
5800	State Program Revenues	9,511,233	1,982,683	11,493,916
5900	Federal Program Revenues	1,089,852	2,975,616	4,065,468
5020	Total Revenues	11,703,907	5,527,644	17,231,551
	EXPENDITURES:			
	Current:			
0011	Instruction	5,613,454	1,873,507	7,486,961
0012	Instructional Resources and Media Services	159,717	5,851	165,568
0013	Curriculum and Instructional Staff Development	299,136	1,202,911	1,502,047
0021	Instructional Leadership	113,337	3,813	117,150
0023	School Leadership	806,368	53,402	859,770
0031	Guidance, Counseling, and Evaluation Services	286,044	103,787	389,831
0032	Social Work Services	-	36,638	36,638
0033	Health Services	178,232	13,139	191,371
0034	Student (Pupil) Transportation	252,326	7,609	259,935
0035	Food Services	889,981	26,377	916,358
0036	Extracurricular Activities	354,103	2,075	356,178
0041	General Administration	747,334	63,293	810,627
0051	Facilities Maintenance and Operations	1,605,808	297,016	1,902,824
0052	Security and Monitoring Services	385,586	311,427	697,013
0053	Data Processing Services	533,714	7,710	541,424
0061	Community Services	7,479	158,665	166,144
	Debt Service:			
0071	Principal on Long-Term Liabilities	26,304	849,700	876,004
0072	Interest on Long-Term Liabilities	4,550	435,998	440,548
0073	Bond Issuance Cost and Fees	-	2,200	2,200
	Capital Outlay:			
0081	Facilities Acquisition and Construction	97,305	110,700	208,005
	Intergovernmental:			
0099	Other Intergovernmental Charges	15,983	-	15,983
6030	Total Expenditures	12,376,761	5,565,818	17,942,579
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	(672,854)	(38,174)	(711,028)
	OTHER FINANCING SOURCES (USES):			
7913	Right-to-Use Lease Proceeds	107,731	-	107,731
1200	Net Change in Fund Balances	(565,123)	(38,174)	(603,297)
0100	Fund Balance - September 1 (Beginning)	6,539,578	305,300	6,844,878
3000	Fund Balance - August 31 (Ending)	$ 5,974,455	$ 267,126	$ 6,241,581

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The notes to the financial statements are an integral part of this statement.

Total Net Change in Fund Balances - Governmental Funds	$	(603,297)
Current year capital outlays and long-term debt principal payments are expenditures in the fund financial statements, but they should be shown as increases in capital assets and reductions in long-term debt in the government-wide financial statements. The net effect of removing the current year capital outlays and debt principal payments is to decrease the change net position. Similarly, current year principal payments on Right-to-Use Leases are also reclassified as reductions to the Right-To-Use Lease Liability which will result in an increase in the change in Net Position.		1,327,957
Depreciation and amortization is not recognized as an expense in governmental funds since it does not require the use of current financial resources. The net effect of the current year's depreciation and amortization is to decrease the change in net position.		(1,345,596)
Various other reclassifications and eliminations are necessary to convert from the modified accrual basis of accounting to accrual basis of accounting. These include recognizing unavailable revenue from property taxes as revenue, adjusting current year revenue to show the revenue earned from the current year's tax levy, reclassifying the proceeds of bond sales, and recognizing the liabilities associated with maturing long-term debt and interest. The net effect of these reclassifications and recognitions is to decrease the change in net position.		(31,835)
GASB 68 required that certain plan expenditures be de-expended and recorded as deferred resource outflows. These contributions made after the measurement date of the plan caused the change in ending net position to increase by $399,887. Contributions made before the measurement date and during the previous fiscal year were also expended and recorded as a reduction in net pension liability. This caused a decrease in the change in net position totaling $453,368. Finally, the proportionate share of the TRS pension expense on the plan as a whole had to be recorded. The net pension expense decreased the change in net position by $657,460, The net result is a decrease in the change in net position.		(710,941)
GASB 75 required that certain plan expenditures be de-expended and recorded as deferred resource outflows. These contributions made after the measurement date of the plan caused the change in ending net position to increase by $84,898. Contributions made before the measurement date and during the previous fiscal year were also expended and recorded as a reduction in net OPEB liability. This caused a decrease in the change in net position totaling $90,702. Finally, the proportionate share of the TRS OPEB expense on the plan as a whole had to be recorded. The net OPEB expense increased the change in net position by $505,893, The net result is an increase in the change in net position.		500,089
Change in Net Position of Governmental Activities	$	(863,623)

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FIDUCIARY FUND FINANCIAL STATEMENTS

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TORNILLO INDEPENDENT SCHOOL DISTRICT
STATEMENT OF FIDUCIARY NET POSITION
FIDUCIARY FUNDS
AUGUST 31, 2024

	Custodial Fund
ASSETS	
Cash and Cash Equivalents	$ 43,175
Due from Other Funds	189
Total Assets	43,364
LIABILITIES	
Accounts Payable	850
Total Liabilities	850
NET POSITION	
Restricted for Individuals and Organizations	42,514
Total Net Position	$ 42,514

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The notes to the financial statements are an integral part of this statement.

TORNILLO INDEPENDENT SCHOOL DISTRICT
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FIDUCIARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2024

	Custodial Fund
ADDITIONS:	
Contributions to Student Groups	$ 42,876
Total Additions	42,876
DEDUCTIONS:	
Supplies and Materials	42,826
Total Deductions	42,826
Change in Fiduciary Net Position	50
Total Net Position - September 1 (Beginning)	42,464
Total Net Position - August 31 (Ending)	$ 42,514

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The notes to the financial statements are an integral part of this statement.

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Tornillo Independent School District (the "District") is a public educational agency operating under the applicable laws and regulations of the State of Texas. It is governed by a seven member Board of Trustees (the "Board") elected by registered voters of the District. The District prepares its basic financial statements in conformity with generally accepted accounting principles (GAAP) promulgated by the Governmental Accounting Standards Board and it complies with the requirements of the appropriate version of Texas Education Agency's ***Financial Accountability System Resource Guide*** (the "Resource Guide") and the requirements of contracts and grants of agencies from which it receives funds.

A. Reporting Entity

The Board of Trustees (the "Board) is elected by the public and has the authority to make decisions, appoint administrators and managers, and significantly influence operations. The Board also has primary accountability for fiscal matters; therefore, the District is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board ("GASB").

The decisions to include or exclude a potential component unit in the reporting entity were made by applying standards contained in GAAP. The primary standard for including or excluding a potential component unit is whether it is financially dependent on the reporting entity. The fiscal dependency criterion also requires that a financial benefit or burden relationship be present in order for a potential component unit to be included in the financial reporting entity. Other manifestations of the ability to exercise oversight responsibility include, but certainly are not limited to, the selection of the governing authority, the designation of management, the ability to materially influence operations, and accountability for fiscal matters. The second standard used to evaluate potential component units is the scope of public services. Application of this standard entails considering whether the activity benefits the District or whether the activity is conducted within the geographic boundaries of the District and is generally available to its citizens. The third standard involved in evaluating whether potential component units are included or excluded from the reporting entity is the existence of special financing relationships, regardless of whether the District is able to exercise oversight responsibilities.

Based upon the application of these criteria, there are no component units to be included within the reporting entity.

B. Government-Wide and Fund Financial Statements

The Statement of Net Position and the Statement of Activities are government-wide financial statements. They report information on all of the District's nonfiduciary activities with most of the interfund activities removed. Governmental activities include programs supported primarily by taxes, charges to school districts for services, state funds, grants, and other intergovernmental revenues.

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I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

In addition to assets, the statement of net position reports a separate section for deferred outflows of resources. This separate financial statement category represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until that time. For pensions and OPEB, these outflows result from pension plan and OPEB contributions made after the measurement date of the net pension and OPEB liabilities, net differences between projected and actual investment earnings, changes in actuarial assumptions; differences between expected and actual experiences; and changes in the District's proportionate share of net pension and OPEB liabilities. The deferred outflows of resources related to pensions and OPEB resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension and OPEB liabilities in the next fiscal year. The other pension and OPEB related deferred outflows will be amortized over a systematic and rational method over a closed period.

In addition to liabilities, the statement of net position reports a separate section for deferred inflows of resources. This separate financial statement category represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. For pensions and OPEB, these inflows result from net differences between projected and actual investment earnings, changes in actuarial assumptions; differences between expected and actual experiences; and changes in the District's proportionate share of net pension and OPEB liabilities. These deferred inflows will be amortized over a systematic and rational method over a closed period.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflow of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities and additions to/deductions from TRS's fiduciary net position. The Plan's fiduciary net position has been determined on the same basis as that used by the Plan. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) TRS Care Plan has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to other post-employment benefits, OPEB expense, and information about assets, liabilities and additions to/deductions from TRS Care's fiduciary net position. Benefit payments are recognized when due and payable in accordance with the benefit terms. There are no investments as this is a pay-as-you-go plan and all cash is held in a cash account.

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I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

The Statement of Activities demonstrates how other people or entities that participate in programs the District operates have shared in the payment of the direct costs through program revenues. The "Charges for Services" column includes payments made by parties that purchase, use, or directly benefit from goods or services provided by a given function or segment of the District. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity. Direct expenses are those that are clearly identifiable with a specific function or segment. Examples of program revenues include school lunch charges, and athletic and extracurricular/cocurricular activities, etc. The "Grants and Contributions" column includes amounts paid by organizations outside the District to help meet the operational or capital requirements of a given function. Examples include grants under the Elementary and Secondary Education Act. If a revenue is not a program revenue, it is a general revenue used to support all of the District's functions. Taxes are always general revenues.

Interfund activities between governmental funds appear as due to/due from on the Governmental Fund Balance Sheet. All interfund transactions between governmental funds are eliminated on the government-wide statements. Interfund activities between governmental funds and fiduciary funds remain as due to or due from on the government-wide Statement of Net Position.

The fund financial statements report on the financial condition and results of operations for two fund categories - governmental and fiduciary. Since the resources in the fiduciary funds cannot be used for District operations, they are not included in the government-wide statements. The District considers some governmental funds as major and reports their financial condition and results of operations in a separate column.

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements use the economic resources measurement focus and the accrual basis of accounting, as do the fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements use the current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets, deferred outflows of resources, current liabilities, deferred inflows of resources, and fund balances are included on the balance sheet. Operating statements of these funds present net increases and decreases in current assets (i.e., revenues and other financing sources and expenditures and other financing uses).

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I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

The modified accrual basis of accounting recognizes revenues in the accounting period in which they become both measurable and available, and it recognizes expenditures in the accounting period in which the fund liability is incurred, if measurable, except for unmatured interest and principal on long-term debt, leases, and subscription-based information technology arrangements (SBITAs) which are recognized when due. The expenditures related to certain compensated absences and claims and judgments are recognized when the obligations are expected to be liquidated with expendable available financial resources. The District considers all revenues, other than property tax revenue, available if they are collectible within one year after year end. School Health and Related Services (SHARS) revenue is recognized upon receipt of the reimbursements during the fiscal year and when the annual Cost Report is acknowledged by the Texas Health and Human Service Commission.

Revenues from local sources consist primarily of property taxes and related penalties and interest. Revenues received from the State are recognized under the susceptible-to-accrual concept, that is, when they are both measurable and available. The District considers property tax revenue available if it will be collected within 60 days of the end of the fiscal year. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available.

Unavailable revenue from property taxes arises only under the modified accrual basis of accounting. The governmental funds report this unavailable revenue as a deferred inflow of resources, which is recognized as revenue in the period that the amounts become available.

Grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant. Accordingly when such funds are received, they are recorded as unearned revenues until related and authorized expenditures have been made. If balances have not been expended by the end of the project period, grantors sometimes require the District to refund all or part of the unused amount.

The Fiduciary Funds are accounted for on a flow of economic resources measurement focus and utilize the accrual basis of accounting. This basis of accounting recognizes revenues in the accounting period in which they are earned and become measurable and expenses in the accounting period in which they are incurred and become measurable. Within this measurement focus, assets, deferred outflows of resources, liabilities, and deferred inflows of resources associated with the operation of these funds are included on the fund Statement of Net Position. The fund equity is segregated into investment in capital assets net of related debt, restricted, and unrestricted.

D. Fund Accounting

The District reports the following major governmental fund:

1. General Fund - The General Fund is the District's primary operating fund. It accounts for all financial resources except those required to be accounted for in another fund.

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I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Additionally, the District reports the following fund types:

GOVERNMENTAL FUNDS:

1. Special Revenue Funds - The District accounts for resources restricted for specific purposes by a grantor in a special revenue fund. Most federal and state financial assistance is accounted for in a Special Revenue Fund, and sometimes unused balances are returned to the grantor at the close of specified project periods.

2. Debt Service Fund - The District accounts for resources accumulated and payments made for principal and interest on long-term general obligation debt of governmental funds in a debt service fund.

3. Capital Projects Fund - The proceeds from long-term debt financing will be used to construct, renovate, acquire and equip school buildings in the District and pay any associated costs.

4. Permanent Funds - Account for donations for which the donor has stipulated that the principal may not be expended and where the income may only be used for purposes that support the District's program. The District has no permanent funds.

PROPRIETARY FUNDS:

5. Enterprise Funds - The District's activities for which outside users are charged a fee roughly equal to the cost of providing the goods or services of those activities are accounted for in an enterprise fund. The District has no enterprise funds.

6. Internal Service Funds - These funds are used to account for financing of goods or services provided by one department to other departments of the District on a cost-reimbursement basis. The District has no internal service funds.

FIDUCIARY FUNDS:

7. Private Purpose Trust Funds - This fund is used to report all fiduciary activities that are not required to be reported in pension (and other employee benefit) trust funds or investment trust funds and are held in a trust. The District has no private purpose trust funds.

8. Pension (and Other Employee Benefit) Trust Funds - These funds are used to report fiduciary activities for pension plans and OPEB plans that are administered through trusts and other employee benefit plans for which resources are held in a trust. The District has no pension trust funds.

9. Investment Trust Fund - This fund is used to report fiduciary activities from the external position of investments pools and individual investment accounts that are held in a trust. The District has no investment trust funds.

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(Continued)

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

10. Custodial Funds - These funds are used to report fiduciary activities that are not required to be reported in pension (and other employee benefit) trust funds, investment trust funds, or private purpose trust funds. The District's custodial fund is the Student Activity Fund and consists of funds that are property of students and others and cannot be used by the District in its operations.

E. Other Accounting Policies

1. For the purposes of the statement of cash flows for proprietary and similar fund-types, the District considers highly liquid investments to be cash equivalents if they have a maturity of three months or less when purchased.

2. Temporary Investments (cash equivalents) consists of Lone Star Investment Pool, which is a registered investment pool. Investments with an original maturity greater than one year from date of purchase are stated at fair value based on quoted market prices as of year end, except for nonparticipating interest-earning investment contracts which are reported at cost. Investments with an original maturity of less than one year are reported at amortized cost, which approximates fair value.

3. The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

4. The District reports inventories of supplies using the first in first out (FIFO) method and include food and non-food supplies, consumable maintenance, instructional, office, athletic, and transportation items. Supplies are recorded as expenditures when they are consumed. Inventories of food commodities are recorded at market values supplied by the Texas Department of Agriculture. Although commodities are received at no cost, their fair market value is supplied by the Texas Department of Agriculture and recorded as inventory and unearned revenue when received. When requisitioned, inventory and unearned revenue are relieved, expenditures are charged, and revenue is recognized for an equal amount.

5. Prepaid items on the balance sheet are accounted for using the consumption method and are recognized as expenditures over the periods in which the service is provided.

6. The funds of the District must be deposited and invested under the terms of a contract, contents of which are set out in the **Depository Contract Law**. The depository bank places approved pledged securities for safekeeping and trust with the District's agent bank in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation ("FDIC") insurance.

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I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

7. The **Public Funds Investment Act** (Government Code Chapter 2256) contains specific provisions in the areas of investment practices, management reports and establishment of appropriate policies. Among other things, it requires the District to adopt, implement, and publicize an investment policy. That policy must address the following areas: (1) safety of principal and liquidity, (2) portfolio diversification, (3) allowable investments, (4) acceptable risk levels, (5) expected rates of return, (6) maximum allowable stated maturity of portfolio investments, (7) maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio, (8) investment staff quality and capabilities, (9) and bid solicitation preferences for certificates of deposit. Statutes authorize the District to invest in (1) obligations of the U.S. Treasury, certain U.S. agencies, and the State of Texas; (2) certificates of deposit, (3) certain municipal securities, (4) money market savings accounts, (5) repurchase agreements, (6) bankers acceptances, (7) mutual funds, (8) investment pools, (9) guaranteed investment contracts, (10) and common trust funds. The Act also requires the District to have independent auditors perform test procedures related to investment practices as provided by the Act. Management asserts that the District is in substantial compliance with the requirements of the Act and with local policies.

8. Additional policies and contractual provisions governing deposits and investments for the District are specified below:

Credit Risk:

Deposits - The District is not exposed to credit risk.

Temporary Investments (Cash Equivalents) - To limit the risk that an issuer or other counterparty to an investment will not fulfill its obligations, the District limits investments in public funds investment pools to those that have received top ratings issued by nationally recognized statistical rating organizations (NRSROs). As of August 31, 2024, the District's investments in Lone Star investment pool was rated AAAm by Standard & Poors.

Custodial Credit Risk:

Deposits - State law requires governmental entities to contract with financial institutions in which funds will be deposited to secure those deposits with insurance or pledged securities with a fair value equaling or exceeding the amount on deposit at the end of each business day. Since the District complies with this law, it has minimal custodial credit risk for deposits.

Temporary Investments (Cash Equivalents) - To limit the risk that, in the event of the failure of the counterparty to a transaction, a government will not be able to recover the value of investment or collateral securities that are in possession of an outside party, the District requires counterparties to register the securities in the name of the District and hand them over to the District or its designated agent. This includes securities in securities lending transactions. Investment pools are not exposed to custodial credit risk because their existence is not evidenced by securities that exist in physical or book-entry form.

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I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Concentration of Credit Risk:

Deposits - The District is not exposed to concentration of credit risk.

Temporary Investments (Cash Equivalents) - To limit the risk of loss attributed to the magnitude of a government's investment in a single issuer, the District's policy states that the portfolio must be diversified. Concentration of Credit Risk is not applicable to investment pools since the purpose of these pools is to diversify the District's investment portfolio.

Interest Rate Risk:

Deposits - The District is not exposed to interest rate risk.

Temporary Investments (Cash Equivalents) - To limit the risk that changes in interest rates will adversely affect the fair value of the investments, the District requires its investment portfolio to have maturities of less than one year on a weighted average maturity (WAM) basis.

Foreign Currency Risk:

Deposits - The District attempts to limit the risk that changes in exchange rates will adversely affect a deposit by avoiding deposits denominated in a foreign currency.

Temporary Investments (Cash Equivalents) - The District attempts to limit the risk that changes in exchange rates will adversely affect the fair value of an investment by avoiding investment pools which are denominated in a foreign currency.

9. In the government-wide financial statements, long-term debt, right-to-use lease liabilities, subscription-based information technology arrangements (SBITAs), and other long-term obligations are reported as liabilities in the Statement of Net Position. When applicable, premiums and discounts are presented as a component of liabilities while deferred losses on refundings are presented as deferred outflows of resources. Both items are deferred and amortized over the life of the related debt using the straight line method. Long-term debt is reported net of the applicable bond premium or discount. The right-to-use lease and SBITA liability is calculated as the present value of the reasonably certain expected payments to be made over the term of the lease or the SBITA and the interest included in the lease or SBITA payment is recorded as an expense.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs and new right-to-use lease arrangements and new SBITAs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures. For new right-to-use leases and SBITAs, the initial measurement is reported in governmental fund types as an other financing source during the current period. Payments are reported as principal and interest payments during the reporting period in the fund financial statements.

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I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

10. It is the District's policy to permit some employees to accumulate earned but unused vacation, sick leave, and local days. There is no liability for unpaid accumulated vacation, sick leave, and local days since the District does not have a policy to pay any amounts when employees separate from service with the District.

11. Capital assets, which include land, buildings and improvements, furniture and equipment, library books and media, right-to-use lease assets, and subscription-based information technology arrangements (SBITAs), are reported in the government-wide financial statements. Capital assets, excluding SBITAs, are defined by the District as assets with an initial, individual cost of more than $5,000 and an estimated useful life (or lease term) in excess of one year. The District capitalizes SBITAs with a present value that is equal to or greater than $50,000 and an estimated useful life (SBITA term) in excess of one year. Assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated acquisition value at the date of receipt.

    Right-to-use assets are recorded at the present value of their future payments over the non-cancelable agreement. In a governmental fund, the full amount of the right-to-use asset is reported as an expenditure in the year the agreement is executed.

    All individual federally funded assets with a cost of $5,000 or more shall be capitalized in accordance with the aforementioned policies.

    The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed.

    Buildings, furniture and equipment, and library books and media of the District are depreciated using the straight line method over the following estimated useful lives.

Assets	Years
Buildings and Improvements	20 to 50
Furniture & Equipment	5 to 15
Library Books & Media	5

    Right-to-use assets are amortized in a systematic and rational manner over the shorter of the lease term or the useful life of the underlying asset. When a lease contains a purchase option the District chooses to exercise, the lease asset is amortized over the useful life of the underlying asset. The amortization expense is combined with depreciation expense for financial reporting purposes. SBITAs are amortized in systematic and rational manner over the shorter of the subscription agreement or the useful life of the underlying asset. The amortization expense is combined with depreciation expense for financial reporting purposes.

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I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

12. Net Position on the Statement of Net Position include the following:

Net investment in capital assets - this component of net position consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt will be included in this component of net position.

Restricted for federal and state programs - this component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets, which are restricted by federal and state granting agencies.

Restricted for Debt Service - this component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets. The assets arise from bond issuances which have constraints placed on them by the bond covenants for the purpose of future debt service payments.

Restricted for Campus Activities - this component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources, if applicable, related to those assets, which are restricted transactions related to a principal's activity fund.

Unrestricted - this component of net position is the net amount of assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted components of net position.

When an expense is incurred for purposes for which both restricted and unrestricted net position are available, the District considers restricted resources to have been spent.

13. The District reports the following fund balance categories which describe the nature and the relative strength of the spending constraints:

Nonspendable Fund Balance - Represents amounts that are not in spendable form or are legally or contractually required to be maintained intact, such as inventories.

Restricted Fund Balance - Represents amounts that are restricted to specific purposes, with constraints placed on the use of resources by (a) external creditors, grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or (c) enabling legislation.

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I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Committed Fund Balance - Represents amounts that are restricted for purposes which the Board of Trustees, the District's highest level of decision-making authority, has designated their use. These amounts are committed through a formal resolution, requiring funds to be used only for specific purposes. These amounts can only be re-allocated by the same formal action that was taken to originally commit those amounts. The Board of Trustees shall take action to commit funds for a specific purpose prior to the end of the fiscal year.

Assigned Fund Balance - Represents amounts that are constrained by the government's intent to be used for specific purposes, but are neither restricted nor committed. The governing body has delegated authority to the Superintendent or designated managers. Should the Board opt not to commit any balances, it will implicitly defer to the designees to make appropriate assignments.

Unassigned Fund Balance - Represents amounts that are available for any purpose and have not been restricted, committed, or assigned for specific purposes. Positive amounts are reported only in the general fund.

The Board of Trustees establishes (and modifies or rescinds) fund balance commitments by passage of a formal resolution. Assigned fund balance is established by the Superintendent or designated managers through adoption or amendment of the budget as intended for a specific purpose.

When an expenditure is incurred for purposes for which both restricted and unrestricted (committed, assigned, or unassigned) fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, followed by assigned amounts, and then unassigned amounts when expenditures are incurred for purposes of which amounts in any of those unrestricted fund balance classifications could be used, unless the Board of Trustees or designees have provided otherwise in their commitment or assignment actions.

14. The Data Control Codes refer to the account code structure prescribed by TEA in the ***Financial Accountability System Resource Guide***. Texas Education Agency requires school districts to display these codes in the financial statements filed with the Agency in order to ensure accuracy in building a state-wide data base for policy development and funding plans.

15. The District receives substantial amounts of funding from special revenue sources. The majority of this money is cost reimbursement to the District by the federal government or Texas Education Agency. The portion of revenue allowable for indirect cost is credited as revenue to the General Fund and as a reduction to revenue in the Special Revenue Fund, as appropriate. The indirect cost revenue is fully allocated to function 41, General Administration, in the Government-wide Statement of Activities as operating grants and contributions.

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I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

16. In accordance with the Resource Guide, the District has adopted and installed an accounting system which meets as least the minimum requirements presented by the Texas State Board of Education and approved by the State Auditor. Specifically, the District's accounting system uses codes and the code structure presented in the Resource Guide. Mandatory codes are recorded in the order provided in the Resource Guide.

17. Property taxes are levied by October 1 on the assessed value listed as of the prior January 1 for all real and business personal property located in the District in conformity with Subtitle E, Texas Property Tax Code. Taxes are due on receipt of the tax bill and are delinquent if not paid before February 1of the year following the year in which imposed. On January 31 of each year, a tax lien attaches to property to secure the payment of all taxes, penalties, and interest ultimately imposed. Property tax revenues are considered available (1) when they become due or past due and receivable within the current period and (2) when they are expected to be collected during a 60-day period after the close of the District's fiscal year.

18. Delinquent taxes are prorated between maintenance and debt service based on rates adopted for the year of the levy. Allowances for uncollectible tax receivables within the General and Debt Service Funds are based on historical experience in collecting property taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature.

F. The District implemented GASB Statement No. 100, *Accounting Changes and Error Corrections - an amendment of GASB No. 62.* The primary objective of this Statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections and to provide more understandable, reliable, relevant, consistent, and comparable information for making or assessing accountability. The implementation of this Statement did not have an impact in the presentation of the financial statements or disclosures.

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II. RECONCILIATION OF GOVERNMENT-WIDE AND FUND FINANCIAL STATEMENTS

A. Explanation of Certain Differences Between the Governmental Fund Balance Sheet and the Government-Wide Statement of Net Position

Exhibit C-2 provides the reconciliation between the fund balance for total governmental funds on the governmental fund balance sheet and the net position for governmental activities as reported in the government-wide Statement of Net Position. One element of that reconciliation explains that capital assets are not financial resources and are therefore not reported in governmental funds. In addition, long-term liabilities, including bond payable, right-to-use lease liabilities, SBITA liabilities, and the District's proportionate share of the net pension and OPEB liabilities are not due and payable in the current period and are not reported as liabilities in the funds.

B. Explanation of Certain Differences Between the Governmental Fund Statement of Revenues, Expenditures, and Changes in Fund Balances and the Government-wide Statement of Activities

Exhibit C-4 provides a reconciliation between the net changes in fund balance as shown on the governmental fund statement of revenues, expenditures, and changes in fund balances and the changes in net position of governmental activities as reported on the government-wide statement of activities. One element of that reconciliation explains that current year capital outlays and debt principal payments are expenditures in the fund financial statements, but should be shown as increases in capital assets and decreases in long-term debt in the government-wide statements. This adjustment affects both the net position balance and the change in net position.

Another element of the reconciliation on Exhibit C-4 described as "various other reclassifications and eliminations" is necessary to convert from the modified accrual basis of accounting to accrual basis of accounting. This includes recognizing property tax revenue considered available, recognizing accruals of interest on long-term debt, and recognizing internal service fund activity. In addition, certain pension and OPEB expenditures were de-expended, and the District recorded their proportionate share of the pension and OPEB expense. These adjustments are necessary to convert from the modified accrual basis of accounting to the full accrual basis of accounting.

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III. DETAILED NOTES ON ALL FUNDS

A. Deposits and Temporary Investments

At August 31, 2024, the carrying amount of the District's deposits (cash, and interest-bearing savings accounts including fiduciary funds cash) was $91,901 and the bank balance was $140,801. The District's cash deposits at August 31, 2024 were entirely covered by FDIC insurance or by pledged collateral held by the District's agent bank in the District's name.

In addition, the following is disclosed regarding coverage of combined balances on the date of highest deposit:

a. Depository: WestStar Bank.

b. The market value of bonds and securities pledged as of the date of the highest combined balance on deposit was $1,325,992.

c. The highest combined balances of cash, savings, and time deposit accounts amounted to $1,030,348 and occurred during the month of October 2023.

d. Total amount of FDIC coverage at the time of the largest combined balance was $250,000.

Due to the immediate availability of the funds, the District's temporary investments are reported in cash and cash equivalents at August 31, 2024, and are shown below at amortized costs:

Temporary Investments	General Fund	Nonmajor Governmental Funds	Total
Lone Star Corporate Overnight Fund	$ 4,032,190	$ 359,883	$ 4,392,073
Lone Star Government Overnight Fund	-	2	2
Total	$ 4,032,190	$ 359,885	$ 4,392,075

The Lone Star Investment Pool is a member owned, member-governed public funds investment pool. It is managed by an eleven member Board of Trustees and the Board is authorized to adopt and maintain bylaws. There is also an Advisory Board composed of participants that gathers and exchanges information from participants relating to the operation of the Pool. Each fund within the Pool has received the rating of AAAm, from Standard & Poor's as required by the Public Fund's Investment Act. Each funds seeks to maintain a net asset value of one dollar. Lone Star Investment Pool issues a publicly available financial report that includes financial statements and required supplementary information. The report may be obtained by calling Lone Star at 1-800-558-8875. For pools measure at amortized cost, management is not aware of the presence of any limitations or restrictions on withdrawals such as redemption notice periods, maximum transaction amounts, and the qualifying external investment pool's authority to impose liquidity fees or redemption gates.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

B. Due from Other Governments

The District participates in a variety of federal and state programs from which it receives grants to partially or fully finance certain activities. In addition, the District receives entitlements from the State through the School Foundation and Per Capita Programs. A majority of the federal grants are passed through the TEA.

Amounts due from federal and state governments as of August 31, 2024 are summarized below.

	General Fund	Nonmajor Governmental Funds	Total
Federal and State Grants	$ 201,701	$ 1,248,953	$ 1,450,654
State Support	1,327,023	-	1,327,023
Other	11,936		11,936
Total	$ 1,540,660	$ 1,248,953	$ 2,789,613

C. Interfund Balances

Interfund balances are a result of normal operations and are cleared out periodically. Management intends to pay out these balances within one year.

Interfund balances at August 31, 2024 consisted of the following individual fund amounts:

	Due From Other Funds	Due To Other Funds
General Fund		
Nonmajor Governmental Funds	$ 1,301,727	$ 182,007
Fiduciary Funds	-	189
Total General Fund	1,301,727	182,196
Nonmajor Governmental Funds		
General Fund	182,007	1,301,727
Nonmajor Governmental Funds	22,163	22,163
Total Nonmajor Governmental Funds	204,170	1,323,890
Fiduciary Funds		
General Fund	189	-
Total	$ 1,506,086	$ 1,506,086

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III. DETAILED NOTES ON ALL FUNDS (Continued)

D. Other Receivables

Other receivables at August 31, 2024, consisted of the following:

	General Fund
Lease Receivable	$ 211,113
External Parties	7,834
Miscellaneous	224
Total	219,171
Reported separately in Statement of Net Position:	
Lease Receivable, non-current	191,803
Other Receivables on Statement of Net Position	$ 27,368

Management believes an allowance for doubtful accounts is not necessary for fair presentation.

As listed in the table above, the District reports a lease receivable as part of other receivables. The District entered into a lease agreement with Region 19 Education Service Center for one of the District's buildings for a term of 10 years with monthly payments of $2,400. Management utilized a 4.69% interest rate to calculate the net present value of the lease. During fiscal year 2024, the District recognized $22,954 in lease revenue and $10,373 in interest revenue related to the lease. At August 31, 2024, the District reports a total receivable of $211,113 with a current portion of $19,310 and a noncurrent portion of $191,803 and a related deferred inflow of resources of $206,586, which will be recognized as revenue over the lease term.

E. Capital Asset Activity

Capital asset activity for the District for the year ended August 31, 2024, was as follows:

	Primary Governments			
	Beginning Balance	Additions	Deletion, Reclassification and Adjustment	Ending Balance
Governmental activities:				
Capital Assets:				
Non-depreciable Assets:				
Land	$ 7,243	$ -	$ -	$ 7,243
Total Non-depreciable Assets	7,243	-	-	7,243
Depreciable Assets:				
Buildings and improvements	44,712,532	208,005	-	44,920,537
Furniture and equipment	2,952,829	187,615	(223,224)	2,917,220
Library books and media	102,723	-	-	102,723
Total Depreciable Assets	47,768,084	395,620	(223,224)	47,940,480

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III. DETAILED NOTES ON ALL FUNDS (Continued)

	Primary Governments			
	Beginning Balance	Additions	Deletion, Reclassification and Adjustment	Ending Balance
Totals at Historic Cost	47,775,327	395,620	(223,224)	47,947,723
Right-to-Use Lease Assets:				
Equipment	5,546	107,731	-	113,277
Less Accumulated Depreciation for:				
Buildings and Improvements	17,182,593	1,167,369	-	18,349,962
Furniture and Equipment	2,336,696	150,127	(217,849)	2,268,974
Library Books and Media	102,723	-	-	102,723
Total Accumulated Depreciation	19,622,012	1,317,496	(217,849)	20,721,659
Less Accumulated Amortization for:				
Right-to-Use Lease Assets:				
Equipment	2,336	28,100	-	30,436
Capital Assets, net	$ 28,156,525	$ (842,245)	$ (5,375)	$ 27,308,905

A portion of the buildings are located on leased land. See Note U.

Depreciation and amortization expense was charged to governmental functions as follows:

Instruction	$ 700,812
Instructional resources and media services	11,997
Curriculum development and staff development	39
Instructional leadership	1,973
School leadership	11,653
Guidance, counseling and evaluation services	1,506
Health services	1,161
Student (pupil) transportation	80,223
Food services	60,256
Cocurricular/extracurricular activities	338,399
General administration	10,081
Facilities maintenance and operations	94,875
Security and monitoring services	17,148
Data processing services	7,990
Community services	7,483
Total depreciation and amortization expense	$ 1,345,596

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III. DETAILED NOTES ON ALL FUNDS (Continued)

F. Unearned Revenue

Unearned revenue at year end consisted of the following:

	General Fund	Non Major Governmental Funds	Total
Federal, State, and Local Grants	$ -	$ 83,421	$ 83,421
State Support	5,782	44,646	50,428
USDA Commodities	1,628	-	1,628
Total Unearned Revenue	$ 7,410	$ 128,067	$ 135,477

G. Deferred Outflows and Inflows of Resources

Deferred charge for refunding of bonds for the year ended August 31, 2024, presented as deferred outflows of resources, were as follows:

	Beginning Balance	New Issues	Amortization	Ending Balance
Series 2013	$ 226,832	$ -	$ 24,039	$ 202,793
Series 2020 (Refunding of Series 2012)	127,500	-	19,823	107,677
	$ 354,332	$ -	$ 43,862	$ 310,470

Deferred gain on refunding of bonds for the year ended August 31, 2024, presented as deferred inflows of resources, was as follow:

	Beginning Balance	New Issues	Amortization	Ending Balance
Series 2015	$ 30,077	$ -	$ 4,044	$ 26,033
Series 2020	72,950	-	11,344	61,606
Series 2020A	73,559	-	7,800	65,759
	$ 176,586	$ -	$ 23,188	$ 153,398

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III. DETAILED NOTES ON ALL FUNDS (Continued)

H. Changes in Long-Term Liabilities

A summary of changes in general long-term liabilities for the year ended August 31, 2024 is as follows:

	Funded by:	Beginning Balance	Addition	Reductions	Ending Balance	Due Within One Year
Governmental Activities:						
Refunding Series	Debt Service Fund	$ 5,465,000	$ -	$ 715,000	$ 4,750,000	$ 740,000
Unlimited Tax Building Bonds	Debt Service Fund	8,890,000	-	85,000	8,805,000	85,000
Unlimited Tax Building Bond - Private Placement	Debt Service Fund	206,500	-	49,700	156,800	51,000
Unamortized Premium/ Discount on Debt		900,067	-	80,518	819,549	
		15,461,567	-	930,218	14,531,349	876,000
Other Liabilities:						
Right-to-Use Lease Liabilities	General Fund	3,125	107,731	26,304	84,552	27,521
Total Governmental Long-term Liabilities		$ 15,464,692	$ 107,731	$ 956,522	$ 14,615,901	$ 903,521

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(Continued)

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Bonds Payable

A summary of changes in the bonds payable for the year ended August 31, 2024 is as follows:

Description	Interest Rate and Maturity Date	Amounts Original Issue	Interest Current Year	Beginning Balance	Issued	Retired	Ending Balance	Due Within One Year
Refunding Series 2015								
Current interest serial bonds	2% - 3% 02/01/2025	1,850,000	59,500	445,000	-	220,000	225,000	225,000
Current interest term bonds	4.0% 02/01/2031	1,075,000	-	1,075,000	-	-	1,075,000	-
Unlimited Tax Building Bond Series 2016								
Current interest serial bonds	3.0% 02/01/2036	5,715,000	267,975	5,225,000	-	85,000	5,140,000	85,000
Current interest term bonds	3.0% 02/01/2043	3,665,000	-	3,665,000	-		3,665,000	-
Unlimited Tax Building Bond Series 2017 (Private Placement)	2.46% 02/01/2027	395,000	5,676	206,500	-	49,700	156,800	51,000
Unlimited Tax Refunding Bonds, Series 2020	2% - 3.5% 02/01/2030	1,770,000	43,225	1,460,000	-	285,000	1,175,000	295,000
Unlimited Tax Refunding Bonds, Series 2020A	1.84% - 4% 02/01/2033	2,520,000	80,104	2,485,000	-	210,000	2,275,000	220,000
		$ 16,990,000	$ 456,480	$ 14,561,500	$ -	$ 849,700	$ 13,711,800	$ 876,000

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Unamortized Premiums/Discounts on Debt for the year ended August 31, 2024 are as follows:

Description	Beginning Balance	Premiums and Discounts on New Issues	Net Amortization Recognized	Outstanding 8/31/24
Refunding Series 2015	$ 131,537	$ -	$ 17,706	$ 113,831
Unlimited Tax Building Bond Series 2016	453,804	-	23,345	430,459
Refunding Series 2020	122,917	-	19,126	103,791
Refunding Series 2020A	191,809	-	20,341	171,468
	$ 900,067	$ -	$ 80,518	$ 819,549

(Continued)

III. DETAILED NOTES ON ALL FUNDS (Continued)

Debt service requirements are as follows:

Year Ended August 31,	Principal (Private Placement)	Interest (Private Placement)	Principal	Interest	Total Requirements
2025	$ 51,000	$ 3,230	$ 825,000	$ 408,954	$ 1,288,184
2026	52,200	1,961	850,000	381,929	1,286,090
2027	53,600	659	880,000	351,279	1,285,538
2028	-	-	910,000	319,979	1,229,979
2029			950,000	287,954	1,237,954
2030 - 2034	-	-	4,560,000	981,762	5,541,762
2035 - 2039	-	-	2,390,000	511,800	2,901,800
2040 - 2043	-	-	2,190,000	133,650	2,323,650
	$ 156,800	$ 5,850	$13,555,000	$3,377,307	$ 17,094,957

There are a number of limitations and restrictions contained in the general obligation bond indenture. Management has indicated that the District is in compliance with all significant limitations and restrictions at August 31, 2024. For the year ended August 31, 2024, the District paid $435,998 in interest costs related to bonds payable.

Rebatable Arbitrage - The Tax Reform Act of 1986 instituted certain arbitrage restrictions with respect to the issuance of tax exempt bonds after August 31, 1986. Arbitrage regulations deal with the investment of all tax-exempt bond proceeds at an interest yield greater than the interest yield paid to bondholders. Generally, all interest paid to bondholders can be retroactively rendered taxable if applicable rebates are not reported and paid to the Internal Revenue Service (IRS) at least five years. Arbitrage is evaluated and estimated on an annual basis by a third party. The company has estimated no liability for the District as of August 31, 2024.

J. Right-to-Use Lease Liability

In May 2021, the District entered into a lease agreement as lessee to lease office equipment for a term of five years with quarterly payments of $316. Management utilized an interest rate of 3.60% to calculate the net present value of the lease.

In September 2023, the District entered into a lease agreement as lessee to lease office equipment for a term of four years with monthly payments of $2,466. Management utilized an interest rate of 4.69% to calculate the net present value of the lease.

The right-to-use lease assets are being amortized over the term of the lease using the straight-line method. During the fiscal year ending August 31, 2024, total principal paid by the District was $26,304 and total interest paid by the District was $4,550 related to these lease agreements.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

Debt service requirements for the right-to-use lease are as follows:

Year Ending August 31,	Principal	Interest	Total Requirements
2025	$ 27,521	$ 3,334	$ 30,855
2026	28,179	2,061	30,240
2027	28,852	738	29,590
Total	$ 84,552	$ 6,133	$ 90,685

K. Defined Benefit Pension Plan

Plan Description: The District participates in a cost-sharing multiple-employer defined benefit pension plan that has a special funding situation. The plan is administered by the Teacher Retirement System of Texas (TRS). It is a defined benefit pension plan established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one half or more of the standard work load and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by the system.

Pension Plan Fiduciary Net Position: Detailed information about the Teacher Retirement System's fiduciary net position is available in a separately-issued Annual Comprehensive Financial Report (ACFR) that includes financial statements and required supplementary information. That report may be obtained on the internet at https://www.trs.texas.gov/TRS%20Documents/2023%20ACFR%20Final%2011-20-2023.pdf by writing to TRS at 1000 Red River Street, Austin, TX 78701-2698; or by calling (512) 542-6592.

Benefits Provided: TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3 percent (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity except for members who are grandfathered, the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule. There are no automatic post-employment benefit changes; including automatic COLAs. Ad hoc post-employment benefit changes, including ad hoc COLAs can be granted by the Texas Legislature as noted in the Plan description above.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

State law requires the plan to be actuarially sound in order for the legislature to consider a benefit enhancement, such as a supplemental payment to the retirees. The pension became actuarially sound in May 2019 when the 86th Texas legislature approved the TRS Pension Reform Bill (SB12) that provided gradual contribution increases from the state, participating employers and active employees for the fiscal years 2019 through 2024.

Contributions: Contribution requirements are established or amended pursuant to Article 16, section 67 of the Texas Constitution which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate of not less than 6% and not more than 10% of the aggregate annual compensation paid to members of the system during the fiscal year. Texas Government Code section 821.006 prohibits benefit improvements, if as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action. Actuarial implications of the funding provided in this manner are determined by the System's actuary.

Employee contribution rates are set in state statute, Texas Government Code 825.402. The TRS Pension Reform Bill (Senate Bill 12) of the 86th Texas Legislature amended Texas Government Code 825.402 for member contributions and increased employee and employer contribution rates for fiscal years 2019 through 2024.

Contribution Rates

	Plan Fiscal Year	
	2023	2024
Member	8.00%	8.25%
Non-Employer Contributing Entity (State)	8.00%	8.25%
Employers	8.00%	8.25%

Contributions Required and Made

2024 Employer Contributions	$ 399,887
2024 Member Contributions	757,232
2023 Plan Year NECE On-Behalf Contributions (State)	432,283

Contributors to the plan include active members, employers, and the State of Texas as the only non-employer contributing entity. The State is the employer for senior colleges, medical schools and state agencies, including TRS. In each respective role, the State contributes to the plan in accordance with State Statutes and the General Appropriations Act (GAA).

As the non-employer contributing entity for public education and junior colleges, the State of Texas contributes to the retirement system an amount equal to the current employer contribution rate times the aggregate annual compensation of all participating members of the pension trust fund during that fiscal year reduced by the amounts described below which are paid by the employers. Employers (public school, junior college, other entities or the State of Texas as the employer for senior universities and medical schools) are required to pay the employer contribution rate in the following instances:

(Continued)

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III. DETAILED NOTES ON ALL FUNDS (Continued)

- On the portion of the member's salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.
- During a new member's first 90 days of employment.
- When any part or all of an employee's salary is paid by federal funding sources, a privately sponsored source, from non-educational and general, or local funds.
- When the employing district is a public junior college or junior college district, the employer shall contribute to the retirement system an amount equal to 50 percent of the state contribution rate for certain instructional or administrative employees; and 100 percent of the state contribution rate for all other employees.

Included in the employer contributions amount listed above for fiscal year 2024, the District paid $10,699 in retiree surcharges and $124,043 for the Public Education Employer Contribution. These two additional surcharges an employer is subject to are summarized as follows:

- When employing a retiree of the Teacher Retirement System, the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.
- All public schools, charter schools and regional education service centers must contribute 1.8 percent of the member's salary beginning in fiscal year 2023, gradually increasing to 2 percent in fiscal year 2025.

Actuarial Assumptions: The actuarial valuation was performed as of August 31, 2022. Update procedures were used to roll forward the total pension liability to August 31, 2023. The total pension liability is determined by an annual actuarial valuation. The actuarial methods and assumptions were selected by the Board of Trustees based upon analysis and recommendations by the System's actuary. The Board of Trustees has sole authority to determine the actuarial assumptions used for the Plan. The actuarial methods and assumptions were primarily based on a study of actual experience for the four year period ending August 31, 2021 and were adopted in July 2022. The following table discloses the assumptions that were applied to this measurement period:

Valuation Date	August 31, 2022 rolled forward to August 31, 2023
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Fair Value
Single Discount Rate	7.00%

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III. DETAILED NOTES ON ALL FUNDS (Continued)

Mortality Assumption	The active mortality rates were based on the PUB (2010), Amount-Weighted, Below-Median Income, Teacher, Male and Female tables, with a 2-year set forward for male. The rates are projected on a fully generational basis by the long-term rates of scale UMP 2021 to account for future mortality improvements. The post-retirement mortality rates were based on the 2021 TRS of Texas Healthy Pensioner Mortality Tables. The rates are projected on a fully generational basis by Scale UMP 2021, but with immediate convergence, to account for future mortality improvements.
Long-term expected Investment Rate of Return	7.00%
Municipal Bond Rate as of August 2023	4.13%. - The source for the rate is the Fixed Income Market Data/Yield Curve/Data Municipal Bonds with 20 years to maturity that include only federally tax-exempt municipal bonds as reported in Fidelity Index's "20-Year Municipal GO AA Index"
Last year ending August 31 in Projection Period (100 years)	2122
Inflation	2.30%
Salary Increases	2.95% to 8.95% including inflation
Ad hoc post-employment benefit changes	None

The actuarial methods and assumptions used in the determination of the total pension liability are the same assumptions used in the actuarial valuation as of August 31, 2022. For a full description of these assumptions please see the actuarial valuation report dated November 22, 2022.

Discount Rate: A single discount rate of 7.00 percent was used to measure the total pension liability. The single discount rate was based on the expected rate of return on pension plan investments of 7.00 percent. The projection of cash flows used to determine the discount rate assumed that contributions from active members, employers and the non-employer contributing entity will be made at the rates set by the Legislature during the 2019 legislative session. It is assumed that future employer and state contributions will be 9.50 percent of payroll in fiscal year 2024 increasing to 9.56 percent of payroll in fiscal year 2025 and thereafter. This includes all employer and state contributions for active and rehired retirees.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term expected rate of return on pension plan investments is 7.00 percent and was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Best estimates of geometric real rates of return for each major asset class included in the System's target asset allocation as of August 31, 2023 are summarized below:

Asset Class*	Target Allocation %**	Long-Term Expected Geometric Real Rate of Return***	Expected Contribution to Long-Term Portfolio Returns
Global Equity			
USA	18.00%	4.00%	1.00%
Non-U.S. Developed	13.00%	4.50%	0.90%
Emerging Markets	9.00%	4.80%	0.70%
Private Equity*	14.00%	7.00%	1.50%
Stable Value			
Government Bonds	16.00%	2.50%	0.50%
Absolute Return*	0.00%	3.60%	0.00%
Stable Value Hedge Funds	5.00%	4.10%	0.20%
Real Return			
Real Estate	15.00%	4.90%	1.10%
Energy, Natural Resources and Infrastructure	6.00%	4.80%	0.40%
Commodities	0.00%	4.40%	0.00%
Risk Parity	8.00%	4.50%	0.40%
Asset Allocation Leverage			
Cash	2.00%	3.70%	0.00%
Asset Allocation Leverage	-6.00%	4.40%	-0.10%
Inflation Expectation			2.30%
Volatility Drag****			-0.90%
Total	100.00%		8.00%

**Absolute Return includes Credit Sensitive Investments.*
***Target allocations are based on the FY2023 policy model.*
***Capital Market Assumptions come from Aon Hewitt (as of 6/30/2023).
****The volatility drag results from conversion between arithmetic and geometric mean returns.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

Discount Rate Sensitivity Analysis: The following table presents the net pension liability of the plan using the discount rate of 7.00 percent, and what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.00 percent) or one percentage point higher (8.00 percent) than the current rate.

	1% Decrease 6.00%	Current Single Discount Rate 7.00%	1% Increase 8.00%
District's proportionate share of the net pension liability	$ 9,102,935	$ 6,088,694	$ 3,582,351

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions: At August 31, 2024, the District reported a liability of $6,088,694 for its proportionate share of the TRS net pension liability. This liability reflects a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

The District's proportionate share of the collective net pension liability	$ 6,088,694
State's proportionate share that is associated with the District	5,776,704
Total	$ 11,865,398

The net pension liability was measured as of August 31, 2022 and rolled forward to August 31, 2023 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The District's proportion of the net pension liability was based on the District's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2022 through August 31, 2023.

At August 31, 2023 the employer's proportion of the collective net pension liability was 0.0088639729% which was an increase of 0.0001918669% from its proportion measured as of August 31, 2022.

Changes of Assumptions Since the Prior Actuarial Valuation: The actuarial assumptions and methods are the same as used in the determination of the prior year's net pension liability.

Changes in Benefit Provisions Since the Prior Measurement Date: The Texas 2023 Legislature passed legislation that provides a one-time stipend to certain retired teachers. The stipend was paid to retirees beginning in September 2023. The Legislature appropriated funds to pay for this one-time stipend so there will be no impact on the Net Pension Liability of TRS. In addition, the Legislature also provided for a cost of living adjustment (COLA) to retirees which was approved during the November 2023 election which will be paid January 2024. Therefore, this contingent liability was not reflected as of August 31, 2023.

For the year ended August 31, 2024, the District recognized pension expense of $872,232 and revenue of $872,232 for support provided by the State.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

The amount of pension expense recognized by the District in the reporting period was $1,983,060.

At August 31, 2024, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 216,942	$ 73,727
Changes in actuarial assumptions	575,871	140,929
Net difference between projected and actual investment earnings	886,053	-
Changes in proportion and difference between District's contributions and proportionate share of contributions	489,289	42,259
District contributions to TRS subsequent to the measurement date	399,887	-
Total	$ 2,568,042	$ 256,915

The $399,887 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending August 31, 2025.

The net amounts of the District's balances of deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended August 31:	Pension Expense
2025	$ 422,986
2026	300,747
2027	852,331
2028	302,297
2029	32,879
Thereafter	-
	$ 1,911,240

Changes in Net Pension Liability:

	Beginning Balance	Additions	Reductions	Ending Balance
Net Pension Liability	$ 5,148,406	$ 1,395,917	$ 455,629	$ 6,088,694

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III. DETAILED NOTES ON ALL FUNDS (Continued)

Payable to the Pension Plan: At August 31, 2024, the District reported a payable of $84,432 to the pension plan for the outstanding amount of contractually required contributions related to past service costs. Member contributions included in this payable were $55,997.

L. Defined Other Post-Employment Benefit Plan

Plan Description: The District participates in the Texas Public School Retired Employees Group Insurance Program (TRS-Care). It is a multiple-employer, cost-sharing defined Other Post-Employment Benefit (OPEB) plan that has a special funding situation. The plan is administered through a trust by the Teacher Retirement System of Texas (TRS) Board of Trustees. The TRS-Care program was established in 1986 by the Texas Legislature.

The TRS Board of Trustees administers the TRS-Care program and the related fund in accordance with Texas Insurance Code Chapter 1575. The Board of Trustees is granted the authority to establish basic and optional group insurance coverage for participants as well as to amend benefit terms as needed under Chapter 1575.052. The Board may adopt rules, plans, procedures, and orders reasonably necessary to administer the program, including minimum benefits and financing standards.

OPEB Plan Fiduciary Net Position: Detail information about the TRS-Care's fiduciary net position is available in the separately-issued TRS Annual Comprehensive Financial Report (ACFR) that includes financial statements and required supplementary information. That report may be obtained on the internet at https://www.trs.texas.gov/TRS%20Documents/2023%20ACFR%20Final%2011-20-2023.pdf ; by writing to TRS at 1000 Red River Street, Austin, TX 78701-2698; or by calling (512) 542-6592.

Benefits Provided: TRS-Care provides health insurance coverage to retirees from public schools, charter schools, regional education service centers and other educational districts who are members of the TRS pension plan. Optional dependent coverage is available for an additional fee.

Eligible non-Medicare retirees and their dependents may enroll in TRS-Care Standard, a high-deductible health plan. Eligible Medicare retirees and their dependents may enroll in the TRS-Care Medicare Advantage medical plan and the TRS-Care Medicare Rx prescription drug plan. To qualify for TRS-Care coverage, a retiree must have at least 10 years of service credit in the TRS pension system. There are no automatic post-employment benefit changes; including automatic COLAs.

The premium rates for retirees are reflected in the following table:

TRS-Care Monthly Plan Premium Rates		
	Medicare	Non-Medicare
Retiree or Surviving Spouse	$ 135	$ 200
Retiree and Spouse	529	689
Retiree or Surviving Spouse and Children	468	408
Retiree and Family	1,020	999

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III. DETAILED NOTES ON ALL FUNDS (Continued)

Contributions: Contribution rates for the TRS-Care plan are established in state statute by the Texas Legislature, and there is no continuing obligation to provide benefits beyond each fiscal year. The TRS-Care plan is currently funded on a pay-as-you-go basis and is subject to change based on available funding. Funding for TRS-Care is provided by retiree premium contributions and contributions from the state, active employees, and school districts based on active employee compensation. The TRS Board of trustees does not have the authority to set or amend contribution rates.

Texas Insurance Code, section 1575.202 establishes the state's contribution rate which is 1.25 percent of the employee's salary. Section 1575.203 establishes the active employee's rate which is 0.65 percent of salary. Section 1575.204 establishes an employer contribution rate of not less than 0.25 percent or not more than 0.75 percent of the salary of each active employee of the public or charter school. The actual employer contribution rate is prescribed by the Legislature in the General Appropriations Act. The following table shows contributions to the TRS-Care plan by type of contributor.

Contributions Rates

	2023	2024
Active Employee	0.65%	0.65%
Non-Employer Contributing Entity (State)	1.25%	1.25%
Employers	0.75%	0.75%
Federal/private Funding remitted by Employers	1.25%	1.25%

2024 Employer Contributions	$ 84,898
2024 Member Contributions	59,661
2023 Plan Year NECE On-behalf Contributions (State)	109,435

In addition to the employer contributions listed above, there is an additional surcharge all TRS employers are subject to, regardless of whether or not they participate in the TRS-Care OPEB program. When employers hire a TRS retiree, employers are required to pay TRS-Care a monthly surcharge of $535 per retiree. During the year ended August 31, 2024, the District did not employ TRS retirees and therefore did not pay any surcharge amounts to TRS-Care.

TRS-Care received supplemental appropriations from the State of Texas as the Non-Employer Contributing Entity in the amount of $21.3 million in fiscal year 2023 provided by Rider 14 of the Senate Bill GAA of the 87th Legislature. These amounts were re-appropriated from amounts received by the pension and TRS-Care funds in excess of the state's actual obligation and then transferred to TRS-Care.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

Actuarial Assumptions: The actuarial valuation was performed as of August 31, 2022. Update procedures were used to roll forward the Total OPEB Liability to August 31, 2023. The actuarial valuation of the OPEB plan offered through TRS-Care is similar to the actuarial valuation performed for the pension plan, except that the OPEB valuation is more complex. The demographic assumptions were updated based on the experience study performed for TRS for the period ending August 31, 2021. The following assumptions and other inputs used for members of TRS-Care are based on an established pattern of practice and are identical to the assumptions used in the August 31, 2022 pension actuarial valuation that was rolled forward to August 31, 2023:

Rates of Mortality	General Inflation
Rates of Retirement	Wage Inflation
Rates of Termination	Salary Increases
Rates of Disability Incidence	

Additional Actuarial Methods and Assumptions:

Valuation Date	August 31, 2022 rolled forward to August 31, 2023
Actuarial Cost Method	Individual Entry-Age Normal
Inflation	2.30%
Single Discount Rate	4.13% as of August 31, 2023
Salary Increases	2.95% to 8.95%, including inflation
Demographic Assumptions	The rates of mortality, retirement, termination and disability incidence are identical to the assumptions used to value the pension liabilities of TRS. The demographic assumptions were developed in the experience study performed for TRS for the period ending August 31, 2021.
Mortality Assumption	The post-retirement mortality rates for healthy lives were based on the 2021 TRS of Texas Healthy Pensioner Mortality Tables with full generational projection using the ultimate rates of Scale MP 2021. The active mortality rates were based on PUB(2010) Amount-Weighted, Below-Median Income, Teacher male and female tables (with a two-year set forward for males), also with full generational mortality using the ultimate rates of Scale MP 2021.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

Health Care Trend Rates	Initial medical trend rates of 7.75% for Medicare retirees and 7.00% for non-Medicare retirees. Initial prescription drug trend rate of 7.75% for all retirees. Initial trend rates decrease to an ultimate trend rate of 4.25% over a period of 12 years.
Election Rates	Normal Retirement: 62% participation prior to age 65 and 25% participation after age 65; 30% of pre-65 retirees are assumed to discontinue coverage at age 65
Aging Factors	Based on plan specific experience.
Expenses	Third-party administrative expenses related to the delivery of health care benefits are included in the age-adjusted claims costs.
Ad hoc post-employment benefit changes	None
Other Information:	
Notes	Assumption changes include a discount rate change from 3.91% as of August 31, 2022 to 4.13% as of August 31, 2023, and revised demographic and economic assumptions based on the TRS experience study.

Discount Rate: A single discount rate of 4.13 percent was used to measure the Total OPEB Liability. This was an increase of 0.22 percent in the discount rate since the previous year. Because the investments are held in cash and there is no intentional objective to advance fund the benefits, the single discount rate is equal to the prevailing municipal bond rate.

The source of the municipal bond rate is the Fidelity "20-year Municipal GO AA Index" as of August 31, 2023 using the Fixed Income Market Data/Yield Curve/Data Municipal bonds with 20 years to maturity that include only federally tax exempt municipal bonds.

Discount Rate Sensitivity Analysis: The following schedule shows the impact of the Net OPEB Liability if the discount rate used was 1 percentage point lower than and 1 percentage point higher than the discount rate that was used in measuring the Net OPEB Liability.

	1% Decrease 3.13%	Current Single Discount Rate 4.13%	1% Increase 5.13%
District's proportionate share of the Net OPEB Liability:	$ 2,726,025	$ 2,314,522	$ 1,978,726

(Continued)

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III. DETAILED NOTES ON ALL FUNDS (Continued)

***Healthcare Cost Trend Rates Sensitivity Analysis**:* The following schedule shows the impact of the Net OPEB Liability if a healthcare trend rate that is 1 percent less than and 1 percent greater than the health trend rates assumed.

	1% Decrease in Healthcare Trend Rate	Current Single Healthcare Trend Rate	1% Increase in Healthcare Trend Rate
District's proportionate share of the Net OPEB Liability:	$ 1,905,893	$ 2,314,522	$ 2,840,224

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs: At August 31, 2024, the District reported a liability of $2,314,522 for its proportionate share of the TRS-Care's net OPEB liability. This liability reflects a reduction for State OPEB support provided to the District. The amount recognized by the District as its proportionate share of the net OPEB liability, the related State support, and the total portion of the net OPEB liability that was associated with the District were as follows:

The District's proportionate share of the collective Net OPEB Liability	$ 2,314,522
State's proportionate share that is associated with the District	2,792,826
Total	$ 5,107,348

The net OPEB liability was measured as of August 31, 2022 and rolled forward to August 31, 2023 and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of that date. The employer's proportion of the net OPEB liability was based on the employer's contributions to the OPEB plan relative to the contributions of all employers to the plan for the period September 1, 2022 through August 31, 2023.

At August 31, 2023 the employer's proportion of the collective net OPEB liability was 0.0104548289%, which was an increase of 0.0000593880% from its proportion measured as of August 31, 2022.

Changes Since the Prior Measurement Date– The following were changes to the actuarial assumptions or other inputs that affected measurement of the total OPEB liability since the prior measurement period:

- The single discount rate changed from 3.91 percent as of August 31, 2022 to 4.13 percent as of August 31, 2023, accompanied by revised demographic and economic assumptions based on the TRS experience study.

Changes of Benefit Terms Since the Prior Measurement Date - There were no changes in benefit terms since the prior measurement date.

For the year ended August 31, 2024, the District recognized OPEB expense of $(597,047) and revenue of $(597,047) for support provided by the State.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

The amount of OPEB expense recognized by the District in the reporting period was $(1,012,238).

At August 31, 2024, the District reported its proportionate share of the TRS-Care's deferred outflows of resources and deferred inflows of resources related to other post-employment benefits (OPEB) from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 104,715	$ 1,947,232
Changes in actuarial assumptions	315,915	1,417,243
Difference between projected and actual investment earnings	1,000	-
Changes in proportion and difference between the District's contributions and the proportionate share of contributions	833,509	495,320
Contributions paid to TRS-Care subsequent to the measurement date	84,898	-
Total	$ 1,340,037	$ 3,859,795

The $84,898 reported as deferred outflows of resources related to OPEB resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended August 31, 2025.

The net amounts of the employer's balances of deferred outflows and inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ended August 31:	OPEB Expense
2025	$ (607,847)
2026	(501,691)
2027	(357,972)
2028	(379,747)
2029	(373,403)
Thereafter	(383,996)
	$ (2,604,656)

Changes in Net OPEB Liability:

	Beginning Balance	Additions	Reductions	Ending Balance
Net OPEB Liability	$ 2,489,085	$ -	$ 174,563	$ 2,314,522

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III. DETAILED NOTES ON ALL FUNDS (Continued)

Payable to the OPEB Plan: At August 31, 2024, the District reported a payable of $10,412 to the OPEB plan for the outstanding amount of contractually required contributions related to past service costs. Member contributions included in this payable were $4,412.

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003, which was effective January 1, 2006, established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. One of the provisions of Medicare Part D allows for the Texas Public School Retired Employee Group Insurance Program (TRS-Care) to receive retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. Medicare Part D contributions made on behalf of the District's employees for the year ended August 31, 2024, 2023 and 2022 were $49,012, $52,810, and $35,395, respectively. These amounts are recorded as equal revenues and expenditures in the governmental fund financial statements of the District.

M. Health Care Coverage

During the year ended August 31, 2024, Tornillo Independent School District participated in the TRS - Active Care Health Insurance Program. During the year ended August 31, 2024, employees of the District were covered by the District's insurance Plan (the "Plan"). Under this plan, the District and State (Teacher Retirement System of Texas) contribute approximately $275 and $75, respectively to the employee's premium. The Plan was authorized by Section 21.922, Texas Education Code and was documented by contractual agreement. There were no other liabilities associated with the Plan.

N. Unemployment Compensation Pool

During the year ended August 31, 2024, Tornillo ISD provided unemployment compensation to its employees through participation in the TASB Risk Management Fund (the Fund). The Fund was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. The Fund's Unemployment Compensation Program is authorized by Section 22.005 of the Texas Education Code and Chapter 172 of the Texas Local Government Code. All members participating in the Fund execute Interlocal Agreements that define the responsibilities of the parties.

The fund meets its quarterly obligations to the Texas Workforce Commission. Expenses are accrued monthly until the quarterly payment has been made. Expenses can be reasonably estimated; therefore there is no need for specific or aggregate stop loss coverage for the Unemployment Compensation pool. For the year ended August 31, 2024, the Fund anticipates that Tornillo ISD has no additional liability beyond the contractual obligation for payment of contribution.

The Fund engages the services of an independent auditor to conduct a financial audit after the close of each plan year on August 31. The audit is approved by the Fund's Board of Trustees in February of the following year. The Fund's audited financial statements as of August 31, 2023, are available at the TASB Risk Management Fund website and have been filed with the Texas Department of Insurance in Austin.

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(Continued)

III. DETAILED NOTES ON ALL FUNDS (Continued)

O. Worker's Compensation Program

As required by law the District has acquired adequate worker's compensation insurance coverage contracted through Claims Administrative Services, Inc. The District has chosen to participate in a political subdivision risk pool, which means that the District shares its exposure with other school districts and public entities with similar employee populations. Currently, the District employs about 155 full-time and part-time employees. The District paid $58,979 in worker's compensation premium for the plan year 2023-2024. This premium is considered sufficient by Claims Administrative Services, Inc. and no contingent liability is required to be reported. This total amount paid for worker's compensation costs is less than 1% of annual payroll.

P. Fund Balance

As of August 31, 2024, fund balances are composed of the following:

	General Fund	Non Major Governmental Funds	Total
Nonspendable:			
Inventories	$ 18,455	$ -	$ 18,455
Prepaid Items	6,700	-	6,700
Restricted:			
Food Service	114,444	-	114,444
Capital Acquisition and Contractual Obligation	-	54,186	54,186
Summer Feeding Program	-	42,974	42,974
Advanced Placement Incentives	-	1,655	1,655
Debt Service	-	166,234	166,234
Campus Activities	-	2,077	2,077
Committed:			
Capital Expenditures for Equipment	15,920	-	15,920
Other Committed	68,152	-	68,152
Assigned:			
Construction	142,901	-	142,901
Other Assigned	19,688	-	19,688
Unassigned	5,588,195	-	5,588,195
Total	$ 5,974,455	$ 267,126	$ 6,241,581

As discussed in Note Q, as of August 31, 2024, the District has $1,469 of encumbrances of operating funds that rolled over into the next fiscal year.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

Q. Encumbrances

Encumbrance accounting is employed as an extension of formal budgetary integration for the general fund, special revenue funds, and capital projects funds. Encumbrances represent commitments related to contracts not yet performed and are used to control expenditures for the year and to enhance cash management. The encumbrance account does not represent an expenditure for the period, only a commitment to expend resources. Encumbrances for goods or purchased services are documented by purchase orders or contracts. Under Texas law, appropriations lapse at year end, and encumbrances outstanding at that time are to be either canceled or appropriately provided for in the subsequent year's budget. At August 31, 2024, the District had unfilled purchase orders in the general fund that it intends to honor in the 2024-2025 year in the amount of $1,469 which are included in assigned fund balance.

R. Revenue from Local and Intermediate Sources

During the current year, revenues from local and intermediate sources consisted of the following:

	General Fund	Non Major Governmental Funds	Total
Property Taxes	$ 604,696	$ 415,197	$ 1,019,893
Penalties and Interest on Taxes	29,276	15,011	44,287
Investment Income	309,879	26,147	336,026
Food Sales	95,186	-	95,186
Co-curricular Student Activities	3,615	-	3,615
Lease Revenue	22,954	-	22,954
Local Grants	-	81,820	81,820
Other	37,216	31,170	68,386
Total	$ 1,102,822	$ 569,345	$ 1,672,167

S. School Health and Related Services (SHARS)

SHARS is a Medicaid financing program and allows local school districts to obtain Medicaid reimbursement for certain health-related services provided to student in special education. Since SHARS settle-up amounts are usually calculated and received in arrears, the District does not have adequate information to make an estimate of the receivable related to the current year on the government wide financial statements. However, the receivable and related revenues are recorded in the fiscal year the preliminary settle-up amounts are available, which is usually one year in arrears.

SHARS revenue recorded in the current year period related to prior year's settle-up amounts was as reduction of $1,004. As of August 31, 2024, there was no receivable related to SHARS.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

T. Litigation

During the normal course of business the District is subject to various legal claims. As of August 31, 2024, management is not aware of any such claim which would have a material adverse effect on the financial statements.

U. Other Significant Commitments and Contingencies

Land Commitments - Tornillo Independent School District leases 282 acres of land in El Paso County, Texas from the University of Texas System Board of Regents. The term of this lease agreement was for a period of ten years which commenced October 1, 2006. The lease was renewed on June 24, 2015 for an additional ten year period commencing on October 1, 2016. This lease provides for rent of $5,000 for the entire lease term. The land is only permitted to be used for the purpose of public education facilities and for necessary and desirable purposes incidental thereto, and for no other purpose. The District constructed a new high school facility on this land.

The District entered into a commercial lease with The University of Texas System Board of Regents for approximately 8.81 acres of land. The term of this lease agreement is for a period of ten years commenced August 11, 2015 through June 30, 2025. This lease provided for rent of $4,000 for the entire lease term. The land is permitted to be used for the purpose of public education facilities and for purposes incidental thereto, and for no other purpose. The District uses the land as a baseball/softball dirt field.

Other Commitments - The District entered into an interlocal agreement with County of El Paso on December 14, 2009 for the improvement of facilities and services at Coyote Park playground and baseball park located within the bounds of the Tornillo Independent School District. The County will design, purchase, and install all playground equipment, canopies, basketball equipment and grass for the park and softball field. The District will be responsible for the management, maintenance and security of said park areas including maintenance of all County provided equipment. The agreement remains in effect until September 30, 2029.

The District entered into a second interlocal agreement with County of El Paso on January 23, 2019 for the improvements and maintenance of Coyote Park located within the bounds of the Tornillo Independent School District. The County will purchase and install sod and irrigation lay structure, sidewalk and hike and bike trail swings, benches and picnic shelters, solar lighting, landscaping, park equipment and parking. The District will be responsible for providing year-round maintenance of such premises, including maintenance of all improvements, manage and operate premises, operate and maintain landscaping, irrigation systems and equipment, and pay all electric, gas, and water utilities costs and expenses relating to operation and maintenance of premises. The agreement remains in effect until November 30, 2038.

Federal and State Funding - Tornillo Independent School District participates in numerous state and federal grant programs that are subject to audit by the Texas Education Agency and various Federal and/or State audit agencies. These programs have complex compliance requirements, and should State or Federal auditors discover areas of material noncompliance, those District funds may be subject to refund if so determined by administrative audit review.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

In the opinion of administration, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

V. Risk Management

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Board maintains insurance policies acquired from independent insurance carriers covering all structural property, automobiles, dishonesty, errors and omissions, boiler and machinery, personal property, and general liability. There have been no significant reductions in insurance coverage from prior years and settlements have not exceeded insurance coverage.

For the year ended August 31, 2024, Tornillo Independent School District carried insurance for building and contents in the amount of $73,113,690 with deductibles ranging from $10,000 to $500,000, per occurrence. Equipment, general liability, educator's legal liability, and cyber suite coverage had deductibles ranging from $1,000 to $25,000. Automobile physical damage had a deductible of $1,000. Automobile liability had a deductible of $1,000 with a $1,000,000 limit per accident.

W. Related Party Transactions

From time to time, the District may enter into transactions with related parties through the normal course of business. If a Board member has a conflict of interest, proper documentation is completed and he/she is required to abstain from any discussion or voting regarding the matter. Management is not aware of any material related party transactions that occurred during the 2023-2024 fiscal year.

X. Other Retirement Plans

The District has established a 457 Deferred Compensation Plan and Tax-sheltered Annuity 403(b) Plan. All regular full-time employees are eligible to participate in these Plans immediately upon becoming employed by the District. As of August 31, 2024, the District had 23 employees participating in these Plans. Employee contributions to the Plans totaled $59,626.

The District does not contribute to any of these Plans and does not hold the assets in a trustee capacity. Management does not have control over the funds nor can they access the funds, and therefore believes the District does not have fiduciary accountability for the Plans. As such, the Plan assets are not included in a trust fund in the District's financial statements.

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III. DETAILED NOTES ON ALL FUNDS (Continued)

Y. New Accounting Pronouncements

The District has not completed the process of evaluating the impact on its financial position that will result from adopting the following Governmental Accounting Standards Board (GASB) Statements:

- GASB No. 101, *Compensated Absences*, effective for fiscal years beginning after December 15, 2023. This GASB enhances consistency in recognition and measurement of the liability for compensated absences and comparability between governments that offer different types of leave.

- GASB No. 102, *Certain Risk Disclosures*, effective for fiscal years beginning after June 15, 2024. This GASB provides users of governmental financial statements with essential information about risks related to a government's vulnerabilities due to certain concentrations or constraints.

- GASB No. 103, *Financial Reporting Model Improvements,* effective for fiscal years beginning after June 15, 2025. GASB No. 103 improves key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability.

- GASB No. 104, *Disclosure of Certain Capital Assets,* effective for fiscal years beginning after June 15, 2025. This GASB provides users of governmental financial statements with essential information about certain types of capital assets.

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REQUIRED SUPPLEMENTARY INFORMATION

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TORNILLO INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
FOR THE YEAR ENDED AUGUST 31, 2024

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 1,044,400	$ 1,044,400	$ 1,102,822	$ 58,422
5800	State Program Revenues	9,367,157	9,408,357	9,511,233	102,876
5900	Federal Program Revenues	1,119,200	1,186,020	1,089,852	(96,168)
5020	Total Revenues	11,530,757	11,638,777	11,703,907	65,130
	EXPENDITURES:				
	Current:				
0011	Instruction	5,484,706	5,714,156	5,613,454	100,702
0012	Instructional Resources and Media Services	168,755	168,755	159,717	9,038
0013	Curriculum and Instructional Staff Development	289,094	298,838	299,136	(298)
0021	Instructional Leadership	101,740	111,440	113,337	(1,897)
0023	School Leadership	754,145	782,541	806,368	(23,827)
0031	Guidance, Counseling, and Evaluation Services	291,323	290,073	286,044	4,029
0033	Health Services	176,623	178,623	178,232	391
0034	Student (Pupil) Transportation	296,254	296,254	252,326	43,928
0035	Food Services	813,000	879,820	889,981	(10,161)
0036	Extracurricular Activities	406,768	374,072	354,103	19,969
0041	General Administration	721,506	716,162	747,334	(31,172)
0051	Facilities Maintenance and Operations	1,663,220	1,663,220	1,605,808	57,412
0052	Security and Monitoring Services	417,030	456,752	385,586	71,166
0053	Data Processing Services	533,965	536,465	533,714	2,751
0061	Community Services	12,000	12,000	7,479	4,521
	Debt Service:				
0071	Principal on Long-Term Liabilities	3,000	31,200	26,304	4,896
0072	Interest on Long-Term Liabilities	-	2,500	4,550	(2,050)
	Capital Outlay:				
0081	Facilities Acquisition and Construction	-	240,206	97,305	142,901
	Intergovernmental:				
0099	Other Intergovernmental Charges	22,000	22,000	15,983	6,017
6030	Total Expenditures	12,155,129	12,775,077	12,376,761	398,316
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	(624,372)	(1,136,300)	(672,854)	463,446
	OTHER FINANCING SOURCES (USES):				
7913	Right-to-Use Lease Proceeds	-	-	107,731	107,731
1200	Net Change in Fund Balances	(624,372)	(1,136,300)	(565,123)	571,177
0100	Fund Balance - September 1 (Beginning)	6,539,578	6,539,578	6,539,578	-
3000	Fund Balance - August 31 (Ending)	$ 5,915,206	$ 5,403,278	$ 5,974,455	$ 571,177

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Budgets and Budgetary Control

Each school district in Texas is required by law to prepare annually a budget of anticipated revenues and expenditures for the General Fund, Child Nutrition Program, and Debt Service Funds before the beginning of the fiscal year. For fiscal years beginning September 1, the Texas Education Code requires the budget to be adopted by August 31st of each year. The District's administration determines budgetary funding priorities and the budgets are prepared on the same basis of accounting that is used for reporting in accordance with generally accepted accounting principles. Final budget allocations are determined by the Board, which subsequently establishes a tax rate sufficient to support the approved budget. The annual budget, which is prepared on the modified accrual basis of accounting, must be adopted by the Board at a scheduled meeting after giving ten days public notice of the meeting. The District annually adopts legally authorized appropriated budges for the General Fund, Child Nutrition Program, and Debt Service Funds. On August 30, 2023, the 2023-2024 budget was legally adopted by the Board.

The District's administration performs budget reviews during the year in which budget requirements are re-evaluated and revisions are recommended to the Board. The Board must approve amendments to the budget at the fund and functional expenditure categories or revenue object accounts as defined by the TEA. Each amendment must have Board approval. As required by law, such amendments are made before the fact, are reflected in the official minutes of the Board, and are not made after fiscal year end. Several amendments were necessary during the year.

Expenditures may not legally exceed budgeted appropriations, as amended, at the function level by fund. Unexpended appropriations lapse at year-end.

Budgetary Basis of Accounting

The District's budget is prepared on a modified accrual basis of accounting.

The Budget and Actual - General Fund includes the District's Child Nutrition Program which is separately presented as Exhibit J-2.

Excess Expenditures Over Appropriations

Exhibit G-1 presents a small unfavorable budget variance in function 13 - Curriculum and Instructional Staff Development due to underestimation of salaries and wages, in function 21 - Instructional Leadership due to year end reclassifications of salaries and wages from grant funds to the general fund, in functions 23 - School Leadership, 41 - General Administration, and 72 - Interest on Long-Term Liabilities due to year-end reclassifications necessary in order to record the transactions in accordance with GASB No. 87, *Leases*, and in function 35 - Food Service due to underestimation of anticipated food costs. Overall, the general fund budget reported a favorable budget variance of $398,316.

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TORNILLO INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
TEACHER RETIREMENT SYSTEM OF TEXAS
FOR THE YEAR ENDED AUGUST 31, 2024

	FY 2024 Plan Year 2023	FY 2023 Plan Year 2022	FY 2022 Plan Year 2021
District's Proportion of the Net Pension Liability (Asset)	0.008863973%	0.008672106%	0.007447656%
District's Proportionate Share of Net Pension Liability (Asset)	$ 6,088,694	$ 5,148,406	$ 1,896,654
State's Proportionate Share of the Net Pension Liability (Asset) Associated with the District	5,776,704	5,097,630	2,578,895
Total	$ 11,865,398	$ 10,246,036	$ 4,475,549
District's Covered Payroll	$ 9,465,658	$ 8,879,207	$ 8,415,190
District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	64.32%	57.98%	22.54%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	73.15%	75.62%	88.79%

Note: GASB Codification, Vol. 2, P20.183 requires that the information on this schedule be data from the period corresponding with the periods covered as of the measurement dates of August 31, 2023 for year 2024, August 31, 2022 for year 2023, August 31, 2021 for year 2022, August 31, 2020 for year 2021, August 31, 2019 for year 2020, August 31, 2018 for year 2019, August 31, 2017 for year 2018, August 31, 2016 for year 2017, August 31, 2015 for year 2016 and August 31, 2014 for year 2015.

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FY 2021 Plan Year 2020	FY 2020 Plan Year 2019	FY 2019 Plan Year 2018	FY 2018 Plan Year 2017	FY 2017 Plan Year 2016	FY 2016 Plan Year 2015	FY 2015 Plan Year 2014
0.007303199%	0.0074622%	0.00702745%	0.007518392%	0.008308592%	0.0076823%	0.0055566%
$ 3,911,445	$ 3,879,085	$ 3,868,079	$ 2,403,977	$ 3,139,693	$ 2,715,591	$ 1,484,245
5,848,596	6,072,243	5,750,937	3,878,395	4,232,506	4,208,755	3,644,005
$ 9,760,041	$ 9,951,328	$ 9,619,016	$ 6,282,372	$ 7,372,199	$ 6,924,346	$ 5,128,250
$ 8,521,925	$ 7,810,067	$ 7,815,556	$ 7,891,834	$ 7,563,210	$ 7,198,540	$ 6,956,232
45.90%	49.67%	49.49%	30.46%	41.51%	37.72%	21.34%
75.54%	75.24%	73.74%	82.17%	78.00%	78.43%	83.25%

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TORNILLO INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR PENSIONS
TEACHER RETIREMENT SYSTEM OF TEXAS
FOR THE YEAR ENDED AUGUST 31, 2024

	2024	2023	2022
Contractually Required Contribution	$ 399,887	$ 453,368	$ 404,437
Contribution in Relation to the Contractually Required Contribution	(399,887)	(453,368)	(404,437)
Contribution Deficiency (Excess)	$ -	$ -	$ -
District's Covered Payroll	$ 9,178,576	$ 9,465,658	$ 8,879,207
Contributions as a Percentage of Covered Payroll	4.36%	4.79%	4.55%

Note: GASB Codification, Vol. 2, P20.183 requires that the data in this schedule be presented as of the District's respective fiscal years as opposed to the time periods covered by the measurement dates ending August 31 of the preceding year.

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2021	2020	2019	2018	2017	2016	2015
$ 318,353	$ 318,416	$ 260,751	$ 234,824	$ 238,898	$ 233,325	$ 181,259
(318,353)	(318,416)	(260,751)	(234,824)	(238,898)	(233,325)	(181,259)
$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 8,415,190	$ 8,521,925	$ 7,810,067	$ 7,815,556	$ 7,891,834	$ 7,563,210	$ 7,198,540
3.78%	3.74%	3.34%	3.00%	3.03%	3.08%	2.52%

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Changes of Benefit Terms

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

Changes of Assumptions

There were no changes of assumptions that affected measurement of the total pension liability during the measurement period.

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TORNILLO INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
TEACHER RETIREMENT SYSTEM OF TEXAS
FOR THE YEAR ENDED AUGUST 31, 2024

	FY 2024 Plan Year 2023	FY 2023 Plan Year 2022	FY 2022 Plan Year 2021
District's Proportion of the Net Liability (Asset) for Other Postemployment Benefits	0.010454829%	0.010395441%	0.009195789%
District's Proportionate Share of Net OPEB Liability (Asset)	$ 2,314,522	$ 2,489,085	$ 3,547,227
State's Proportionate Share of the Net OPEB Liability (Asset) Associated with the District	2,792,826	3,036,293	4,752,494
Total	$ 5,107,348	$ 5,525,378	$ 8,299,721
District's Covered Payroll	$ 9,465,460	$ 8,879,207	$ 8,415,190
District's Proportionate Share of the Net OPEB Liability (Asset) as a Percentage of its Covered Payroll	24.45%	28.03%	42.15%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	14.94%	11.52%	6.18%

Note: GASB Codification, Vol. 2, P50.238 states that the information on this schedule should be determined as of the measurement date. The amounts for FY 2024 are for the measurement date of August 31, 2023. The amounts for FY 2023 are for the measurement date of August 31, 2022. The amounts reported for FY 2022 are for measurement date August 31, 2021. The amounts reported for FY 2021 are for the measurement date of August 31, 2020. The amounts for FY 2020 are for the measurement date August 31, 2019. The amounts for FY 2019 are for the measurement date August 31, 2018. The amounts for FY 2018 are based on the August 31, 2017 measurement date.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

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FY 2021 Plan Year 2020	FY 2020 Plan Year 2019	FY 2019 Plan Year 2018	FY 2018 Plan Year 2017
0.009294409%	0.010379962%	0.009494575%	0.009842449%
$ 3,533,224	$ 4,908,811	$ 4,740,728	$ 4,280,112
4,747,807	6,522,712	6,139,670	5,919,200
$ 8,281,031	$ 11,431,523	$ 10,880,398	$ 10,199,312
$ 8,521,925	$ 7,810,067	$ 7,815,556	$ 7,891,834
41.46%	62.85%	60.66%	54.23%
4.99%	2.66%	1.57%	0.91%

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TORNILLO INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR OTHER POSTEMPLOYMENT BENEFITS (OPEB)
TEACHER RETIREMENT SYSTEM OF TEXAS
FOR THE YEAR ENDED AUGUST 31, 2024

	2024	2023	2022
Contractually Required Contribution	$ 84,898	$ 90,702	$ 86,850
Contribution in Relation to the Contractually Required Contribution	(84,898)	(90,702)	(86,850)
Contribution Deficiency (Excess)	$ -	$ -	$ -
District's Covered Payroll	$ 9,178,576	$ 9,465,460	$ 8,879,207
Contributions as a Percentage of Covered Payroll	0.92%	0.96%	0.98%

Note: GASB Codification, Vol. 2, P50.238 requires that the data in this schedule be presented as of the District's respective fiscal years as opposed to the time periods covered by the measurement dates ending August 31 of the preceding year.

Information in this schedule should be provided only for the years where data is available. Eventually 10 years of data should be presented.

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2021	2020	2019	2018
$ 65,803	$ 74,082	$ 71,896	$ 65,739
(65,803)	(74,082)	(71,896)	(65,739)
$ -	$ -	$ -	$ -
$ 8,415,190	$ 8,521,925	$ 7,810,067	$ 7,815,556
0.78%	0.87%	0.92%	0.84%

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Changes of Benefit Terms Since the Prior Measurement Period

There were no changes of benefit terms that affected measurement of the total OPEB liability during the measurement period.

Changes Since the Prior Actuarial Valuation

The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability since the prior measurement period:

- The discount rate changed from 3.91 percent as of August 31, 2022 to 4.13 percent as of August 31, 2023. This change decreased the total OPEB liability.
- Demographic and economic assumptions were updated based on the experience study performed for TRS for the period ending August 31, 2021.

Difference Between Expected and Actual Experience

The primary driver of the $2.2 billion experience gain was favorable claims experience, which resulted in lower overall 2024 retiree claims estimates than previously assumed.

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SUPPLEMENTARY INFORMATION

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TORNILLO INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
AUGUST 31, 2024

Data Control Codes		211 ESEA I, A Improving Basic Program	224 IDEA - Part B Formula	225 IDEA - Part B Preschool
	ASSETS			
1110	Cash and Cash Equivalents	$ -	$ -	$ -
1220	Property Taxes - Delinquent	-	-	-
1230	Allowance for Uncollectible Taxes	-	-	-
1240	Due from Other Governments	242,646	29,424	713
1260	Due from Other Funds	-	-	-
1410	Prepayments	-	-	-
1000	Total Assets	$ 242,646	$ 29,424	$ 713
	LIABILITIES			
2110	Accounts Payable	$ 29,684	$ -	$ 123
2160	Accrued Wages Payable	4,024	7,418	-
2170	Due to Other Funds	208,938	22,006	590
2180	Due to Other Governments	-	-	-
2300	Unearned Revenue	-	-	-
2000	Total Liabilities	242,646	29,424	713
	DEFERRED INFLOWS OF RESOURCES			
2601	Unavailable Revenue - Property Taxes	-	-	-
2600	Total Deferred Inflows of Resources	-	-	-
	FUND BALANCES			
	Restricted Fund Balance:			
3450	Federal or State Funds Grant Restriction	-	-	-
3470	Capital Acquisition and Contractural Obligation	-	-	-
3480	Retirement of Long-Term Debt	-	-	-
3490	Other Restricted Fund Balance	-	-	-
3000	Total Fund Balances	-	-	-
4000	Total Liabilities, Deferred Inflows & Fund Balances	$ 242,646	$ 29,424	$ 713

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242 Summer Feeding Program	244 23-24 Perkins V: Strengthening CTE	255 ESEA II,A Supporting Effective Ins	263 Title III, A English Lang. Acquisition	270 ESEA V, B,2 Rural & Low Income	279 TCLAS ESSER III	280 ARP HOMELESS	281 CRRSA ESSER II
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	313	35,943	3,053	24,355	58,869	4,911	-
42,974	-	-	-	-	-	-	-
-	-	-	-	-	1,079	-	-
$ 42,974	$ 313	$ 35,943	$ 3,053	$ 24,355	$ 59,948	$ 4,911	$ -
$ -	$ 235	$ -	$ 131	$ 39	$ 225	$ -	$ -
-	-	1,236	444	-	-	-	-
-	78	34,707	2,478	24,316	59,723	4,911	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	313	35,943	3,053	24,355	59,948	4,911	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
42,974	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
42,974	-	-	-	-	-	-	-
$ 42,974	$ 313	$ 35,943	$ 3,053	$ 24,355	$ 59,948	$ 4,911	$ -

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TORNILLO INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
AUGUST 31, 2024

Data Control Codes		282 ARP ESSER III and TCLAS High-Quality	284 IDEA B Formula ARP Act	288 Emergency Impact Aid	289 Other Federal Special Revenue Funds
	ASSETS				
1110	Cash and Cash Equivalents	$ -	$ -	$ -	$ -
1220	Property Taxes - Delinquent	-	-	-	-
1230	Allowance for Uncollectible Taxes	-	-	-	-
1240	Due from Other Governments	379,979	-	-	59,343
1260	Due from Other Funds	-	3,059	339	2,973
1410	Prepayments	-	-	-	-
1000	Total Assets	$ 379,979	$ 3,059	$ 339	$ 62,316
	LIABILITIES				
2110	Accounts Payable	$ 45,318	$ -	$ -	$ 12,632
2160	Accrued Wages Payable	633	-	-	1,176
2170	Due to Other Funds	334,028	-	-	32,396
2180	Due to Other Governments	-	3,059	-	-
2300	Unearned Revenue	-	-	339	16,112
2000	Total Liabilities	379,979	3,059	339	62,316
	DEFERRED INFLOWS OF RESOURCES				
2601	Unavailable Revenue - Property Taxes	-	-	-	-
2600	Total Deferred Inflows of Resources	-	-	-	-
	FUND BALANCES				
	Restricted Fund Balance:				
3450	Federal or State Funds Grant Restriction	-	-	-	-
3470	Capital Acquisition and Contractural Obligation	-	-	-	-
3480	Retirement of Long-Term Debt	-	-	-	-
3490	Other Restricted Fund Balance	-	-	-	-
3000	Total Fund Balances	-	-	-	-
4000	Total Liabilities, Deferred Inflows & Fund Balances	$ 379,979	$ 3,059	$ 339	$ 62,316

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397 Advanced Placement Incentives	404 Student Success Initiative	410 State Instructional Materials	429 Other State Special Revenue Funds	461 Campus Activity Funds	480 Other Local Special Revenue Funds	Total Nonmajor Special Revenue Funds	599 Debt Service Fund
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 407,259
-	-	-	-	-	-	-	49,646
-	-	-	-	-	-	-	(2,405)
-	-	-	409,404	-	-	1,248,953	-
2,193	13,748	10,832	-	6,088	67,778	149,984	-
-	-	-	-	-	-	1,079	-
$ 2,193	$ 13,748	$ 10,832	$ 409,404	$ 6,088	$ 67,778	$ 1,400,016	$ 454,500
$ -	$ -	$ 10,732	$ 9,221	$ 4,011	$ 1,447	$ 113,798	$ -
-	-	-	1,545	-	-	16,476	-
-	-	-	398,638	-	-	1,122,809	201,081
-	13,748	-	-	-	-	16,807	-
538	-	100	-	-	66,331	83,420	44,647
538	13,748	10,832	409,404	4,011	67,778	1,353,310	245,728
-	-	-	-	-	-	-	42,538
-	-	-	-	-	-	-	42,538
1,655	-	-	-	-	-	44,629	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	166,234
-	-	-	-	2,077	-	2,077	-
1,655	-	-	-	2,077	-	46,706	166,234
$ 2,193	$ 13,748	$ 10,832	$ 409,404	$ 6,088	$ 67,778	$ 1,400,016	$ 454,500

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TORNILLO INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
AUGUST 31, 2024

Data Control Codes		698 Capital Projects Fund	Total Nonmajor Governmental Funds
	ASSETS		
1110	Cash and Cash Equivalents	$ -	$ 407,259
1220	Property Taxes - Delinquent	-	49,646
1230	Allowance for Uncollectible Taxes	-	(2,405)
1240	Due from Other Governments	-	1,248,953
1260	Due from Other Funds	54,186	204,170
1410	Prepayments	-	1,079
1000	Total Assets	$ 54,186	$ 1,908,702
	LIABILITIES		
2110	Accounts Payable	$ -	$ 113,798
2160	Accrued Wages Payable	-	16,476
2170	Due to Other Funds	-	1,323,890
2180	Due to Other Governments	-	16,807
2300	Unearned Revenue	-	128,067
2000	Total Liabilities	-	1,599,038
	DEFERRED INFLOWS OF RESOURCES		
2601	Unavailable Revenue - Property Taxes	-	42,538
2600	Total Deferred Inflows of Resources	-	42,538
	FUND BALANCES		
	Restricted Fund Balance:		
3450	Federal or State Funds Grant Restriction	-	44,629
3470	Capital Acquisition and Contractural Obligation	54,186	54,186
3480	Retirement of Long-Term Debt	-	166,234
3490	Other Restricted Fund Balance	-	2,077
3000	Total Fund Balances	54,186	267,126
4000	Total Liabilities, Deferred Inflows & Fund Balances	$ 54,186	$ 1,908,702

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TORNILLO INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2024

Data Control Codes		211 ESEA I, A Improving Basic Program	224 IDEA - Part B Formula	225 IDEA - Part B Preschool
	REVENUES:			
5700	Total Local and Intermediate Sources	$ -	$ -	$ -
5800	State Program Revenues	-	-	-
5900	Federal Program Revenues	852,090	169,266	801
5020	Total Revenues	852,090	169,266	801
	EXPENDITURES:			
	Current:			
0011	Instruction	390,590	92,345	801
0012	Instructional Resources and Media Services	-	-	-
0013	Curriculum and Instructional Staff Development	384,355	-	-
0021	Instructional Leadership	-	-	-
0023	School Leadership	19,145	-	-
0031	Guidance, Counseling, and Evaluation Services	7,326	43,849	-
0032	Social Work Services	-	33,072	-
0033	Health Services	-	-	-
0034	Student (Pupil) Transportation	-	-	-
0035	Food Services	-	-	-
0036	Extracurricular Activities	-	-	-
0041	General Administration	-	-	-
0051	Facilities Maintenance and Operations	-	-	-
0052	Security and Monitoring Services	-	-	-
0053	Data Processing Services	-	-	-
0061	Community Services	50,674	-	-
	Debt Service:			
0071	Principal on Long-Term Liabilities	-	-	-
0072	Interest on Long-Term Liabilities	-	-	-
0073	Bond Issuance Cost and Fees	-	-	-
	Capital Outlay:			
0081	Facilities Acquisition and Construction	-	-	-
6030	Total Expenditures	852,090	169,266	801
1200	Net Change in Fund Balance	-	-	-
0100	Fund Balance - September 1 (Beginning)	-	-	-
3000	Fund Balance - August 31 (Ending)	$ -	$ -	$ -

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242 Summer Feeding Program	244 23-24 Perkins V: Strengthening CTE	255 ESEA II,A Supporting Effective Ins	263 Title III, A English Lang. Acquisition	270 ESEA V, B,2 Rural & Low Income	279 TCLAS ESSER III	280 ARP HOMELESS III	281 CRRSA ESSER II
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
-	-	-	-	-	-	-	-
-	16,113	57,112	41,249	24,355	167,721	4,911	17,559
-	16,113	57,112	41,249	24,355	167,721	4,911	17,559
-	16,113	22,002	21,647	24,355	27,588	4,911	17,260
-	-	-	-	-	-	-	-
-	-	35,110	11,537	-	140,133	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	8,065	-	-	-	299
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	16,113	57,112	41,249	24,355	167,721	4,911	17,559
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
$ 42,974	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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TORNILLO INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2024

Data Control Codes		282 ARP ESSER III and TCLAS High-Quality	284 IDEA B Formula ARP Act	288 Emergency Impact Aid	289 Other Federal Special Revenue Funds
	REVENUES:				
5700	Total Local and Intermediate Sources	$ -	$ -	$ -	$ -
5800	State Program Revenues	-	-	-	-
5900	Federal Program Revenues	1,472,529	-	-	151,910
5020	Total Revenues	1,472,529	-	-	151,910
	EXPENDITURES:				
	Current:				
0011	Instruction	756,311	-	-	44,086
0012	Instructional Resources and Media Services	5,851	-	-	-
0013	Curriculum and Instructional Staff Development	170,330	-	-	-
0021	Instructional Leadership	3,813	-	-	-
0023	School Leadership	25,672	-	-	4,598
0031	Guidance, Counseling, and Evaluation Services	9,489	-	-	43,123
0032	Social Work Services	3,566	-	-	-
0033	Health Services	13,139	-	-	-
0034	Student (Pupil) Transportation	7,609	-	-	-
0035	Food Services	26,377	-	-	-
0036	Extracurricular Activities	-	-	-	-
0041	General Administration	42,985	-	-	-
0051	Facilities Maintenance and Operations	286,472	-	-	-
0052	Security and Monitoring Services	14,000	-	-	60,103
0053	Data Processing Services	7,710	-	-	-
0061	Community Services	99,205	-	-	-
	Debt Service:				
0071	Principal on Long-Term Liabilities	-	-	-	-
0072	Interest on Long-Term Liabilities	-	-	-	-
0073	Bond Issuance Cost and Fees	-	-	-	-
	Capital Outlay:				
0081	Facilities Acquisition and Construction	-	-	-	-
6030	Total Expenditures	1,472,529	-	-	151,910
1200	Net Change in Fund Balance	-	-	-	-
0100	Fund Balance - September 1 (Beginning)	-	-	-	-
3000	Fund Balance - August 31 (Ending)	$ -	$ -	$ -	$ -

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397 Advanced Placement Incentives	404 Student Success Initiative	410 State Instructional Materials	429 Other State Special Revenue Funds	461 Campus Activity Funds	480 Other Local Special Revenue Funds	Total Nonmajor Special Revenue Funds	599 Debt Service Fund
$ -	$ -	$ -	$ -	$ 31,169	$ 81,820	$ 112,989	$ 456,356
-	-	214,436	954,369	-	-	1,168,805	813,878
-	-	-	-	-	-	2,975,616	-
-	-	214,436	954,369	31,169	81,820	4,257,410	1,270,234
-	-	214,436	144,384	18,417	78,261	1,873,507	-
-	-	-	-	-	-	5,851	-
-	-	-	461,446	-	-	1,202,911	-
-	-	-	-	-	-	3,813	-
-	-	-	-	3,987	-	53,402	-
-	-	-	-	-	-	103,787	-
-	-	-	-	-	-	36,638	-
-	-	-	-	-	-	13,139	-
-	-	-	-	-	-	7,609	-
-	-	-	-	-	-	26,377	-
-	-	-	-	-	2,075	2,075	-
-	-	-	515	18,309	1,484	63,293	-
-	-	-	-	-	-	286,472	-
-	-	-	237,324	-	-	311,427	-
-	-	-	-	-	-	7,710	-
-	-	-	-	422	-	158,665	-
-	-	-	-	-	-	-	849,700
-	-	-	-	-	-	-	435,998
-	-	-	-	-	-	-	2,200
-	-	-	110,700	-	-	110,700	-
-	-	214,436	954,369	41,135	81,820	4,267,376	1,287,898
-	-	-	-	(9,966)	-	(9,966)	(17,664)
1,655	-	-	-	12,043	-	56,672	183,898
$ 1,655	$ -	$ -	$ -	$ 2,077	$ -	$ 46,706	$ 166,234

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TORNILLO INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2024

Data Control Codes		698 Capital Projects Fund	Total Nonmajor Governmental Funds
	REVENUES:		
5700	Total Local and Intermediate Sources	$ -	$ 569,345
5800	State Program Revenues	-	1,982,683
5900	Federal Program Revenues	-	2,975,616
5020	Total Revenues	-	5,527,644
	EXPENDITURES:		
	Current:		
0011	Instruction	-	1,873,507
0012	Instructional Resources and Media Services	-	5,851
0013	Curriculum and Instructional Staff Development	-	1,202,911
0021	Instructional Leadership	-	3,813
0023	School Leadership	-	53,402
0031	Guidance, Counseling, and Evaluation Services	-	103,787
0032	Social Work Services	-	36,638
0033	Health Services	-	13,139
0034	Student (Pupil) Transportation	-	7,609
0035	Food Services	-	26,377
0036	Extracurricular Activities	-	2,075
0041	General Administration	-	63,293
0051	Facilities Maintenance and Operations	10,544	297,016
0052	Security and Monitoring Services	-	311,427
0053	Data Processing Services	-	7,710
0061	Community Services	-	158,665
	Debt Service:		
0071	Principal on Long-Term Liabilities	-	849,700
0072	Interest on Long-Term Liabilities	-	435,998
0073	Bond Issuance Cost and Fees	-	2,200
	Capital Outlay:		
0081	Facilities Acquisition and Construction	-	110,700
6030	Total Expenditures	10,544	5,565,818
1200	Net Change in Fund Balance	(10,544)	(38,174)
0100	Fund Balance - September 1 (Beginning)	64,730	305,300
3000	Fund Balance - August 31 (Ending)	$ 54,186	$ 267,126

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OTHER INFORMATION - REQUIRED TEA SCHEDULES

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TORNILLO INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF DELINQUENT TAXES RECEIVABLE
FOR THE YEAR ENDED AUGUST 31, 2024

Last 10 Years Ended August 31		(1) Tax Rates Maintenance	(2) Tax Rates Debt Service	(3) Assessed/Appraised Value for School Tax Purposes
2015	and prior years	Various	Various	$ Various
2016		1.090100	0.213600	61,401,358
2017		1.090100	0.310700	66,480,248
2018		1.090100	0.310700	72,774,713
2019		1.090100	0.310700	74,584,345
2020		1.016500	0.384300	83,753,955
2021		1.002900	0.468900	84,798,477
2022		0.931500	0.468900	95,326,121
2023		0.899500	0.468900	98,491,952
2024	(School year under audit)	0.668800	0.468900	90,355,992
1000	TOTALS			
8000	Total Taxes Refunded Under Section 26.1115, Tax Code			

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(10) Beginning Balance 9/1/2023	(20) Current Year's Total Levy	(31) Maintenance Collections	(32) Debt Service Collections	(40) Entire Year's Adjustments	(50) Ending Balance 8/31/2024	(99) Taxes Refunded Under Section 26.1115c
$ 60,776	$ -	$ 2,027	$ 421	$ (10,243)	$ 48,085	
4,828	-	219	43	-	4,566	
4,146	-	461	132	-	3,553	
7,066	-	1,243	354	-	5,469	
8,233	-	1,327	378	-	6,528	
12,511	-	2,871	1,085	(1,179)	7,376	
17,924	-	5,746	2,686	(1,275)	8,217	
32,133	-	6,997	3,522	(2,093)	19,521	
77,459	-	27,638	14,408	(7,117)	28,296	
-	1,012,233	564,188	395,556	-	52,489	
$ 225,076	$ 1,012,233	$ 612,717	$ 418,585	$ (21,907)	$ 184,100	
						$ 1,052

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TORNILLO INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - CHILD NUTRITION PROGRAM
FOR THE YEAR ENDED AUGUST 31, 2024

Data Control Codes		Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
		Original	Final		
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 66,400	$ 66,400	$ 95,186	$ 28,786
5800	State Program Revenues	2,400	2,400	2,950	550
5900	Federal Program Revenues	744,200	811,020	754,500	(56,520)
5020	Total Revenues	813,000	879,820	852,636	(27,184)
	EXPENDITURES:				
	Current:				
0035	Food Services	813,000	879,820	889,981	(10,161)
6030	Total Expenditures	813,000	879,820	889,981	(10,161)
1200	Net Change in Fund Balances	-	-	(37,345)	(37,345)
0100	Fund Balance - September 1 (Beginning)	170,244	170,244	170,244	-
3000	Fund Balance - August 31 (Ending)	$ 170,244	$ 170,244	$ 132,899	$ (37,345)

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TORNILLO INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND
FOR THE YEAR ENDED AUGUST 31, 2024

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 439,500	$ 439,500	$ 456,356	$ 16,856
5800	State Program Revenues	849,298	849,298	813,878	(35,420)
5020	Total Revenues	1,288,798	1,288,798	1,270,234	(18,564)
	EXPENDITURES:				
	Debt Service:				
0071	Principal on Long-Term Liabilities	849,700	849,700	849,700	-
0072	Interest on Long-Term Liabilities	435,998	435,998	435,998	-
0073	Bond Issuance Cost and Fees	3,100	3,100	2,200	900
6030	Total Expenditures	1,288,798	1,288,798	1,287,898	900
1200	Net Change in Fund Balances	-	-	(17,664)	(17,664)
0100	Fund Balance - September 1 (Beginning)	183,898	183,898	183,898	-
3000	Fund Balance - August 31 (Ending)	$ 183,898	$ 183,898	$ 166,234	$ (17,664)

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TORNILLO INDEPENDENT SCHOOL DISTRICT

STATE COMPENSATORY EDUCATION AND BILINGUAL EDUCATION PROGRAM EXPENDITURES

FOR THE YEAR ENDED AUGUST 31, 2024

Section A: Compensatory Education Programs

AP1	Did your district expend any state compensatory education program state allotment funds during the district's fiscal year?	Yes
AP2	Does the district have written policies and procedures for its state compensatory education program?	Yes
AP3	Total state allotment funds received for state compensatory education programs during the district's fiscal year.	1,091,466
AP4	Actual direct program expenditures for state compensatory education programs during the district's fiscal year. (PICs 24,26,28,29,30)	666,577

Section B: Bilingual Education Programs

AP5	Did your district expend any bilingual education program state allotment funds during the district's fiscal year?	Yes
AP6	Does the district have written policies and procedures for its bilingual education program?	Yes
AP7	Total state allotment funds received for bilingual education programs during the district's fiscal year.	247,587
AP8	Actual direct program expenditures for bilingual education programs during the district's fiscal year. (PIC 25)	147,490

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FEDERAL AWARDS SECTION

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees
Tornillo Independent School District

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Tornillo Independent School District (District) as of and for the year ended August 31, 2024, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated January__ _____, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weakness or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

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Gibson Ruddock Patterson LLC
El Paso, Texas
January ____, 2025

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees
Tornillo Independent School District

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Tornillo Independent School District's (District) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended August 31, 2024. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's federal programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

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Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Gibson Ruddock Patterson LLC
El Paso, Texas
January _____, 2025

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TORNILLO INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2024

SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of Auditor's Report issued on whether the financial statements audited were prepared in accordance with GAAP:	Unmodified
Internal control over financial reporting:	
Were significant deficiencies in internal control disclosed?	None reported
Were material weaknesses in internal control disclosed?	No
Was any noncompliance disclosed that is material to the financial statements of the auditee, which would be required to be reported in accordance with Government Auditing Standards?	No

Federal Awards

Internal control over major federal award programs:	
Were significant deficiencies in internal control over major programs disclosed?	None reported
Were material weaknesses in internal control over major programs disclosed?	No
Type of auditor's report issued on compliance for major federal programs:	Unmodified
Were there any audit findings that the auditor is required to disclosed under Title 2 CFR 200.516 Audit findings paragraph (a)?	No
Major Federal Programs:	**ESEA Title I, Part A Program** Assistance Listing No. 84.010A
Dollar threshold used to distinguish between type A and type B programs:	$750,000
Did auditee qualified as low-risk auditee under 2 CFR 200.520 Criteria for a low-risk auditee?	Yes

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TORNILLO INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2024

FINANCIAL STATEMENT FINDINGS

There were no current year findings.

FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

There were no current year findings or questioned costs.

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TORNILLO INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF STATUS OF **PRIOR** AUDIT FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2024

FINANCIAL STATEMENT FINDINGS

2023-001 - State Procurement Compliance

Condition: The District did not properly procure services for a project costing over $50,000.

Status: This condition no longer exists.

FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

There were no prior year findings or questioned costs.

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TORNILLO INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2024

(1) FEDERAL GRANTOR/ PASS-THROUGH GRANTOR/ PROGRAM or CLUSTER TITLE	(2) Federal Assistance Listing No.	(3) Pass-Through Entity Identifying Number	(4) Federal Expenditures
U.S. DEPARTMENT OF EDUCATION			
Passed Through Region 10 Education Service Center			
*SPED Capacity Contracted Services	84.027A	236600497110001	$ 5,755
Total Special Education Cluster (IDEA)			190,629
Total Passed Through Region 10 Education Service Center			5,755
Passed Through Texas Education Agency			
ESEA, Title I, Part A - Improving Basic Programs	84.010A	23610101071908	32,630
ESEA, Title I, Part A - Improving Basic Programs	84.010A	24610101071908	408,775
2022-2024 School Action Fund Continuation	84.010A	236101627110030	311,845
2023-2024 School Action Fund Planning and Implementation	84.010A	23610137071908	185,533
Total Assistance Listing Number 84.010			938,783
*IDEA - Part B, Formula	84.027A	236600010719086600	16,675
*IDEA - Part B, Formula	84.027A	246600010719086600	167,332
Total Assistance Listing Number 84.027			184,007
*IDEA - Part B, Preschool	84.173A	246610010719086610	867
Total Special Education Cluster (IDEA)			190,629
23-24 Perkins V: Strengthening CTE for 21st Century	84.048A	24420006071908	16,919
ESEA, Title II, Part A-Supporting Effective Instruction	84.367A	23694501071908	2,577
ESEA, Title II, Part A-Supporting Effective Instruction	84.367A	24694501071908	59,414
Total Assistance Listing Number 84.367			61,991
Title III, Part A - English Language Acquisition	84.365A	23671001071908	654
Title III, Part A - English Language Acquisition	84.365A	24671001071908	41,420
Total Assistance Listing Number 84.365			42,074
ESEA, Title V, Part B,2 - Rural & Low Income Prog.	84.358B	24696001071908	26,327
COVID 19 - TCLAS-ESSER III	84.425U	21528042071908	167,721
COVID 19 - ARP Homeless II	84.425W	21533002071908	5,307
COVID 19 - CRRSA ESSER II	84.425D	21521001071908	17,559
COVID 19 - ARP ESSER III	84.425U	21528001071908	1,123,080
COVID 19 - TCLAS High-Quality After-School	84.425U	215280587110153	465,354
Total Assistance Listing Number 84.425			1,779,021
ESEA, Title IV, Part A, Subpart 1	84.424A	24680101071908	41,776
2024-2025 Stronger Connections Grant	84.424F	236811017110022	47,628
Total Assistance Listing Number 84.424			89,404
Total Passed Through Texas Education Agency			3,139,393
TOTAL U.S. DEPARTMENT OF EDUCATION			3,145,148
U.S. DEPARTMENT OF JUSTICE			
Passed Through the Office of Community Oriented Policing Servs			
Public Safety Partnership and Community Policing Grants	16.710	15JCOPS22GG04205SCAX	60,103
Total Passed Through the Office of Community Oriented Policing Servs			60,103
TOTAL U.S. DEPARTMENT OF JUSTICE			60,103
U.S. DEPARTMENT OF AGRICULTURE			
Passed Through the Texas Department of Agriculture			

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See Accompanying Notes to the Schedule of Expenditures of Federal Awards

TORNILLO INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2024

(1) FEDERAL GRANTOR/ PASS-THROUGH GRANTOR/ PROGRAM or CLUSTER TITLE	(2) Federal Assistance Listing No.	(3) Pass-Through Entity Identifying Number	(4) Federal Expenditures
**School Breakfast Program	10.553	806780706	261,818
**National School Lunch Program - Cash Assistance	10.555	806780706	437,865
**National School Lunch Prog. - Non-Cash Assistance	10.555	806780706	36,894
**Supply Chain Assistance Grant	10.555	806780706	25,321
Total Assistance Listing Number 10.555			500,080
**Fresh Fruit and Vegatable Program	10.582	806780706	21,585
Total Child Nutrition Cluster			783,483
Child & Adult Care Food Program - Cash Assistance	10.558	806780706	64,251
USDA Storage and Delivery Fees	10.560	806780706	362
Total Passed Through the Texas Department of Agriculture			848,096
TOTAL U.S. DEPARTMENT OF AGRICULTURE			848,096
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 4,053,347

*, ** Clustered Programs

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See Accompanying Notes to the Schedule of Expenditures of Federal Awards

1. BASIS OF ACCOUNTING

The District accounts for all awards under federal programs in the general fund or a special revenue fund in accordance with the Texas Education Agency's *Financial Accountability System Resource Guide.* Special revenue funds are used to account for resources restricted to, or committed for specific purposes by a grantor. Federal and state financial assistance is generally accounted for in a special revenue fund. If balances have not been expended by the end of the project period, grantors sometimes require the District to refund all or part of the unused amount. For the year ended August 31, 2024, the District predominately accounted for federal grant funds in special revenue funds, with the exception of the Child Nutrition Program, SHARS, and indirect costs, which were accounted for in the general fund.

These programs are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets, deferred outflows of resources, current liabilities, and deferred inflows of resources generally are included on the balance sheet. Operating statements of these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in fund balance.

The modified accrual basis of accounting is used for these funds. This basis of accounting recognizes revenues in the accounting period in which they become susceptible to accrual, i.e., both measurable and available, and expenditures in the accounting period in which the fund liability is incurred, if measurable, except for unmatured interest on long-term debt, which is recognized when due, and certain compensated absences, which are recognized when the obligations are expected to be liquidated with expendable available financial resources. Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.

Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant. When grant funds are received before expenditures are made, they are recorded as unearned revenues until earned. Due to the nature of the reporting process for the SHARS program, SHARS revenue is recognized upon receipt of the reimbursements during the fiscal year and when the annual Cost Report is acknowledged by the Texas Health and Human Service Commission.

2. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal activity of the District under programs of the federal government for the year ended August 31, 2024. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net position, or cash flows of the District.

Period of performance - The period of performance for federal grant funds for the purpose of liquidation of outstanding obligations made on or before the ending date of the federal project period extended 90 days beyond the federal project period ending date, in accordance with provisions in Section H. Period of Performance of Federal Funds, Part 3, OMB Compliance Supplement - May 2024.

(Continued)

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2. BASIS OF PRESENTATION (Continued)

Matching - Matching contributions were not required for any of the federal awards.

Program Income - The Child Nutrition Cluster generated program income in the amount of $95,186 for the year ended August 31, 2024.

Commodities - Commodity assistance is reported by the Assistance Listing number of the programs under which USDA donated the commodities identified as non-cash assistance.

3. INDIRECT COST RATE

The District did not elect to use the 10% de minimis indirect cost rate but used the indirect cost rate assigned by Texas Education Agency.

The District accounted for federally funded indirect costs in the General Fund as follows:

Program Title	Federal Assistance Listing No.	Amount
School Breakfast Program	10.553	$ 35,023
National School Lunch Program	10.555	58,572
ESEA Title I, Part A - Improving Basic Programs	84.010A	35,822
2022-2024 School Action Fund Continuation	84.010A	35,599
2023-2024 School Action Fund Planning and Implementation	84.010A	15,270
IDEA - Part B, Formula	84.027A	14,741
IDEA - Part B, Preschool	84.173A	65
23-24 Perkins V: Strengthening CTE for 21st Century	84.048A	806
ESEA Title II, Part A, Supporting Effective Instruction	84.367A	4,879
ESEA Title III, Part A - English Language Acquisition	84.365A	825
ESEA Title V. B SP 2 - Rural & Low Income Program	84.358B	1,972
COVID-19 ARP Homeless II	84.425W	396
COVID-19 ARP ESSER III	84.425U	84,100
COVID-19 TCLAS High-Quality After-School	84.425U	31,808
Title IV, Part A, Subpart 1	84.424A	3,352
Total Indirect Costs		$ 323,230

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4. RECONCILIATIONS

Of the federal expenditures presented in Exhibit K-1, the District accounted for certain funds in the General Fund as follows:

Program Title	Federal Assistance Listing No.	Amount
School Breakfast Program	10.553	$ 226,795
National School Lunch Program - Cash Assistance	10.555	379,293
National School Lunch Program - Non-Cash Assistance	10.555	36,894
Supply Chain Assistance Grant	10.555	25,321
Child & Adult Care Food Program	10.558	64,251
Fresh Fruit and Vegetable Program	10.582	21,585
USDA Storage and Delivery Fees	10.560	362
Indirect Costs	Various	323,230
		1,077,731
SHARS (not included in Exhibit K-1)		12,121
Total General Fund federal revenue per Exhibit C-3		$ 1,089,852

The total federal revenue presented on Exhibit K-1 can be reconciled to Exhibit C-3 as follows:

Expenditures of federal awards per Exhibit K-1	$ 4,053,347
School Health and Related Services (SHARS) reimbursements	12,121
Total federal revenue per Exhibit C-3	$ 4,065,468

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January __, 2025

To the Board of Trustees
Tornillo Independent School District

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Tornillo Independent School District for the year ended August 31, 2024. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, *Government Auditing Standards* and the Uniform Guidance, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated May 8, 2024. Professional standards also require that we communicate to you the following information related to our audit.

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Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Tornillo Independent School District are described in Note I to the financial statements. As described in Note I. the District implemented GASB Statement No. 100, *Accounting Changes and Error Corrections – an amendment of GASB No. 62*. The primary objective of this Statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections and to provide more understandable, reliable, relevant, consistent, and comparable information for making or assessing accountability. We noted no transactions entered into by Tornillo Independent School District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

1. Management's estimate of the allowance for uncollectible taxes is based on historical collection rates and management's analysis of the collectability of the accounts.

2. Management's zero ($0) estimate of the allowance for uncollectible other receivables and amounts due from other governments is based on management's opinion that an allowance for doubtful accounts is not necessary for fair presentation.

3. Management's estimate of the depreciation of capital assets is based on estimated useful lives of the related assets.

4. Management's estimate of the amortization of bond premiums, discounts, and deferred charges and gains related to bond refundings is based on the life of the underlying bond.

5. Management's estimate of the Foundation receivable for the 2023-2024 school year is based upon the projected 2024-2025 Foundation allotment and the number of school days in August 2024.

6. Management's estimate for deferred outflow related to the Teacher Retirement System of Texas (TRS) pension and OPEB, the District's share of net pension liability and net OPEB liability, and deferred inflow related to TRS pension and OPEB are based on estimates provided by TRS.

7. Management's estimate of the right-to-use lease assets and related liability is based on a present value calculation of the future payments. Amortization of the right-to-use lease assets is based upon the shorter of the lease term or the useful life of the underlying assets.

8. Management's estimate for SBITA assets and related liabilities is based upon a present value calculation of the future payments. Amortization of the SBITA assets is based upon the shorter of the SBITA term or the useful life of the underlying assets.

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We evaluated the methods, assumptions, and data used to develop these estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. The attached schedule, *Passed Adjustments,* summarizes uncorrected misstatements of the financial statements. Management has determined that their effects are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. The uncorrected misstatements or the matters underlying them could potentially cause future period financial statements to be materially misstated, even though, in our judgment, such uncorrected misstatements are immaterial to the financial statements under audit. During the audit process, year-end adjustments were recorded as deemed necessary by management and are available for review.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated January ___, 2025.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to Tornillo Independent School District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as Tornillo Independent School District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

During our audit, we became aware of several matters that are opportunities for strengthening internal controls and operating efficiencies. We previously reported on the District's internal controls in our report dated January __, 2025. These comments do not affect our reported dated January __, 2025 on the financial statements of Tornillo Independent School District. As part of our audit, we also review prior year's comments and provide a status based on our testing as well

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as inquiry of management. Please see the attached schedule for the status of prior year comments as well as the current year comments.

Other Matters

We applied certain limited procedures to the Management Discussion and Analysis, the Schedule of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual – General Fund, and the Teacher Retirement System Pension and OPEB schedules, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the combining statements by fund type and the schedule of expenditures of federal awards, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We were not engaged to report on the required TEA Schedules, which accompany the financial statements but are not RSI. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Restriction on Use

This information is intended solely for the information and use of the Board of Trustees and management of Tornillo Independent School District and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

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Status of Prior Year Comments

Accounting

1. Observation: While going over the District's accounts payable procedures, we noted that changes to vendors only require one level of approval. Information Technology is unable to produce a report showing changes made to vendors. Therefore, once a change is made to a vendor, there is no evidence of review and approval. Since a report can be run showing the vendors that were modified along with the date and the person that made the change, we recommended the Finance Director generate this report periodically and review the vendors listed to ensure the changes were valid and sign off as evidence of his approval.

   Status: In January 2024, a vendor report was able to be generated through the back end of Frontline. Procedures have been implemented to run the report semiannually to review who was the last person to modify the vendor list. Documentation supporting the need for any changes made are maintained on file.

Cash Disbursements

2. Observation: While conducting a review of nonpayroll transactions for the Child Nutrition program, it was noted that on two instances the invoices were issued before the purchase orders were created and approved. We recommended management ensure that purchase requisitions are created and approved before the purchase takes place.

   Status: No similar instances were noted during this year's testwork.

3. Observation: While conducting our nonpayroll test over expenditures charged to the ESSER program, we noted several instances where out-of-state travel was paid with program funds; however, out-of-state travel was not included in the grant applications. In another instance, we noted an expenditure was paid against the incorrect purchase order and therefore, it should not have been paid with program funds. Both of these types of expenditures were moved to the general fund. We recommended management ensure the grant applications are completed correctly to ensure they reflect the District's plan for using grant funds. In addition, we recommended management verify only allowable expenditures are charged to the programs.

   Status: No similar instances were noted during this year's testwork.

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Status of Prior Year Comments (continued)

Payroll

4. Observation: While conducting our payroll test for the ESSER program, we noted two instances where an employee was paid the incorrect rate for tutoring resulting in an overpayment of $118. We recommended that Human Resource personnel review all Function/Supplemental Authorization Request forms to ensure both the employees and the rates attached to the function code are correct.

   Status: No similar instances were noted during this year's testwork.

Compliance

5. Observation: While conducting our review of the District's improvement plan, we noted that the plan did not include the approximate dollar amounts for each activity and/or strategies. We recommended management ensure the district improvement plan includes all of the information as required by Texas Education Code 11.251 to 11.253 and TEA's FASRG Module 6 - SCE.

   Status: The District Improvement plan was revised in August 2024 to capture every expense related to State Compensatory Education. In addition, a copy of the budget is now attached to the District Improvement Plan to include the rest of the accounts.

6. Observation: During our review of a sample of economically disadvantaged students, two instances were noted where the household income for the students exceeded the reduced income threshold. Therefore, these students should not have been reported as economically disadvantaged. In another instance, we noted that the incorrect census block group was reported for one student. We recommended additional training be provided in calculating income and determining eligibility for economically disadvantaged classification. We also recommended management ensure that the correct census block group is reported for students.

   Status: Training has been provided to the new PEIMS Coordinator. No similar instances were noted during this year's testwork.

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Status of Prior Year Comments (continued)

7. Observation: Per TAC 89.1207, the Districts that apply for a Bilingual Education exception and/or an English as a Second Language waiver must develop a comprehensive professional development plan and must assure that they will spend a minimum of 10% of the Bilingual Education allotment for professional development. The District was granted both a Bilingual Exception and an English as a Second Language Waiver for FY 23 but did not spend the full 10% of the allotment in professional development. We recommended the District spend the required amount of the Bilingual Education Allotment on their Comprehensive Professional Development plan as established by TAC 89.1207 whenever the District is granted an exception and/or a waiver.

   Status: This situation still exists. See current year comment.

8. Observation: In the prior year, the Finance Director developed a methodology to allocate a portion of the instructional costs associated to SPED students in mainstream classroom settings to include in the calculation of the funds used for children with disabilities before using IDEA B funds. However, the methodology was not included in this year's revision of the District's EDGAR manual. We recommended that the local methodology for the allocation of students with disabilities served in mainstream classroom settings be documented in the next revision of the District's EDGAR manual.

   Status: The District's EDGAR manual was updated to include this information. No similar instances were noted during this year's testwork.

Capital Assets

9. Observation: While reviewing the procedures for capital assets, it was noted that capital assets purchased are not always tagged when received as the District sometimes waits until RCI conducts the inventory count for them to tag them. In addition, it was noted that RCI has not been provided with updates/corrections from several years and as such, a reconciliation is necessary to agree the RCI reports to the amounts reported in the financial statements. We recommended management ensure capital assets purchased are tagged as soon as they are received and that all corrections/updates be provided to RCI so that their schedule accurately reflect the assets of the District.

   Status: Although improvement has been made in this area, this situation still exists. See current year comment.

DRAFT

Current Year Comments

Payroll

1. Observation: While conducting our general payroll test of controls, we noted one instance where an employee incorrectly received a Master's degree. Additionally, this stipend did not follow his base salary coding to program intent code 11 and was erroneously coded to program intent code 30. In another instance, we noted an employee's Master's Degree stipend did not follow the function coding of her base salary. Once this was brought to the attention of management, amounts were properly reclassified to the correct function code and going forward, the stipend has been corrected.

   Recommendation: We recommend management ensure employees have all necessary and appropriate documentation in place to support their paid stipends. Further, we recommend that management implement procedures to ensure employee stipend coding follows his/her base salary coding both in function and program intent code.

Compliance

2. Observation: While conducting our payroll test for the Title I, Part A program, we noted three instances where the district did not have proper documentation in place to meet 2 CFR 200 compliance for the federally funded SAF (School Action Fund) stipend. However, proper documentation was obtained and filed prior to year end.

   Recommendation: We recommend management ensure proper documentation is in place for all federally funded stipends to ensure compliance with 2 CFR 200.

3. Observation: The District did not spend the required 55% of the Career and Technology allotment. The amount underspent is $29,388. However, the District is expecting to be in compliance with the 3-year average.

   Recommendation: We recommend management continue to monitor state program allotment spending to ensure the required amounts are spent for all state mandated programs in accordance with the Texas Education Agency's guidelines.

4. Observation: Per TAC 89.1207, the Districts that apply for a Bilingual Education exception and/or an English as a Second Language waiver must develop a comprehensive professional development plan and must assure that they will spend a minimum of 10% of the Bilingual Education allotment for professional development. The District was granted both a Bilingual Exception and an English as a Second Language Waiver for FY 24 but did not spend the full 10% of the allotment in professional development.

DRAFT

Current Year Comments (continued)

Recommendation: We recommend the District spend the required amount of the Bilingual Education Allotment on their Comprehensive Professional Development plan as established by TAC 89.1207 whenever the District is granted an exception and/or a waiver.

Capital Assets

5. Observation: While reviewing the capital assets schedule and conducting our capital assets test, it was noted that updates/corrections still need to be provided to RCI so they can enter them on their records in order for both RCI's inventory reports and the District's capital assets schedule agree.

   Recommendation: We recommend management provide corrections/updates to RCI so that their schedule accurately reflect the assets of the District.

DRAFT

TORNILLO INDEPENDENT
SCHOOL DISTRICT
Educating children today to be the leaders of tomorrow.

Technology Department
19200 Cobb Avenue
Tornillo, TX 79853
Phone 915.765.3035
Fax 915.765.3099

MEMORANDUM

To: Board of Trustees
From: Carlos Garcia, Director of Technology
Subject: E-rate - Request for Proposal Bid Awards
Date: 1/22/2025

HISTORY:

The USAC Schools and Libraries program, commonly known as E-rate, provides discounts for eligible products and services as determined by the NSLP - National School Lunch Program.

Category 1 90% Discount - Internet Access Services
Category 2 85% Discount - Network Equipment & Services

RATIONALE:

The district's existing network equipment is nearing or has reached the end of its useful life., and will no longer be covered under warranty. The district plans to utilize the remaining budget cap of approximately $70,259.60 for FY2021-2025 to upgrade all network switches in the High School's data room MDF A, including installation and configuration. After careful consideration and through the result of the scoring matrix used, the recommendation to the Board of Trustees is to award the aforementioned project to Calian Corp.

BUDGET IMPACT:

District Portion: $14,616.75, Local funding, Technology 53 budget.

ADMINISTRATIVE RECOMMENDATION:

The recommendation to the Board of Trustees is to approve the proposal bid award as presented.

Vision: *Believe we can succeed, with pride we will achieve.*
Mission: *The mission of the District is to educate and inspire students in a safe and supportive environment which will result in closing the achievement gap by preparing all students for college readiness and success in a global society.*

TORNILLO Independent School District

Love Serve Care

E-rate Service Provider Evaluation Worksheet

Application Information	
Description	Information
Type of Service	Category 2 - Internal Connections
Funding Year	FY25 : 7/1/2025 - 6/30/2026
Form 470 Number	250006294
Form 470 Form ID:	470-FY25-26IC
Bidding Number	TISDFY25-IC01
Scope of Work	Equipment - Network Switches

Factor Points		
Description	Factor	Max
Price	A	30
Prior Experience	B	25
Qualifications	C	20
Walkthrough	D	15
Bill Methods	E	5
E-rate Experience	F	5
Total		100

Factor Rating	
Score	Description
0	Very Poor
1	Poor
2	Fair
3	Very Good
4	Excellent

	Factor A		Factor B		Factor C		Factor D		Factor E		Factor F		Points
Vendor Name	**Score A**	**Pts A**	**Score B**	**Pts B**	**Score C**	**Pts C**	**Score D**	**Pts D**	**Score E**	**Pts E**	**Score F**	**Pts F**	**Total**
Ardham	3.67	27.5	2.33	14.583	2.67	13.333	3.67	13.75	3.67	4.5833	3.67	4.5833	**78.33**
Calian - Option 2	2.19	16.425	3.67	22.917	3.67	18.333	3.67	13.75	3.67	4.5833	3.67	4.5833	**80.59**
GovConnection	1.67	12.5	3.67	22.917	3.33	16.667	3.67	13.75	3.67	4.5833	3.67	4.5833	**75.00**
Calian - Option 1	1.33	10	3.67	22.917	3.33	16.667	3.67	13.75	3.67	4.5833	3.67	4.5833	**72.50**
ANM	1.33	10	3.00	18.75	2.67	13.333	3.00	11.25	3.67	4.5833	3.67	4.5833	**62.50**
EduTeks	1.33	10	2.00	12.5	2.67	13.333	3.00	11.25	3.67	4.5833	3.67	4.5833	**56.25**
													0.00
													0.00
													0.00
													0.00

TORNILLO Independent School District

Love Serve Care

E-rate Service Provider Evaluation Worksheet

E-rate Information	
	Application
Type of Service	Category 2 - Internal Connections
Funding Year	FY25 : 7/1/2025 - 6/30/2026
Form 470 Number	250006294
Form 470 Form ID:	470-FY25-26IC
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E-rate Experience	F	5
Total		100

Factor Rating	
Score	Description
0	Very Poor
1	Poor
2	Fair
3	Very Good
4	Excellent

	Factor A		Factor B		Factor C		Factor D		Factor E		Factor F		Points
Vendor Name	**Score A**	**Pts A**	**Score B**	**Pts B**	**Score C**	**Pts C**	**Score D**	**Pts D**	**Score E**	**Pts E**	**Score F**	**Pts F**	**Total**
Ardham	3.00	22.5	3.00	18.75	3.00	15	3.00	11.25	3.00	3.75	3.00	3.75	**75.00**
Calian - Option 2	2.00	15	3.00	18.75	3.00	15	3.00	11.25	3.00	3.75	3.00	3.75	**67.50**
GovConnection	2.00	15	3.00	18.75	3.00	15	3.00	11.25	3.00	3.75	3.00	3.75	**67.50**
Calian - Option 1	2.00	15	3.00	18.75	3.00	15	3.00	11.25	3.00	3.75	3.00	3.75	**67.50**
ANM	2.00	15	3.00	18.75	3.00	15	3.00	11.25	3.00	3.75	3.00	3.75	**67.50**
EduTeks	2.00	15	3.00	18.75	3.00	15	3.00	11.25	3.00	3.75	3.00	3.75	**67.50**
		0		0		0		0		0		0	**0.00**
		0		0		0		0		0		0	**0.00**
		0		0		0		0		0		0	**0.00**
		0		0		0		0		0		0	**0.00**

Evaluator: Sandra Cruz

Job Title: Finance Coordinator

Date: 1/13/2025

Signature: Sandra Cruz

TORNILLO Independent School District

Love Serve Care

E-rate Service Provider Evaluation Worksheet

E-rate Information	
	Application
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E-rate Experience	F	5
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Factor Rating	
Score	Description
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1	Poor
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	Factor A		Factor B		Factor C		Factor D		Factor E		Factor F		Points
Vendor Name	**Score A**	**Pts A**	**Score B**	**Pts B**	**Score C**	**Pts C**	**Score D**	**Pts D**	**Score E**	**Pts E**	**Score F**	**Pts F**	**Total**
Ardham	4.00	30	2.00	12.5	2.00	10	4.00	15	4.00	5	4.00	5	**77.50**
Calian - Option 2	1.57	11.775	4.00	25	4.00	20	4.00	15	4.00	5	4.00	5	**81.78**
GovConnection	1.00	7.5	4.00	25	3.00	15	4.00	15	4.00	5	4.00	5	**72.50**
Calian - Option 1	1.00	7.5	4.00	25	3.00	15	4.00	15	4.00	5	4.00	5	**72.50**
ANM	1.00	7.5	4.00	25	3.00	15	4.00	15	4.00	5	4.00	5	**72.50**
EduTeks	1.00	7.5	2.00	12.5	3.00	15	4.00	15	4.00	5	4.00	5	**60.00**
		0		0		0		0		0		0	**0.00**
		0		0		0		0		0		0	**0.00**
		0		0		0		0		0		0	**0.00**
		0		0		0		0		0		0	**0.00**

Evaluator:	Carlos Garcia
Job Title:	Technology Director
Date:	1/13/2025

Signature: Carlos Garcia

TORNILLO Independent School District

Love Serve Care

E-rate Service Provider Evaluation Worksheet

E-rate Information	
	Application
Type of Service	Category 2 - Internal Connections
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Score	Description
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1	Poor
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	Factor A		Factor B		Factor C		Factor D		Factor E		Factor F		Points
Vendor Name	**Score A**	**Pts A**	**Score B**	**Pts B**	**Score C**	**Pts C**	**Score D**	**Pts D**	**Score E**	**Pts E**	**Score F**	**Pts F**	**Total**
Ardham	4.00	30	2.00	12.5	3.00	15	4.00	15	4.00	5	4.00	5	**82.50**
Calian - Option 2	3.00	22.5	4.00	25	4.00	20	4.00	15	4.00	5	4.00	5	**92.50**
GovConnection	2.00	15	4.00	25	4.00	20	4.00	15	4.00	5	4.00	5	**85.00**
Calian - Option 1	1.00	7.5	4.00	25	4.00	20	4.00	15	4.00	5	4.00	5	**77.50**
ANM	1.00	7.5	2.00	12.5	2.00	10	2.00	7.5	4.00	5	4.00	5	**47.50**
EduTeks	1.00	7.5	1.00	6.25	2.00	10	2.00	7.5	4.00	5	4.00	5	**41.25**
		0		0		0		0		0		0	**0.00**
		0		0		0		0		0		0	**0.00**
		0		0		0		0		0		0	**0.00**
		0		0		0		0		0		0	**0.00**

Evaluator: Christopher Escarsega

Job Title: Network & System Admin

Date: 1/13/2025

Signature: Christopher Escarsega

Note: Scoring for price category is determined by setting the lowest price as a base comparison and given a score of 4. Rest of prices are scored proportinately.

IC01 - Network Switches

#	Vendor Name	Solution	Cost DESC Order
1	Ardham	Extreme	$ 46,277.90
2	Calian - Option 2	Cisco (Web-based Mgmt)	$ 74,337.47
3	GovConnection	Cisco	$ 92,648.54
4	Calian - Option 1	Cisco	$ 116,988.56
5	ANM	Cisco	$ 122,078.70
6	EduTeks	Cisco	$ 186,407.40
7			
8			
9			
10			

Memorandum

To: Board of Trustees
From: Loretta Aguilar/Technology Department
Subject: Adult Education and Literacy (AEL) Agreement
Date: January 16, 2025

HISTORY:

The adult education and literacy program at Tornillo ISD has provided essential educational services to adult learners in our community. Previously this program was funded through ESSER funds and classes were taught in the evenings by high school teachers. Funding is no longer available through this source and classes did not continue.

RATIONALE:

Socorro ISD is acting as the grant recipient for the Far West Adult Education Consortium which is funded by the Texas Workforce Commission to provide adult education services. Tornillo ISD would provide a facilitator, computer access, and classroom space for Socorro ISD to stream online courses.

BUDGET IMPACT:

There is no budget impact, a total of $12,240.00 has been allocated through the grant to reimburse Tornillo ISD for hours worked by the facilitator.

ADMINISTRATIVE RECOMMENDATION:

The recommendation to the board of trustees is to approve the Adult Education and Literacy grant contract as presented.

TEXAS WORKFORCE COMMISSION
TWC CONTRACT NUMBER: 2924ALA030
ADULT EDUCATION AND LITERACY GRANT

TEXAS WORKFORCE COMMISSION TWC CONTRACT NUMBER: 2924ALA030
ADULT EDUCATION AND LITERACY GRANT

CONTRACT BETWEEN
THE SOCORRO INDEPENDENT SCHOOL DISTRICT
(Acting as Grant Recipient for the Far West Adult Education Consortium) and

THE TORNILLO INDEPENDENT SCHOOL DISTRICT
(Acting as Service Provider for the Far West Adult Education Consortium)

Contract Effective Dates: March 3, 2025 to June 30, 2025

ARTICLE I GOALS FOR THE PARTNERSHIP

Build capacity of the local Adult Education and Literacy (AEL) service providers to contribute to:

1. Developing stronger AEL/employer workforce literacy relationships;
2. Increasing HSE attainment and transitions to post-secondary education or workforce training; and
3. Increasing English Language Learners competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of an HSE or employment.

Draft

ARTICLE II FUNDING ALLOCATION

1. Through TWC guidance, the Far West Adult Education Consortium (FWAEC) has determined that collaborative efforts of all adult education providers in the region will result in optimum deliverables. This contract allocates a maximum amount of funds to reimburse Tornillo ISD for AEL services pursuant to this contract:
    a. Total Allocation of funds: $12,240.00
2. This agreement is specifically for reimbursement of staffing costs for a facilitator to be present while eligible students are attending morning or evening online HSE classes. The maximum amount of funds calculated above reflects the maximum amount of hours possible according to the online morning and evening schedule. The Tornillo facilitator will not work on the days eligible students do not have class. See Attachment A – Cost Breakdown.
3. This agreement is specifically contingent upon funding being available and allocated by TWC to the specific program made the subject of this contract. In the absence of such funding, this contract shall be null and void.

4. This funding is subject to all applicable program restrictions and must serve the intended sub-populations as outlined by the Texas Workforce Commission. Funding will be reimbursed for actual expenses and is also subject to per-pupil cost analysis for funding in future years.
5. This allocation of funding is also subject to Tornillo ISD meeting certain performance targets relative to TWC's performance targets to be set for the Consortium. Socorro Independent School District will notify the Interlocal Partners of their relative performance targets upon receipt of the Consortium targets from TWC.
6. If the Grant Recipient and Fiscal Agent determine by April 1, 2025, that Tornillo ISD will not be able to meet its spending goals, the Fiscal Agent has the authority to move money to another provider who is exceeding their program goals or to the Consortium as a whole. The amount of the de-obligation will be determined by the Consortium Director by May 1, 2025. This proposed transfer of funding only applies to the 2024-2025 program year and does not necessarily apply to future contract years.

ARTICLE III SERVICES PROVIDED BY SOCORRO ISD

1. Serve as grant recipient and fiscal agent and provide administrative level guidance for the grant.
2. Share all pertinent communications from the Texas Workforce Commission and WSB.
3. Coordinate, at a minimum, quarterly meetings for all consortium partners.
4. Provide professional development, monitoring and training on compliance issues to all members of the consortium.
5. Coordinate in-person registration and orientation events at the Tornillo ISD site to enroll students in online HSE classes taught by Socorro ISD teachers.

ARTICLE IV SERVICES PROVIDED BY TORNILLO ISD

1. Act as an auxiliary site for adult education for adults eighteen and over who reside within the boundaries of El Paso County, the counties located in the Borderplex Workforce Development Area, or request services from Tornillo ISD; for adjudicated youth 16-18 years of age who are court-ordered into classes; and/or for out-of-school youth 17-18 years of age who are not subject to compulsory attendance and meet eligibility.
2. Provide access to computers/laptops to eligible students enrolled in the online High School Equivalency classes taught by Socorro ISD.
    a. Socorro ISD online classes are available from 9 am to 12 pm or from 5:30 pm to 8:30 pm. Site access will be based on student placement in either morning or evening classes.

Draft

3. Hire a facilitator to be present when eligible AEL students are logged into the online classes. The facilitator will provide support as follows:
    a. Trouble-shoot technical issues throughout the class period
    b. Assist the students will logging into the online classes
    c. Assist with the set-up of HSE applications and programs on equipment for student use
4. Provide timely documentation for reporting purposes to include staffing, expenditures, and student attendance reports.
    a. Monthly expenditure reports
    b. Weekly student attendance sign-in reports
5. Prepare for semi-annual funding agency visit as outlined in contract.

ARTICLE V AGREEMENTS

Socorro ISD and Tornillo ISD agree to comply with any TWC policies and procedures applicable to Adult Education and Family Literacy Act (AEFLA) and Temporary Assistance to Needy Families (TANF) set h in TWC rules and issues including Adult Education and Literacy (AEL) Letters.

1. Termination of contract: Either party reserves the right to terminate this Contract at any time, with or without cause, upon thirty (30) days written notice. Upon receipt of termination notice, Tornillo ISD will immediately cease to submit requests for reimbursement and will withdraw any outstanding orders or commitments under this Contract as of the effective date of such termination and will cease to incur any new costs. Socorro ISD will have no liability whatsoever for any costs incurred after termination date. Socorro ISD will reimburse Tornillo ISD for eligible costs incurred during the Contract term. In addition, if the Consortium Director and Fiscal Agent determine by April 1, 2025, that Tornillo ISD will not be able to meet its spending goals, the Fiscal Agent has the authority to move money to the Consortium as a whole. The amount of the de-obligation will be determined by the Consortium Director no later than May 1, 2025. This proposed transfer of funding only applies to the 2024-2025 program year and does not necessarily apply to future contract years.
2. Contract Amendments: This contract may only be amended with the written agreement of both parties.

3. No Third-Party Beneficiaries. This Contract and all conditions and provisions hereof are for the sole and exclusive benefit of the parties hereto and their respective successors and assigns and are not intended for the benefit of any other person. Nothing in this Contract, express or implied, is intended to or shall confer upon any person other than the parties hereto any right, benefits or remedies of any nature whatsoever under or by reason of this Contract. No portion of this Contract shall be construed to give any person or other entity, vendor or his or her respective heirs, assigns or beneficiaries any legal or equitable right, remedy or claim under or in respect to this Contract or any provision contained herein. Any entities or individuals mentioned herein, or in any of the attachments hereto, are listed for convenience and understanding of this Agreement and said entities or individuals shall not be considered third party beneficiaries under that Agreement.
4. Certifications and Assurances: By signing this Contract, the authorized official of Tornillo ISD certifies, to the best of his/her knowledge and belief, that:
   a. Certification Regarding Lobbying: No Federal appropriated funds have been paid or will be paid, by or on behalf of the Tornillo ISD, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
      i. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or intending to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, Tornillo ISD shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," to Socorro ISD.
      ii. Tornillo ISD shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

Draft

iii. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U. S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

b. Debarment, Suspension, and Other Responsibility Matters: Tornillo ISD certifies by signing this Contract that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any federal department or agency.

c. Audit Assurance: Tornillo ISD assures Socorro ISD that it complies with A-133 audit requirements applicable to this Contract and that it will notify Socorro ISD of completion of required audits and of any adverse findings that may impact the funding or activities or services described in this agreement.

ARTICLE V CONTACT INFORMATION

1. For the purposes of this contract, the personnel listed below will act as the designated contact person subject to personnel changes at each district.

Socorro ISD Primary Contact
Cynthia Velasquez
Director, Socorro Community Education
12380 Pine Springs
El Paso, TX 79928
Phone: 915-937-1700
Email: cvelas03@sisd.net

Socorro ISD Alternate Contact
MaryJo Ochoa Hernandez
Career Coordinator
12380 Pine Springs
El Paso, TX 79928
Phone: 915-937-1700
Email: mochoa16@sisd.net

Tornillo ISD Primary Contact
Name
Title
Street Address
Tornillo, TX
Phone:
Email:

Tornillo ISD Alternate Contact
Name
Title
Street Address
Tornillo, TX
Phone:
Email:

Draft

2. Each district shall notify the other party within 5 business days of a change in contact information. Executed as of the date of the final signature.

Signatures:

_____ _____

Name
Tornillo ISD Superintendent

Date

_____ _____

James Vasquez
Interim Superintendent of Schools
Socorro Independent School District

Date

Draft

TEXAS WORKFORCE COMMISSION
TWC CONTRACT NUMBER: 2924ALA030
ADULT EDUCATION AND LITERACY GRANT

ATTACHMENT A – COST BREAKDOWN

Week	Hours	Rate	Total Weekly Cost
Mar 3-7	24	$ 30.00	$ 720.00
Mar 10-14	24	$ 30.00	$ 720.00
Mar 17-21	24	$ 30.00	$ 720.00
Mar 24-28	24	$ 30.00	$ 720.00
Mar 31-Apr 4	24	$ 30.00	$ 720.00
Apr 7-11	24	$ 30.00	$ 720.00
Apr 14-18	24	$ 30.00	$ 720.00
Apr 21-25	24	$ 30.00	$ 720.00
Apr 28-May 2	24	$ 30.00	$ 720.00
May 5-9	24	$ 30.00	$ 720.00
May 12-16	24	$ 30.00	$ 720.00
May 19-23	24	$ 30.00	$ 720.00
May 26-30	24	$ 30.00	$ 720.00
Jun 2-6	24	$ 30.00	$ 720.00
Jun 9-13	24	$ 30.00	$ 720.00
Jun 16-20	24	$ 30.00	$ 720.00
Jun 23-27	24	$ 30.00	$ 720.00
		Total Cost	**$ 12,240.00**

*Hours noted are the maximum amount of hours per week; the actual hours worked will be based on student placement

Draft

TORNILLO INDEPENDENT
SCHOOL DISTRICT
Educating children today to be the leaders of tomorrow.

Technology Department
19200 Cobb Avenue
Tornillo, TX 79853
Phone 915.765.3035
Fax 915.765.3099

MEMORANDUM

To: Board of Trustees
From: Carlos Garcia, Director of Technology
Subject: Purchase of E-rate Network Equipment
Date: 1/22/2025

HISTORY:

The USAC Schools and Libraries program, commonly known as E-rate, provides discounts for eligible products and services as determined by the NSLP - National School Lunch Program.

Category 1 90% Discount - Internet Access Services
Category 2 85% Discount - Network Equipment & Services

RATIONALE:

The district's existing network equipment is nearing or has reached the end of its useful life., and will no longer be covered under warranty. The district plans to utilize the remaining budget cap of approximately $70,259.60 for FY2021-2025 to upgrade all network switches in the High School's data room MDF A, including installation and configuration. After careful consideration and through the result of the scoring matrix used, the recommendation to the Board of Trustees is to award the aforementioned project to Calian Corp.

BUDGET IMPACT:

District Portion: $14,616.75, Local funding, Technology 53 budget.

ADMINISTRATIVE RECOMMENDATION:

The recommendation to the Board of Trustees is to approve the purchase order to acquire the Network upgrades as described.

Vision: *Believe we can succeed, with pride we will achieve.*
Mission: *The mission of the District is to educate and inspire students in a safe and supportive environment which will result in closing the achievement gap by preparing all students for college readiness and success in a global society.*

Tornillo Independent School District

Network Internal Connections

Budget Summary

Project	Total Project Cost	Eligible Remaining E-rate Funding	Non-Erate Funded Portion	USAC Cost (85%)	TISD Cost (15%)
IC01 - Network Switch Upgrades	$ 74,337.41	$ 70,259.60	$ 4,077.81	$ 59,720.66	$ 14,616.75
Grand Total	**$ 74,337.41**		**$ 4,077.81**	**$ 59,720.66**	**$ 14,616.75**

Tornillo Independent School District

Request for Quote/Proposal

Reset

RFP Information			
Form 470 Date Posted:	11/19/2024	Phone:	915-765-3030
Due Date:	12/20/2024, 12pm MST	E-mail:	Erate@tisd.us
Bidding Number:	TISDFY25-IC01	Address:	19200 Cobb Ave PO Box 170 Tornillo, TX 79853
Form 470 Application #:	250006294		
SLD Entity:	142108		
Additional Information:			
Note: Switches will be used to replace existing obsolete equipment. Brand & models listed are preferred, not required. If an alternative solution is proposed, change Product Number & Product Description only. You may submit proposals for different solutions using this same template.			

For Vendor Use Only			
Date Submitted:	12/20/2024	Vendor Quote #:	#094244 v1
Vendor Name:	Calian Corp	Phone:	(915) 275-1304
Contact Name:	Margie Rocha	Address:	840 W. Sam Houston Pkwy N. Suite 420
E-mail Address:	margie.rocha@calian.com	City:	Houston
E-rate SPIN:	#143051678	State:	TX
		Zip:	77024

Product Number	Product Description	Qty	Unit Cost	Total Price
N/A	Network Switch Equipment (as listed on attached Cisco Equipment Estimate.pdf document attached to include S/H if any). Submit itemized quote proposal on a separate document. Enter grand total of entire proposal here.	N/A	N/A	$ 69,662.47
N/A	Installation and configuration cost of Network Switch Equipment above at the High School MDF Data Room located on 430-D Oil Mill Rd. Tornillo, TX 79853.	N/A	N/A	$ 4,675.00
			Grand Total:	$ 74,337.47
Additional Information:				
This is Option 2 recommended by Calian.				

Tornillo ISD is exempt from all applicable Federal and State Taxes.
Tax-exempt information will be furnished upon request.

Calian Corp.
3821 Constitution Drive Suite 100
El Paso, TX 79922
Phone: 915-2751303
Fax:
Web: calian.com/itcs

Confidence. Engineered.

Erate BID # TISDFY25-IC01 (Option 2)

Erate BID # TISDFY25-IC01 (Option 2)

Quote #094244 v1

Prepared For:

TORNILLO ISD
Carlos Garcia
19200 Cobb Ave
Tornillo, TX 79853

P: (915) 765-3000
E: garciac@tisd.us

Ship To:

TORNILLO ISD
Carlos Garcia
19200 Cobb Ave
Tornillo, TX 79853

P: (915) 765-3000
E: garciac@tisd.us

Date Issued:	**12.20.2024**
Expires:	**01.15.2025**
Payment Terms:	**Net 30 Days**
Rep:	**Margie Rocha**
Email:	**Margie.Rocha@calian.com**
Phone:	**(915) 275-1304**

Ln#	Item	Description	Price	Qty	Ext. Price
		Cisco Meraki Switches - Erate Spin #143051678			
1	C9300-48U-M	**C9300 48-port UPOE, 1100wac PS, w/MERAKI**	$4,518.16	2	$9,036.32
2	C9300-NM-8X-M	**C9300 8 x 10GE Network Module, w/MERAKI**	$1,085.76	2	$2,171.52
3	CAB-SPWR-30CM-M	**C9000 Stack Power Cable 30 CM, w/MERAKI**	$44.86	2	$89.72
4	STACK-T1-1M-M	**C9000 1M Type 1 Stacking Cable, w/MERAKI**	$83.58	2	$167.16
5	C9300-48U-M	**C9300 48-port UPOE, 1100wac PS, w/MERAKI**	$4,518.16	1	$4,518.16
6	CAB-SPWR-30CM-M	**C9000 Stack Power Cable 30 CM, w/MERAKI**	$44.86	1	$44.86
7	STACK-T1-1M-M	**C9000 1M Type 1 Stacking Cable, w/MERAKI**	$83.58	1	$83.58
8	C9300-48U-M	**C9300 48-port UPOE, 1100wac PS, w/MERAKI**	$4,518.16	2	$9,036.32
9	C9300-NM-8X-M	**C9300 8 x 10GE Network Module, w/MERAKI**	$1,085.76	2	$2,171.52
10	CAB-SPWR-30CM-M	**C9000 Stack Power Cable 30 CM, w/MERAKI**	$44.86	2	$89.72
11	STACK-T1-1M-M	**C9000 1M Type 1 Stacking Cable, w/MERAKI**	$83.58	2	$167.16
12	C9300-48U-M	**C9300 48-port UPOE, 1100wac PS, w/MERAKI**	$4,518.16	3	$13,554.48
13	CAB-SPWR-30CM-M	**C9000 Stack Power Cable 30 CM, w/MERAKI**	$44.86	3	$134.58
14	STACK-T1-1M-M	**C9000 1M Type 1 Stacking Cable, w/MERAKI**	$83.58	3	$250.74
15	C9300-48U-M	**C9300 48-port UPOE, 1100wac PS, w/MERAKI**	$4,518.16	1	$4,518.16
16	CAB-SPWR-30CM-M	**C9000 Stack Power Cable 30 CM, w/MERAKI**	$44.86	1	$44.86
17	STACK-T1-3M-M	**C9000 3M Type 1 Stacking Cable, w/MERAKI**	$147.61	1	$147.61
18	MERAKI-SUB	**Meraki SW Subscription -**	$0.00	1	$0.00

Calian Corp.
3821 Constitution Drive Suite 100
El Paso, TX 79922
Phone: 915-2751303
Fax:
Web: calian.com/itcs

CALIAN™
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Erate BID # TISDFY25-IC01 (Option 2)

Ln#	Item	Description	Price	Qty	Ext. Price
		Cisco Meraki Switches - Erate Spin #143051678			
19	LIC-MS-300-L-E	**Meraki MS300 Large Essentials Subscription LIC and Support - 12mo** TERM: 60 Months	$2,604.00	9	$23,436.00
				Subtotal:	**$69,662.47**

Ln#	Item	Description	Price	Qty	Ext. Price
		Scope Of Work			
20	SERVICES - SOW Attached	**SERVICES - SOW Attached**	$4,675.00	1	$4,675.00
				Subtotal:	**$4,675.00**

Quote Summary	Amount
Cisco Meraki Switches - Erate Spin #143051678	$69,662.47
Scope Of Work	$4,675.00
Total:	**$74,337.47**

This Quote and all products and services purchased under this Quote by the customer listed above (the “Customer”) shall be subject to the terms and conditions in Calian’s Master Services Agreement (the “MSA”), which are incorporated herein by reference and can be found at https://itcs.calian.com/itcs-msa/ . The Customer shall be referred to as “you”, “your” or “Client” under the MSA. Calian will not be bound by any terms or conditions printed or referenced on any purchase order, invoice, memorandum, or other written communication supplied by the Customer unless Calian has expressly acknowledged the other terms and, thereafter, expressly and explicitly accepted such other terms in writing as superseding those found in the MSA.

Acceptance

TORNILLO ISD

Signature / Name Initials

Date

PO Number

TORNILLO INDEPENDENT SCHOOL DISTRICT

INNOVATING – EMPOWERING – THRIVING

MINUTES OF REGULAR BOARD MEETING

W.E. Neill Service Center, 19210 Cobb, Tornillo, Texas
Wednesday, November 20, 2024

1. (OTHER) First Order of Business

5:31PM – 5:32PM

A. Establish a quorum and call the meeting to order
The meeting was called to order at 5:31 PM by Board President, Marlene Bullard, and it was established that a quorum was present.

MEMBERS PRESENT:	MEMBERS ABSENT:
Marlene Bullard, President	Hector Lopez
Ida Estrada, Vice President	
Ofelia Bosquez, Secretary	
Ines Delgado	
Maria Saldaña	
Enrique Vega	

B. Pledge of Allegiance to the United States
Marlene Bullard, Board President, led the Board of Trustees in the Pledge of Allegiance to the United States of America.

C. District Mission and Vision
Ofelia Bosquez, Board Secretary, read the district vision and mission.

2. Board Elections

5:32PM – 5:36PM

A. Discussion and Action to Complete and Issue Certificate of Election to newly elected trustees, accept Statement of Officer and Administer Oath to newly elected Trustees
Ms. Marlene Bullard, Board President, issued Certificates of Election to newly elected Board Members: Maria Saldaña-Place 1, Marlene Bullard-Place 2, and Ines Delgado-Place 3 who were duly elected for purposes of the November 5, 2024 election, pursuant to the Order issued on August 28, 2024, by the Board of Trustees for the Tornillo Independent School District Declaring as Elected Unopposed Candidates for Place Nos. 1, 2, and 3, and Canceling the Election that was scheduled to be held on November 5, 2024.

Ms. Rachel Aguilar, Executive Secretary/Notary Public, State of Texas, swore in newly elected Board Members: Maria Saldaña-Place 1, Marlene Bullard-Place 2, and Ines Delgado-Place 3. The newly elected Board Members also completed their statements of Elected Officers.

5:40PM – 5:43PM

Marlene Bullard made the motion and Ofelia Bosquez seconded the motion to move item 9.F. before item 2.B. on the agenda.
Motion Passed Unanimously.

B. Discussion and Possible Action to Elect New Board Officers (TEC 11.061C)

a. *Ofelia Bosquez made the motion and Enrique Vega seconded the motion*

*to nominate Marlene Bullard for Tornillo ISD Board of Trustees **President.** Ms. Bullard accepted the nomination.*
Motion Passed Unanimously.

b. *Ofelia Bosquez made the motion and Enrique Vega seconded the motion to nominate Ida Estrada for Tornillo ISD Board of Trustees **Vice President.** Mrs. Estrada accepted the nomination.*
Motion Passed Unanimously.

c. *Ida Estrada made the motion and Maria Saldaña seconded the motion to nominate Ofelia Bosquez for Tornillo ISD Board of Trustees **Secretary.** Mrs. Bosquez accepted the nomination.*
Motion Passed Unanimously.

3. (OTHER) Superintendent's Report

5:43PM – 5:47PM

Mrs. Rosa Vega-Barrio, Superintendent, presented the Board of Trustees with the Superintendent's Report.
No Action Necessary.

4. (OTHER) District Recognitions

5:47PM – 5:53PM

A. 2024 Retirees
Ms. Lizeth Carroll, HR / Compliance Director, recognized the December 2024 retirees.
No Action Necessary.

5:53PM – 5:58PM

B. Lone Star State School Counselor Association Awards
Mrs. Maria Morales, PK-8 Assistant Principal, recognized TISD counselors for receiving LSSSCA Awards.
No Action Necessary.

5:58PM – 6:00PM

C. Trustee Recognition – Daniel Dozal
Ms. Marlene Bullard, Board President, recognized Daniel Dozal for serving as a Board Member.
No Action Necessary.

6:00PM – 6:02PM

D. THS Intersession Tutors
Mr. Alejandro Olvera, High School Principal, recognized the staff who provided tutoring during intersession.
No Action Necessary.

6:02PM – 6:03PM

5. (OTHER) Open Forum - None

6. Lone Star Governance

A. **Student Outcome Monitoring**

6:03PM – 6:10PM

1. Bilingual Program Update
Ms. Lizeth Carroll, HR / Compliance Director, presented the Board of Trustees with the Bilingual Program Update.
No Action Necessary.

2.1st 9 Weeks Counseling Department Updates

6:10PM – 6:17PM

Mrs. Alicia Alvarado, PK-8 Counselor, presented the Board of Trustees with the 1st 9 Weeks Counseling Department Updates.

No Action Necessary.

6:17PM – 6:23PM

3.TSIA2 and Credit Recovery Update

Ms. Claudia Beanes, THS Counselor, presented the Board of Trustees with the TSIA2 and Credit Recovery Update.

No Action Necessary.

6:23PM – 6:27PM

4.Spanish AP 5 Year Overview

Ms. Claudia Beanes, THS Counselor, presented the Board of Trustees with the Spanish AP 5 Year Overview.

No Action Necessary.

6:27PM – 6:28PM

B. (Accountability 1) Review Board's Time Use Tracker

Ms. Marlene Bullard, Board President, facilitated the review of the board's time use tracker.

No Action Necessary.

6:28PM – 6:29PM

7. (ADVOCACY) Community Engagement on Student Outcome Goals – None

8. (VISION Y) Information / Reports / Presentations

A. Financial Reports – Information Only

6:29PM – 6:30PM

Mr. Luis M. Guerra, Finance Director, presented the Board of Trustees with the Financial Reports for October 2024.

No Action Necessary.

6:30PM – 6:31PM

B. 2024-2025 Annual Immunization Report

Ms. Linda Rivero, District Nurse, presented the Board of Trustees with the 2024-2025 Annual Immunization Report.

No Action Necessary.

6:31PM – 6:34PM

C. Covered Applications and Prohibited Technology Policy

Mr. Carlos Garcia, Technology Director, presented the Board of Trustees with the Covered Applications and Prohibited Technology Policy.

No Action Necessary.

6:34PM – 6:36PM

D. 2024-2025 Applications for Bilingual Exception / ESL Waivers

Ms. Lizeth Carroll, HR / Compliance Director, presented the Board of Trustees with the 2024-2025 Applications for Bilingual Exception / ESL Waivers.

No Action Necessary.

6:36PM – 6:45PM

E. Public Hearing on FIRST Ratings

Mr. Luis M. Guerra, Director of Finance, presented the Board of Trustees with the Public Hearing on FIRST Ratings.

No Action Necessary.

9. (STRUCTURE) Board Items

A. Purchases > $25,000 threshold – Authorization

6:45PM – 6:51PM

1. Consider Approval to Purchase Dell Laptops for Students

Mr. Carlos Garcia, Technology Director, presented the Purchase of Dell Laptops for Students.

Ofelia Bosquez made the motion and Ida Estrada seconded the motion to approve the purchase of Dell Laptops for Students, as presented.

Motion Passed Unanimously.

6:51PM – 6:58PM

2.Consider Approval of Smart TVs for PK-8

Mrs. Myrna Lopez, PK-8 Principal, presented the Purchase of Smart TVs for PK-8.

Ofelia Bosquez made the motion and Ida Estrada seconded the motion to approve the purchase of Smart TVs for PK-8, as presented.

Motion Passed Unanimously.

B. Consider Approval of Site Marketing Agreement between Tornillo ISD and Diamond

6:58PM – 7:09PM

Mr. Carlos Garcia, Technology Director, presented the Site Marketing Agreement between Tornillo ISD and Diamond.

Ida Estrada made the motion and Enrique Vega seconded the motion to approve the Site Agreement between Tornillo ISD and Diamond, as presented.

Motion Passed Unanimously.

C. Consider Approval of Effective Advising Framework (EAF) Grant

7:09PM – 7:15PM

Mr. Raymond Bonilla, CTE Coordinator, presented the Effective Advising Framework (EAF) Grant.

Ofelia Bosquez made the motion and Enrique Vega seconded the motion to approve the Effective Advising Framework (EAF) Grant, as presented.

Motion Passed Unanimously.

D. Consider Approval of 2024-2025 $1000 One Time Lump Sum Payment

7:15PM – 7:19PM

Mr. Luis M. Guerra, Director of Finance, presented the 2024-2025 $1000 One Time Lump Sum Payment.

Ofelia Bosquez made the motion and Ida Estrada seconded the motion to approve the 2024-2025 $1000 One Time Lump Sum Payment, as presented.

Motion Passed Unanimously.

E. Consider Approval of MS Class Grant Application

7:19PM – 7:23PM

Ms. Lizeth Carroll, HR / Compliance Director, presented the MS Class Grant Application.

Ofelia Bosquez made the motion and Ida Estrada seconded the motion to approve the MS Class Grant Application, as presented.

Motion Passed with a 5:1:0 Vote; Marlene Bullard opposed.

5:37PM – 5:40PM

F. Discussion and Possible Action Regarding Applicants to Fill Place 7 Vacancy including Appointment of New Board Member to Serve Until Next Board Election

Ms. Marlene Bullard, Board President, presented the Applicants to Fill Place 7 Vacancy including Appointment of New Board Member to Serve Until Next Board Election.

Ofelia Bosquez made the motion and Enrique Vega seconded the motion to appoint sole applicant, Ida Estrada, to fill place 7 vacancy until next board election.
Motion Passed Unanimously.

Ms. Rachel Aguilar, Executive Secretary/Notary Public, State of Texas, swore in the appointed applicant: Ida Estrada-Place 7. The applicant also completed the statement of Elected Officer.

10. (STRUCTURE) Consent Agenda

7:23PM – 7:24PM

A. Consider Approval of Minutes from Previous Meetings:
    1. Regular Board Meeting Minutes – October 30, 2024
B. Consider Approval of Contracts for Providers of Special Education Related Services
C. Consider Approval of Donations
D. Consider Approval of Interlocal Agreement between Tornillo ISD and City of El Paso Immunization
E. Consider Approval of 2025-2026 West Texas Food Service Cooperative Interlocal Agreement

Ofelia Bosquez made the motion and Ida Estrada seconded the motion to approve ALL items on the consent agenda, as presented.
Motion Passed Unanimously.

11. (OTHER) Executive Session. The Board will enter into a closed session to discuss the following items under Sections 551.076 and 551.089, Texas Government Code. The Board will reconvene into open session to take any necessary action.

7:24PM – 7:48PM

The Board of Trustees entered into Executive Session at 7:24 PM for deliberation.

A. Discussion Regarding 2024-2025 District Safety Vulnerability Assessment

No Action was taken during Executive Session.

The Board of Trustees reconvened from Executive Session at 7:48 PM.

12. Next Meeting Tentative Date: January 22, 2025

7:48PM

There being no further business, Ofelia Bosquez made the motion and Ida Estrada seconded the motion to adjourn meeting. Motion passed unanimously. Meeting adjourned at 7:48 PM.

_____

Marlene Bullard Date
President, Board of Trustees

_____

Ofelia Bosquez Date
Secretary, Board of Trustees

TORNILLO INDEPENDENT SCHOOL DISTRICT

INNOVATING – EMPOWERING – THRIVING

MINUTES OF SPECIAL BOARD MEETING

W.E. Neill Service Center, 19210 Cobb, Tornillo, Texas
Tuesday, December 3, 2024

1. **(OTHER) First Order of Business**
   A. Establish a quorum and call the meeting to order
   The meeting was called to order at 5:00 PM by Board President, Marlene Bullard, and it was established that a quorum was present.

MEMBERS PRESENT:	MEMBERS ABSENT:
Marlene Bullard, President	Hector Lopez
Ida Estrada, Vice President	
Ofelia Bosquez, Secretary	
Ines Delgado	
Maria Saldana	
Enrique Vega	

5:00PM – 5:01PM

   B. Pledge of Allegiance to the United States
   Marlene Bullard, Board President, led the Board of Trustees in the Pledge of Allegiance to the United States of America.

2. **(OTHER) Open Forum -** None

5:01PM – 5:12PM

3. **(OTHER) Executive Session. The Board will enter into a closed session to discuss the following items under Section 551.076 and 551.089, Texas Government Code. The Board will reconvene into open session to take any necessary action.**

The Board of Trustees entered into Executive Session at 5:01 PM for deliberation.

   A. Discussion Regarding Administrative Recommendation for Employment of Diagnostician/SPED/504 Coordinator

No Action was taken during Executive Session.

The Board of Trustees reconvened from Executive Session at 5:13 PM.

4. **Continuation of Board Items in Open Session**

5:12PM – 5:13PM

   A. Discussion and Possible Action Regarding Administrative Recommendation for Employment of Diagnostician/SPED/504 Coordinator
   Mrs. Rosa Vega-Barrio, Superintendent, presented the Board of Trustees with the Administrative Recommendation for Employment of Diagnostician/SPED/504 Coordinator.
   Ofelia Bosquez made the motion and Ida Estrada seconded the motion to approve the Administration's Recommendation for Diagnostician/SPED/504 Coordinator, as presented.
   Motion Passed Unanimously.

5. **Next Meeting Tentative Date: January 22, 2025**
   There being no further business, Ofelia Bosquez made the motion and Enrique Vega seconded the motion to adjourn meeting. Motion passed unanimously. Meeting adjourned at 5:58PM.

_____

Marlene Bullard Date
President, Board of Trustees

_____

Ofelia Bosquez Date
Secretary, Board of Trustees

TORNILLO INDEPENDENT
SCHOOL DISTRICT
Educating children today to be the leaders of tomorrow.

Tornillo Independent School District
Donation Acknowledgement Form

Date of Request: 12/04/2024 School/Department: CO Instructional

On behalf of Tornillo Independent School District, I am asking that the Board of Trustees approves the acceptance of the following items:

Donation Description	Quantity	Value
Sing Along Microphone	24	
Sing Along Boom Box	8	
Kids Headphones	22	

Purpose of donation:
Christmas Toy Donation

Donor or Donor Organization Name: Boost Network
Address, City, State & Zip Code: 100 N. Stanton St., Suite 500
El Paso, Texas 79901

Check one
- (●) Non-monetary donation
- ( ) This donation will be recorded in the campus/department activity account
- ( ) This donation is for the benefit of the following club or team and will be recorded in their account if the donation is monetary in
  Club Name: _____
  Account Number: _
  Sponsor Signature: _____ Date: _____

Requestor's Signature: [signature] Date: 12/04/24

Board President Signature: _____ Date: _____

Copy to Finance Department & Requestor

Original to be kept by Executive Secretary

TORNILLO INDEPENDENT
SCHOOL DISTRICT

Educating children today to be the leaders of tomorrow.

Tornillo Independent School District
Donation Acknowledgement Form

Date of Request: 11/04/2024 School/Department: Finance

On behalf of Tornillo Independent School District, I am asking that the Board of Trustees approves the acceptance of the following items:

Donation Description	Quantity	Value
bricks	3,000	$6,000

Purpose of donation:

Donor or Donor Organization Name: Rene Estrada
Address, City, State & Zip Code:
Tornillo, TX 79853

Check one
- ◯ Non-monetary donation
- ◯ This donation will be recorded in the campus/department activity account
- ◉ This donation is for the benefit of the following club or team and will be recorded in their account if the donation is monetary in

Club Name: Centennial Planning Committee
Account Number:
Sponsor Signature: _____ Date: _____

Requestor's Signature: _____ Date: 12/18/24

Board President Signature: _____ Date: _____

Copy to Finance Department & Requestor

Original to be kept by Executive Secretary

Vision: *Believe we can succeed, with pride we will achieve.*
Mission: *The mission of the District is to educate and inspire students in a safe and supportive environment which will result in closing the achievement gap by preparing all students for college readiness and success in a global society.*

TORNILLO INDEPENDENT SCHOOL DISTRICT

Educating children today to be the leaders of tomorrow.

Tornillo Independent School District
Donation Acknowledgement Form

Date of Request: 12-12-24 School/Department: Tornillo PreK-8th

On behalf of Tornillo Independent School District, I am asking that the Board of Trustees approves the acceptance of the following items:

Donation Description	Quantity	Value
Monetary Donation	1	$300.00

Purpose of donation:

XMAS Days for students in Pre-K. & school.

Donor or Donor Organization Name: Mesilla Valley Transportation
Address, City, State & Zip Code: 9525 Esdale Drive El Paso, TX. 79907

Check one
- ○ Non-monetary donation
- ○ This donation will be recorded in the campus/department activity account
- ◉ This donation is for the benefit of the following club or team and will be recorded in their account if the donation is monetary in

Club Name: Counseling Department
Account Number:
Sponsor Signature: Alicia A Date: 12-16-24

Requestor's Signature: Alicia A Date: 12-16-24

Board President Signature: _____ Date: _____

Copy to Finance Department & Requestor

Original to be kept by Executive Secretary

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TORNILLO INDEPENDENT
SCHOOL DISTRICT
Educating children today to be the leaders of tomorrow.

Tornillo Independent School District
Donation Acknowledgement Form

Date of Request: 12/9/24 School/Department: Tornillo Dist. St

On behalf of Tornillo Independent School District, I am asking that the Board of Trustees approves the acceptance of the following items:

Donation Description	Quantity	Value
Toy Donations	300+	approx $300.00

Purpose of donation: Christmas gifts for students

Donor or Donor Organization Name: Toys For Tots
Address, City, State & Zip Code: 7051 S. Desert Blvd. Ste 345 Canutillo, Tx 79835

Check one
- ☑ Non-monetary donation
- ☐ This donation will be recorded in the campus/department activity account
- ◉ This donation is for the benefit of the following club or team and will be recorded in their account if the donation is monetary in
  Club Name: _____
  Account Number: _____
  Sponsor Signature: _____ Date: _____

Requestor's Signature: Alicia Ochoa Date: 12/9/24

Board President Signature: _____ Date: _____

Copy to Finance Department & Requestor

Original to be kept by Executive Secretary

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TORNILLO INDEPENDENT SCHOOL DISTRICT

Educating children today to be the leaders of tomorrow.

Tornillo Independent School District
Donation Acknowledgement Form

Date of Request: 12/02/24 School/Department: Tornillo Prek-8th

On behalf of Tornillo Independent School District, I am asking that the Board of Trustees approves the acceptance of the following items:

Donation Description	Quantity	Value
Toy Donation	100+	approx. $450.00

Purpose of donation: Christmas gifts for students

Donor or Donor Organization Name: Cardinal Health
Address, City, State & Zip Code: 1320 Don Haskins El Paso, Tx. 79936

Check one
- ◯ Non-monetary donation
- ◯ This donation will be recorded in the campus/department activity account
- ◉ This donation is for the benefit of the following club or team and will be recorded in their account if the donation is monetary in

Club Name: _____
Account Number: _____
Sponsor Signature: _____ Date: _____

Requestor's Signature: Olivia Ochoa Date: 12/2/24

Board President Signature: _____ Date: _____

Copy to Finance Department & Requestor

Original to be kept by Executive Secretary

TORNILLO INDEPENDENT
SCHOOL DISTRICT
Educating children today to be the leaders of tomorrow.

Tornillo Independent School District
Donation Acknowledgement Form

Date of Request: 12/11/24 School/Department: Tornillo Intermediate

On behalf of Tornillo Independent School District, I am asking that the Board of Trustees approves the acceptance of the following items:

Donation Description	Quantity	Value
Tricycles	20	$40.00

Purpose of donation:
Christmas gift donation For all PK students.

Donor or Donor Organization Name: San Antonio in Home Health Care
Address, City, State & Zip Code: 530 W. Yarbrough Dr. El Paso, TX. 79915

Check one
- [x] Non-monetary donation
- [ ] This donation will be recorded in the campus/department activity account
- [x] This donation is for the benefit of the following club or team and will be recorded in their account if the donation is monetary in

Club Name: _____
Account Number: _____
Sponsor Signature: _____ Date: _____

Requestor's Signature: Carmen Soto Date: 12/11/24

Board President Signature: _____ Date: _____

Copy to Finance Department & Requestor

Original to be kept by Executive Secretary

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TORNILLO INDEPENDENT SCHOOL DISTRICT

Educating children today to be the leaders of tomorrow.

Tornillo Independent School District
Donation Acknowledgement Form

Date of Request: 01/22/2025 School/Department: Superintendent's Office

On behalf of Tornillo Independent School District, I am asking that the Board of Trustees approves the acceptance of the following items:

Donation Description	Quantity	Value
See list attached		

Purpose of donation:
Christmas giveaway and centennial celebrations

Donor or Donor Organization Name: _____
Address, City, State & Zip Code: _____
_____

Check one
- ◯ Non-monetary donation
- ◉ This donation will be recorded in the campus/department activity account
- ◯ This donation is for the benefit of the following club or team and will be recorded in their account if the donation is monetary in
  Club Name: _____
  Account Number: _____
  Sponsor Signature: _____ Date: _____

Requestor's Signature: R Aguilar Date: 1/22/2024

Board President Signature: _____ Date: _____

Copy to Finance Department & Requestor

Original to be kept by Executive Secretary

Vision: *Believe we can succeed with pride we will achieve.*
Mission: *The mission of the District is to educate and inspire students in a safe and supportive environment which will result in closing the achievement gap by preparing all students for college readiness and success in a global society.*

Representative	Company	Type	Amount
Frank Martinez	FFGA	McDonald's GCs	160 @ $5 each
Pearl Contreras	Raiz	Check	$ 2,080.00
Robert Tijerina	Tijerina Financial Consulting	Check	$ 300.00
Jose Padilla		Check	$ 300.00
Jose Padilla	Linebarger, Goggan, Blair, & Simpson	Check	$ 300.00
Blanco, Ordoñez		Check	$ 250.00
Edward Lujan	El Paso Reprographics	Check	$ 175.00
Eddie Longoria	Virtual Technology	Check	$ 1,000.00
Luis Prieto	APIC	Check	$ 200.00
	Region 19	59 - Coach Purses	
David Mentru		Check	$ 1,500.00
Frank Lerma	Verge Contractors	Check	$ 1,000.00

TORNILLO INDEPENDENT
SCHOOL DISTRICT
Educating children today to be the leaders of tomorrow.

Technology Department
19200 Cobb Avenue
Tornillo, TX 79853
Phone 915.765.3035
Fax 915.765.3099

MEMORANDUM

To: Board of Trustees
From: Carlos Garcia, Executive Director of Technology
Subject: Disposal - Equipment and Other
Date: 01/29/2025

HISTORY:

Equipment, supplies, scrap metal/wood/plastic, parts, misc. item(s), and uniforms that are either obsolete, non-functional, broken, no longer needed, worn out, or has been replaced, and has been taken out from the campus(es)/department(s) and stored in a designated storage room in the technology service center. This may includes items on behalf of technology, security, custodial, or maintenance departments.

RATIONALE:

Disposal of all inventoried and non-inventoried equipment, supplies, scrap metal/wood/plastic, parts, and other misc. items, and uniforms as per attached listings to avoid the accumulation of items no longer used or needed by the district.

BUDGET IMPACT:

If auctioned, auction-able equipment will be sold and all sales will be deposited into a general fund account as per existing finance procedures.

ADMINISTRATIVE RECOMMENDATION:

The recommendation to the Board of Trustees is to approve the disposal of all listed items in the following order of preference:
1. If an auction is planned and conducted within a month period, to be quoted and auctioned off to highest bidder. All sales will be deposited into a general fund account.
2. Trade-in any eligible equipment for discounts on new equipment if applicable.
3. To be donated to a non-profit organization. Non-profit organization must provide proof of status and written request.
4. To be disposed locally through a local scrap metal/plastic recycling company.

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Asset Class	Manufacturer	Model	Serial Number	Barcode
Computer	Dell	OptiPlex 3050 AIO	F7G1RP2	7870
Computer	zSpace	AIO-24-GL	ZW47420511	7901
Document Camera	SMART Technologies	Document Camera 450	A102HW48A0441	6573
Interactive Display	OneScreen	H5	KYSE969E12250040	8575
Interactive Display	OneScreen	H5	KYSE969E12250041	8578
Interactive Display	OneScreen	H5	YN190005F03040172	8418
Interactive Display	OneScreen	H5	YN190005F03040173	8419
Interactive Display	OneScreen	H5	YN190005F03040174	8415
Interactive Display	OneScreen	H5	YN190005F03040171	8417
Interactive Display	OneScreen	H5	YN190005F03040167	8413
Interactive Display	OneScreen	H5	YN190005F03040168	8414
Interactive Display	OneScreen	H5	YN190049F05050125	9122
Interactive Display	OneScreen	H5	YN190049F05050131	9123
Interactive Display	OneScreen	H5	YN190049F05050148	9118
Interactive Display	OneScreen	H5	YN190086F06030114	9129
Interactive Display	OneScreen	H5	YN190049F05050151	9125
Interactive Display	OneScreen	H5	YN190049F05050152	9121
Interactive Display	OneScreen	H5	YN190049F05050130	9124
Interactive Display	OneScreen	H5	YN190049F05050003	9131
Interactive Display	OneScreen	H5	YN190050F04190079	9126
Interactive Display	OneScreen	H5	YN190050F04190080	9127
Interactive Display	OneScreen	H5	YN190050F04190081	9132
Interactive Display	OneScreen	H5	YN190100F07240099	9130
Interactive Display	OneScreen	H5	YN190049F05050134	9117
Interactive Display	OneScreen	H5	YN190005F03040193	8399
Interactive Display	OneScreen	H5	YN190005F03040185	8401
Interactive Display	OneScreen	H5	YN190005F03040191	8400
Interactive Display	OneScreen	H5	YN190005F03040176	8391
Interactive Display	OneScreen	H5	YN190005F03040179	8389
Interactive Display	OneScreen	H6	YN200081G08250080	10423
Interactive Display	OneScreen	H6	YN200081G08250075	10422
Interactive Display	OneScreen	H6	YN200118G10100089	10426
Interactive Display	OneScreen	H6	YN200118G10100085	10427
Interactive Display	OneScreen	H6	YN200118G10100032	10425
Interactive Display	OneScreen	H6	YN200118G10100008	10424
Interactive Display	OneScreen	H6	YN200213H03170125	11023
Interactive Display	OneScreen	H6	YN210152H10090209	11162
Interactive Display	OneScreen	H6	YN210152H10090143	11165
Interactive Display	OneScreen	H6	YN210152H10090142	11648
Laptop	Dell	Latitude 5300 2-in-1	JQ4LQT2	8999
Laptop	Dell	Latitude 3390	BTQ58L2	7956
Laptop	Dell	Latitude 5320	GNKRVG3	11042
Laptop	Dell	Latitude 5320	4NKRVG3	11043
Laptop	Dell	Latitude 5320	BNKRVG3	11044

Laptop	Dell	Latitude 5320	GMKRVG3	11048
Laptop	Dell	Latitude 5320	HPKRVG3	11049
Laptop	Dell	Latitude 5320	1SKRVG3	11050
Laptop	Dell	Latitude 5320	5QKRVG3	11051
Laptop	Dell	Latitude 5320	FMKRVG3	11052
Laptop	Dell	Latitude 5320	8NKRVG3	11054
Laptop	Dell	Latitude 5320	2PKRVG3	11055
Laptop	Dell	Latitude 5320	3PKRVG3	11056
Laptop	Dell	Latitude 5320	JQKRVG3	11057
Laptop	Dell	Latitude 5320	CQKRVG3	11058
Laptop	Dell	Latitude 5320	4QKRVG3	11059
Laptop	Dell	Latitude 5320	BQKRVG3	11061
Laptop	Dell	Latitude 5320	6QKRVG3	11062
Laptop	Dell	Latitude 5320	2SKRVG3	11063
Laptop	Dell	Latitude 5320	5PKRVG3	11064
Laptop	Dell	Latitude 5320	HRKRVG3	11065
Laptop	Dell	Latitude 5320	7PKRVG3	11066
Laptop	Dell	Latitude 5320	3RKRVG3	11067
Laptop	Dell	Latitude 5320	6PKRVG3	11069
Laptop	Dell	Latitude 5320	5RKRVG3	11070
Laptop	Dell	Latitude 5320	FPKRVG3	11073
Laptop	Dell	Latitude 5320	GRKRVG3	11074
Laptop	Dell	Latitude 5320	FRKRVG3	11075
Laptop	Dell	Latitude 5320	HNKRVG3	11078
Laptop	Dell	Latitude 5320	DRKRVG3	11080
Laptop	Dell	Latitude 5320	HQKRVG3	11082
Laptop	Dell	Latitude 5320	JRKRVG3	11086
Laptop	Dell	Latitude 5320	JNKRVG3	11106
Laptop	Dell	Latitude 5320	JMKRVG3	11107
Laptop	Dell	Latitude 5320	6NKRVG3	11108
Laptop	Dell	Latitude 5320	DNKRVG3	11109
Laptop	Dell	Latitude 5320	3NKRVG3	11113
Laptop	Dell	Latitude 5320	7QKRVG3	11114
Laptop	Dell	Latitude 5330	92BHVL3	13829
Printer	Canon	PIXMA MP450	N050916TT3	0
Printer	HP	LaserJet 1020	CNBK726482	3503
Printer	RISO	EZ221U	76693827	0
Tablet	Microsoft	Surface Pro	013094490853	10866
Wireless Headset	Logitech	H820e	2022TF082968	9347
Wireless Headset	Logitech	H820e	2022TF083028	9353
Wireless Headset	Logitech	H820e	2022TF081148	10001
Wireless Headset	Logitech	H820e	2022TF081968	9344
Wireless Headset	Logitech	H820e	2022TF084218	10002
Wireless Headset	Logitech	H820e	2022TF081338	9340
Wireless Headset	Logitech	H820e	2022TF082518	9356

Wireless Headset	Logitech	H820e	2022TF079908	10013
Wireless Headset	Logitech	H820e	2022TF084138	10008
Wireless Headset	Logitech	H820e	2022TF084118	10004
Wireless Headset	Logitech	H820e	2022TF082218	9350
Wireless Headset	Logitech	H820e	2022TF082568	9351
Wireless Headset	Logitech	H820e	2022TF079608	10009
Wireless Headset	Logitech	H820e	2022TF084108	10003
Wireless Headset	Logitech	H820e	2022TF082948	9346
Wireless Headset	Logitech	H820e	2022TF081088	9339
Wireless Headset	Logitech	H820e	2022TF081108	10000
Wireless Headset	Logitech	H820e	2022TF081278	10007
Wireless Headset	Logitech	H820e	2022TF084128	10006
Wireless Headset	Logitech	H820e	2022TF079918	9360
Wireless Headset	Logitech	H820e	2022TF081288	9358
Wireless Headset	Logitech	H820e	2022TF084188	10018
Wireless Headset	Logitech	H820e	2022TF080608	10021
Wireless Headset	Logitech	H820e	2022TF080748	10026
Wireless Headset	Logitech	H820e	2022TF081328	10016
Wireless Headset	Logitech	H820e	2022TF079898	10010
Wireless Headset	Logitech	H820e	2022TF080618	10034
Wireless Headset	Logitech	H820e	2022TF080818	10019
Wireless Headset	Logitech	H820e	2022TF080828	10028
Wireless Headset	Logitech	H820e	2022TF081408	10023
Wireless Headset	Logitech	H820e	2022TF082298	10035
Wireless Headset	Logitech	H820e	2022TF081518	10029
Wireless Headset	Logitech	H820e	2022TF081268	10014
Wireless Headset	Logitech	H820e	2022TF081358	10020
Wireless Headset	Logitech	H820e	2022TF079888	10012
Wireless Headset	Logitech	H820e	2022TF080758	10030
Wireless Headset	Logitech	H820e	2022TF084158	10022
Wireless Headset	Logitech	H820e	2022TF084178	10025
Wireless Headset	Logitech	H820e	2022TF084168	10005
Wireless Headset	Logitech	H820e	2022TF084208	10031
Wireless Headset	Logitech	H820e	2022TF081418	10024
Wireless Headset	Logitech	H820e	2022TF079958	10011
Wireless Headset	Logitech	H820e	2022TF084198	10033
Wireless Headset	Logitech	H820e	2022TF081508	10017
Wireless Headset	Logitech	H820e	2022TF084908	10055
Wireless Headset	Logitech	H820e	2022TF077698	10043
Wireless Headset	Logitech	H820e	2022TF084918	10041
Wireless Headset	Logitech	H820e	2022TF077678	10040
Wireless Headset	Logitech	H820e	2022TF084598	10048
Wireless Headset	Logitech	H820e	2022TF083838	10051
Wireless Headset	Logitech	H820e	2022TF084578	10053
Wireless Headset	Logitech	H820e	2022TF084518	10050

Wireless Headset	Logitech	H820e	2022TF084588	10052
Wireless Headset	Logitech	H820e	2022TF077688	10046

Asset Class	Manufacturer	Model	Serial Number	Barcode
Interactive Display	OneScreen	H6	YN210152H10090145	11166
Interactive Display	OneScreen	H6	YN210152H10090124	11160
Interactive Display	OneScreen	H5	YN190086F06030105	9040
Interactive Display	OneScreen	H5	YN190023F03210049	9426
Interactive Display	OneScreen	H5	YN190023F03210047	0
Interactive Display	OneScreen	H5	YN190023F03210042	9433
Interactive Display	OneScreen	H5	YN190023F03210041	11498
Interactive Display	OneScreen	H5	YN190005F03040199	8388
Interactive Display	OneScreen	H5	YN190005F03040184	8390
Interactive Display	OneScreen	H5	YN190005F03040164	8927

MEMORANDUM

To: Members of the Board of Trustees
From: Luis Guerra, Director of Finance
Subject: Consider Approval of 2025-2026 Budget Timeline
Date: January 22, 2025

TORNILLO INDEPENDENT SCHOOL DISTRICT

2025-2026 Budget Timeline	
January 22, 2025	Board review of proposed budget timeline for 2025-2026
March 3, 2025	District Budget Training - Principals & Department Heads • Budget Allocations Provided
March 17, 2025	Budget Allocations Submitted by Campuses and Departments
March 24-31, 2025	Campus & Department Budget and Personnel Need Reviews
April 01-30, 2025	Compile budgets, update projections, and receive preliminary property values from EPCAD
May 2024 (TBD)	Budget Workshop with Board of Trustees • Personnel & Operational Budgets • Compensation & Stipend Proposal • Review Property values • Proposed Tax Rate
July 25, 2025	Receive certified property tax values from EPCAD
August 27, 2025	**Public Hearing on Proposed Budget** **Board Adopts Budget and Tax Rate for 2025-2026**

ESC 19
EDUCATION SERVICE CENTER
REGION 19 • EL PASO, TX

Executive Office
Dr. Armando Aguirre
Education Service Center - Region 19
6611 Boeing Drive
El Paso, Texas 79925-1010

Phone: 915.780.1919
Fox: 915.780.5070
www.esc19.net

December 11, 2024

Ms. Rosy Vega-Barrio, Superintendent
Ms. Marlene Bullard, Board President
Tornillo Independent School District
P.O. Box 170
Tornillo, Texas 79853

Ms. Vega-Barrio and Ms. Bullard:

The accompanying School Board Member/Superintendent Continuing Education Services Agreement details the services ESC-Region 19 will provide. This agreement will allow new and experienced school board members to obtain all continuing education credits required by the Texas Administrative Code, Chapter 61.1. To ensure the adequate and timely delivery of these sessions, the Agreement includes a Conference where board members will be given an opportunity to receive up to six continuing education credits. Embedded throughout the sessions, is time to work as a "Team of 8" on needs identified in the areas of team building, vision, structure, accountability, and advocacy. A follow-up workshop in the spring will allow school board members to receive an additional three credits. All trainings and workshops are research-based and structured to the specific geographic makeup and needs of all our LEAs.

Please review, sign, and submit the Agreement to ESC-Region 19.

We greatly value and appreciate your continued partnership with ESC-Region 19. Our staff remains ready to address any needs or questions that may arise in your district. Please feel free to contact us as needed. We look forward to working together in supporting your board of trustees in their effective and efficient administration of your district.

Sincerely,

Dr. Armando Aguirre
Executive Director

Enclosures

Executive Director: Dr. Armando Aguirre
Board of Directors: Jose M. Limon-Chairman, Blanca Topete-Vice Chairman, David Sublasky-Secretary,
Adela Carr-Member, Nellie Morales-Member, Patricia Ramirez-Member, Dr. Raul L. Muñoz-Member, Fred Sanchez-Member

School Board Member/Superintendent
Continuing Education Services Agreement
2024 – 2025

PURPOSE: To annually provide new and experienced regional school board members with all continuing education requirements as described in the Texas Administrative Code, Chapter 61.1.

BENEFITS: By providing the opportunity for trustees to obtain all the continuing education locally, district economic efficiency is improved by reducing travel costs and other related fees. Annual verification of school board member continuing education credit hours will be reported to district contacts.

This Service Agreement, at an annual cost of $4,500 per School District includes:

- **Conference for Board Members and Superintendents** that may focus on:
  - ***Introduction to the Texas Education Code*** for newly elected board members.
  - ***Legislative Update*** for sitting board members in the year following sessions of the Texas Legislature.
  - ***Team Building*** to include needs assessment and annual plan for continuing education based on the identified needs. District leadership may select an on-site Tier II training of their choice.
  - ***Vision, Structure, Accountability, Advocacy*** and ***Unity*** continuing education that meets the needs identified in TEA Framework for School Board Development.
  - ***Evaluating and Improving Student Outcomes*** continuing education that is designed to support the oversight role of the board on evaluating student academic performance; facilitate board plans that set goals for early childhood literacy and mathematics and college, career and military readiness
  - ***Identifying and Reporting Abuse and Trafficking*** to include identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.
- ***Board Member/Superintendent Leadership*** Spring Workshop
- ***Far West Texas School Board Association*** Membership Dues for 2024 – 2025
- ***Superintendent Summit***

Costs for meals and materials provided at the continuing education credit sessions listed above are included in the Service Agreement. Upon request, ESC-Region 19 may provide customized district trainings at an additional cost.

CONTACT:

Barbara O. Amaya
Leadership & Accountability
(915) 780-5354
bamaya@esc19.net

Terri Escandon
Leadership & Accountability
(915) 780-5380
tsescandon@esc19.net

SIGNATURES:

Superintendent
Tornillo ISD

School Board President
Tornillo ISD

Dr. Armando Aguirre, Executive Director
Education Service Center - Region 19

ESC 19
EDUCATION SERVICE CENTER
REGION 19 • EL PASO, TX

School Board Member Training

A variety of standard and customized training opportunities are available to meet local school district needs. All trainings are correlated to the statewide standard and/or duties of a school board member.

Training Sessions Offered:

- Board Member Ethics
- Building Trust in Leadership
- Customized Training
- District and Campus Accountability Systems
- Educator Ethics
- Evaluating and Improving Student Outcomes
- FIRST (Financial Integrity Rating System of Texas) Training
- Goal Setting
- Identifying and Reporting Abuse and Trafficking
- Introduction to the Texas Education Code for new and experienced school board members
- Roles and Responsibilities of School Board Members and Superintendent
- School Board Accountability
- State and Federal Programs
- Team Building
- Texas Principal Evaluation and Support System (T-PESS)
- Texas Teacher Evaluation and Support System (T-TESS)
- Update to the Texas Education Code (after legislative session: length determined by issues addressed in legislation)