TIMPSON INDEPENDENT SCHOOL DISTRICT
NOTICE OF REGULAR MONTHLY MEETING OF THE TIMPSON INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Notice is hereby given that on **Tuesday, November 10, 2026,** the Board of Trustees of the Timpson Independent School District will have a Regular Monthly Meeting **at 6:15 PM** in the Timpson ISD Board Room, 836 Bear Drive, Timpson, Texas 75975.

Public comments related to this meeting will be handled as follows: If a citizen wants to speak during Open Forum, a person must fill out a request form at least 15 minutes prior to the beginning of the meeting. At a regular meeting, the topics that may be addressed are items on the agenda or another topic. At a special meeting the item(s) that may be addressed by the public are agenda items only. The person must indicate whether the comments pertain to an item on the Board agenda and if so which item or items. Each person is provided no less than one minute and no more than five (5) minutes depending on how many speakers sign up to address the Board. More information can be found at Timpson ISD Policy BED and on the District website at www.timpsonisd.com.

AGENDA

The subjects to be discussed or considered upon which any formal action may be taken, are as follows:

I. CALL TO ORDER
   - A. Invocation
   - B. Pledges of Allegiance to U.S. and Texas Flags

II. RECOGNITIONS
   - A. Employee Recognition
   - B. Student Recognition
   - C. Campus Spotlight - Timpson Middle School

III. OPEN FORUM

IV. INFORMATION/DISCUSSION AGENDA ITEMS
   - A. Presentation and Discussion of Report from a Representative of McKinstry
   - B. Hear a Report on the Proposed Timpson ISD Artificial Intelligence (AI) Policy
   - C. Financial Report
   - D. Superintendent's Report
     1. Enrollment/ADA
     2. Update on District Events

V. CONSIDER APPROVAL OF CONSENT AGENDA ITEMS
   - A. Minutes from October 13, 2026 Board Meeting
   - B. Consider and Approve Library Books for Purchase/Donation

VI. ACTION AGENDA ITEMS
   - A. Consider and Take Possible Action to Approve the 2026-2027 District Improvement Plan
   - B. Consider and Take Possible Action to Approve a One-Time Employee Retention Stipend
   - C. Consider and Take Possible Action to Approve the Timpson ISD Clear Bag Policy for Events Held at District Athletic Facilities

VII. EXECUTIVE/CLOSED SESSION

The Board of Trustees will conduct an Executive Session pursuant to the following provisions of the Texas Open Meetings Act, Texas Government Code Section 551.01 et seq:

A. 551.071 - Consultation with Attorney: A governmental body may conduct a private consultation with its attorney when the governmental body seeks the advice of its attorney about pending or contemplated litigation, or a settlement offer; or on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter

B. 551.072 - Deliberate the Purchase, Exchange, Lease, or Value or Real Property if Deliberation in an Open Meeting would have a Detrimental Effect on the Position of the Governmental Body in Negotiations with a Third Person

C. 551.074 - Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee; or to Hear a Complaint or Charge Against an Officer or Employee;

C.1. Consider hiring personnel

C.2. Consider personnel resignations

D. Discussion of Board Relations Between the Members of the Board of Trustees and the Relationship of the Board of Trustees with the Superintendent of Schools

E. 551.076 - Deliberation Regarding Security Devices or Security Audits; Closed Meeting. This chapter does not require a governmental body to conduct an open meeting to deliberate: the deployment, or specific occasions for implementation, of security personnel or devices; or a security audit.

F. 551.129 - A Governmental Body May Use a Telephone Conference Call, Video Conference Call, or Communications Over the Internet to Conduct a Public Consultation with its Attorney in an Open Meeting of the Governmental Body or a Private Consultation with its Attorney in a Closed Meeting of the Governmental Body

VIII. CONSIDER AND TAKE POSSIBLE ACTION ON ITEMS DISCUSSED IN CLOSED SESSION, AS PERMITTED BY LAW

IX. ADJOURNMENT

Board of Trustees
Agenda Item Background

Meeting Date: November 10, 2026

Agenda Item Subject: Proposed Timpson ISD Artifical Intelligence Policy

Agenda Placement:

- ☐ **Consent Agenda**
- ☐ **Action Item**
- ☑ **Information Item**
- ☐ **Public Hearing/Workshop**

Background Information:

Texas Government Code Chapter 2054, including Senate Bill 1964 enacted by the 89th Legislature, and Title 1, Chapter 219 of the Texas Administrative Code establish requirements for school districts regarding the responsible use of artificial intelligence (AI). These requirements include adopting the Texas Department of Information Resources (DIR) AI Code of Ethics, designating an AI Risk Officer, establishing procedures to identify and inventory heightened-scrutiny AI systems, and conducting risk assessments before implementing such systems. Districts must also comply with applicable requirements for employee training, transparency, data privacy, and security.

The proposed Timpson ISD AI Policy establishes a framework for responsibly evaluating, approving, and using AI technologies while ensuring compliance with applicable state requirements.

Administration's Recommendation:
Report only. No recommendation at this time.

Agenda Item Presented By: Dr. Terry Everitt & Vernett Richardson

Board Approval Required:

- ☐ Yes
- ☑ No

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Last Updated: September 23, 2026
AI Risk Officer: Vernett Richardson

Contents

Artificial Intelligence in Timpson ISD 2
ARTIFICIAL INTELLIGENCE CODE OF ETHICS 4
Employee Handbook Insertion 11
Student Handbook & Code of Conduct Insertion 12
Course Syllabi Insert 14

DRAFT

Artificial Intelligence in Timpson ISD

Overview

Artificial intelligence (AI) tools are rapidly changing how we work, learn, and solve problems. As an educational community, our responsibility is twofold: prepare our students to use emerging technologies wisely and ethically, while vigorously protecting their safety, privacy, and instructional environment.

We view AI not as a shortcut or a replacement for human intellect, but as an aid that—when properly guided—can support teaching, spark inquiry, and build workforce readiness.

To ensure our campuses adopt these tools safely and purposefully, our approach is built on four core commitments:

1. Data Governance: Safeguarding Student & District Information

Protecting confidentiality is our highest priority.

- **Strict Privacy Standards:** No Personally Identifiable Information (such as student names, ID numbers, addresses, grades, or disciplinary records) and no confidential files (such as Special Education IEPs or 504 plans) may ever be entered into public AI tools.
- **Legal Compliance:** All technology adoption must strictly uphold federal and state privacy statutes, including FERPA and COPPA. Any platform deployed district-wide must undergo an administrative vetting process to ensure robust security controls.

2. Model Training Guardrails: Controlling Where Our Information Goes

District work belongs to our district.

- **No Unvetted Platforms:** Many free, consumer-facing AI systems collect user prompts and submitted documents to train and improve their future models.
- **Protected Environments:** Staff and students may only use district-approved or enterprise-licensed environments where vendors explicitly agree that user data, inputs, and creative works will not be stored, harvested, or repurposed for public training.

3. Academic Attribution: Honoring Original Work & Transparency

Integrity remains the foundation of learning.

- **Process Over Product:** AI cannot replace the critical thinking, research, and synthesis that define authentic student work. Submitting unacknowledged, computer-generated text or media as one's own is a violation of academic integrity.

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- **Clear Expectations & Citation:** Educators will explicitly communicate when an assignment allows AI assistance and when it requires purely independent effort. When permitted, students are taught how to cite their use—disclosing the tool used and how it supported their brainstorming, editing, or research.

4. Staff Accountability: Keeping Humans at the Center

Technology assists; educators lead.

- **Human-in-the-Loop:** While AI can assist teachers with lesson planning, brainstorming ideas, or drafting administrative templates, it will never be the ultimate decision-maker.
- **Accountability in Assessment:** Automated AI grading of student work without direct educator review is strictly prohibited. Professional educators remain solely responsible for validating factual accuracy, reviewing content for potential bias, evaluating assignments, and providing compassionate feedback to students.

Moving Forward Together

This framework serves as our foundational baseline. As technology and best practices evolve, Timpson ISD remains committed to providing ongoing professional development, parent resources, and transparent updates to ensure technology consistently serves the growth and well-being of every student.

[Signature block]	[Signature block]
Superintendent	Vernett Richardson

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ARTIFICIAL INTELLIGENCE CODE OF ETHICS

Statutory & Regulatory Authority:

- Texas Government Code §§ 2054.052(a), 2054.702, and 2054.703
- Title 1 Texas Administrative Code (1 TAC) § 219.1, § 219.11 (*Code of Ethics and the Ethical Principles of Artificial Intelligence*)
- NIST AI Risk Management Framework (NIST AI RMF 1.0)
- Texas Public Information Act (Tex. Gov't Code Ch. 552)
- Family Educational Rights and Privacy Act (FERPA, 34 CFR Part 99)

I. Purpose & Legal Mandate

Pursuant to 1 TAC § 219.11(a) and Texas Government Code § 2054.702, local governments, including Independent School Districts, shall adopt and follow the ethical principles established by the Texas Department of Information Resources (DIR) when procuring, developing, deploying, or utilizing Artificial Intelligence (AI) systems.

Timpson ISD recognizes that while AI technologies offer educational efficiencies, instructional enrichment, and workforce preparation, their use introduces substantial operational, legal, and privacy risks. The District mandates that all AI integration strictly prioritize ethical deployment, data privacy, and human accountability consistent with state law and the National Institute of Standards and Technology (NIST) AI Risk Management Framework.

II. Core Ethical Principles & District Operating Standards

1. Human Oversight and Control (1 TAC § 219.11(c))

- Human-in-the-Loop Mandate: District personnel shall retain direct oversight and review inputs and outputs at appropriate intervals across the lifecycle of any AI tool. AI may assist, inform, or streamline, but shall never replace professional human judgment in curricular grading, special programs determinations, disciplinary measures, or employment decisions.
- Kill-Switch / Pause Authority: The District Technology Department must maintain technical and administrative procedures to immediately pause, restrict, or disable any AI platform exhibiting inaccurate, biased, or harmful decision-making.
- Heightened Scrutiny Systems: Systems classified as "heightened scrutiny" (systems substantially influencing rights, educational opportunities, or personnel evaluations) require the highest tier of human review prior to action.

Existing Timpson ISD Handbook References:

- Standards of Conduct (Policy DH, p. 36): Mandates educator adherence to the Texas Educators' Code of Ethics, student safety, and professional competence in discharging instructional duties.

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- Performance Evaluation (Policy DN series, p. 18): Establishes that human appraisers conduct employee and instructional assessments based on observable criteria, not unmonitored automated tools.
- Student Conduct and Discipline (Policy FO series, p. 64): Reaffirms that disciplinary actions, removals, and placements remain the exclusive statutory responsibility of campus administrators and teachers, not algorithmic determinations.

2. Fairness and Non-Discrimination (1 TAC § 219.11(d))

- Equal Protection: AI systems deployed by the District must not infringe upon the legally protected rights, civil liberties, or statutory accommodations of students or staff.
- Data Bias Mitigation: The District shall actively evaluate vendor systems to ensure training data fairly represents the diverse student and community demographic it serves, preventing algorithmic bias in admissions, course placement, or disciplinary tracking.

Existing Timpson ISD Handbook References:

- Discrimination, Harassment, and Retaliation (p. 41 / Policies DAA, DIA): Prohibits discrimination against employees or students based on race, color, religion, sex, national origin, age, disability, or other protected characteristics.
- Equal Educational Opportunities (p. 61 / Policy FB): Mandates non-discrimination in all educational programs, career/technology pathways, and student placement decisions.
- ADA Accommodations (p. 16): Guarantees statutory accommodations for qualified individuals with disabilities, ensuring automated or AI-driven systems do not bypass or penalize accommodations.

3. Accuracy and Verification (1 TAC § 219.11(e))

- Mandatory Outcome Verification: District staff must be trained to critically evaluate and verify all AI-generated content before public dissemination, student distribution, or official recording. Relying on unverified AI outputs is a failure of duty.
- System Lifecycle Auditing: The Technology Department will maintain formalized processes to monitor deployed AI tools before release and on an ongoing basis to mitigate "model drift" or degrading accuracy over time.

Existing Timpson ISD Handbook References:

- Scope and Sequence (p. 45): Mandates that curriculum and classroom instruction adhere strictly to state-approved Texas Essential Knowledge and Skills (TEKS) and district objectives, requiring educators to ensure instructional materials—including any AI-assisted content—are factually and pedagogically accurate.
- Standards of Conduct – Professional Integrity (Policy DH, p. 36): Requires employees to perform duties with professional competence and honesty, providing grounds to enforce that staff may not disseminate unverified AI outputs or submit inaccurate district records.

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- Student Conduct and Discipline / Grading Records (p. 62, 64): Dictates accurate documentation of student academic performance, attendance, and official reporting, reinforcing that AI output cannot bypass factual educator review.

4. Public and Internal Redress (1 TAC § 219.11(f))

- Designated Point of Contact: The District designates [Vernett Richardson] as the administrative officer responsible for receiving inquiries and complaints regarding AI systems.
- Right to Contest: Students, parents, guardians, and employees retain the right to seek human review and administrative redress whenever an AI tool is used as a substantial factor in a consequential educational or personnel determination.

Existing Timpson ISD Handbook References:

- Complaints and Grievances (p. 36 / Policies DGBA, FNG, GF): Directly establishes formal administrative processes for employees, students, parents, and the public to seek redress, appeal administrative actions, and resolve disputes.
- Parent and Student Complaints (p. 62 / Policy FNG): Details the specific due-process steps parents and students use to challenge decisions affecting grades, discipline, program placement, or student rights.
- Dismissal or Nonrenewal of Contract Employees (p. 59 / Policy DBN/DF series): Outlines procedural safeguards and hearing rights for staff facing adverse employment decisions, ensuring automated tools cannot circumvent due process.

5. Transparency & Non-Human Identity (1 TAC § 219.11(g))

- No Impersonation: District AI agents, automated chatbots, and communication portals must clearly identify themselves as artificial systems. The District shall never represent an AI system as human in interactions with students, parents, employees, or the public.
- Consequential Disclosure: If an AI tool is utilized to support significant administrative, disciplinary, or placement decisions, that involvement must be explicitly disclosed to affected parties.
- Vendor Transparency: Vendors must disclose their model parameters, training data origins, and intended operational scopes prior to contract execution.

Existing Timpson ISD Handbook References:

- District Communications (p. 35): Governs official district messaging and outreach to families, providing the policy basis requiring automated communication bots or AI messaging tools to disclose their artificial identity.
- Electronic Communications Between Employees, Students, and Parents (p. 47): Establishes standards for authentic, professional, and transparent digital communication across approved district channels.

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- Copyrighted Materials (Policy CY, p. 53): Enforces intellectual property laws and academic honesty, aligning with requirements to disclose sources and acknowledge when content is computer-generated rather than original human work.

- Notification to Parents Regarding Qualifications / Student Information (p. 17, 62): Sets precedent for mandatory parental disclosures and transparency regarding educational delivery and instructional circumstances.

6. Data Privacy & Minimization (1 TAC § 219.11(h))

- Prohibition on PII in Public Models: District employees and students are strictly forbidden from entering student Personally Identifiable Information (PII), records protected by FERPA, medical files, or confidential personnel records into public, unvetted AI tools that use prompt data to train consumer-facing models.
- Data Minimization: Any District-sanctioned enterprise AI system shall collect and process only the minimum necessary PII required for direct educational or operational tasks, adhering strictly to established purpose limitations and local record retention schedules.

Existing Timpson ISD Handbook References:

- Student Records (Policy FL series / p. 62): Enforces federal and state privacy mandates under FERPA, strictly limiting the disclosure of personally identifiable information (PII), educational records, special education files, and directory data without prior parental consent or an authorized statutory exception.

- Personnel Records (Policy DBA series / p. 57): Mandates confidentiality regarding employee records, safeguarding sensitive information such as Social Security numbers, home addresses, phone numbers, performance evaluations, and family details from unauthorized disclosure or processing.

- Technology Resources & Acceptable Use (Policy CQ series / p. 45): Establishes explicit boundaries on network access and data security, barring users from transferring sensitive district files or student information to unapproved third-party applications, external servers, or personal cloud tools.

- Administering Medication to Students & Health Records (p. 63): Protects sensitive student physical and mental health records, ensuring medical notes and health plans are never processed through unvetted public software.

7. Security and System Integrity (1 TAC § 219.11(i))

- Vulnerability Monitoring: The District Technology Department shall continuously monitor and assess AI implementations against security risks, including prompt injection, model inversion, and data exfiltration.

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- Vendor Incident Disclosure: Contracts with AI providers must require prompt, mandatory disclosure of newly discovered vulnerabilities, system exploits, or unauthorized data exposures.

Existing Timpson ISD Handbook References:

- Technology Resources (Policy CQ series / p. 45): Establishes the district's Acceptable Use Policy, explicitly prohibiting unauthorized system access, tampering with network infrastructure, bypassing web filters/firewalls, downloading unapproved applications, or engaging in activities that compromise the integrity, security, or availability of district digital systems.

- Public Information on Private Devices (p. 48): Governs data handling and electronic security boundaries when district business touches local hardware, emphasizing secure retention and preventing the unauthorized transfer or exfiltration of district data.

- Purchasing Procedures (Policy CH series / p. 57): Dictates procurement rules, vendor approvals, and administrative contracts, providing the administrative mechanism to enforce third-party vendor compliance, software vetting, and mandatory incident/breach disclosure agreements.

- Safety and Security / Emergency Procedures (p. 54–56): Mandates campus-wide risk management, reporting of security threats, and protocol adherence to maintain operational integrity across physical and technological school assets.

8. Accountability, Vendor Compliance & Records (1 TAC § 219.11(j))

- Ultimate District Liability: The District acknowledges that delegating administrative or academic processing tasks to an AI tool does not alleviate the District of its underlying statutory obligations.
- Contractual Binding: All procurement contracts with third-party AI developers, EdTech vendors, and service providers must legally bind the vendor to the ethical principles of 1 TAC § 219.11.
- Texas Public Information Act (PIA) & Retention: Transcripts of prompts, inputs, and outputs generated by staff conducting official business within District enterprise AI platforms are public records subject to standard retention schedules and disclosure under Texas Government Code Chapter 552.

Existing Timpson ISD Handbook References:

- Public Information on Private Devices (p. 48): Directly addresses the Texas Public Information Act (Tex. Gov't Code Ch. 552). It establishes that any electronic communication, document, or record created or received by an employee in connection with official district business—regardless of device or platform—is a public record that must be preserved, retained, and surrendered upon request. In an AI context, this applies directly to prompts, generated outputs, and administrative chat logs.

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- Purchasing Procedures (Policy CH series / p. 57): Regulates contractual commitments, purchase orders, and software procurement. This policy provides the formal administrative authority to mandate that EdTech and AI vendors sign contract addenda binding them to state data privacy laws and the ethical principles of 1 TAC § 219.11.

- Standards of Conduct – Compliance with Law (Policy DH / p. 36): Reaffirms that employees must comply with all applicable state and federal laws and board policies. This anchors the principle of ultimate accountability—staff cannot evade regulatory or professional duties by delegating compliance responsibilities to third-party algorithmic software.

- Student Records (Policy FL series / p. 62) & Personnel Records (p. 57): Enforces statutory record retention and protection standards, ensuring that data processed by third-party vendor platforms remains subject to district control, mandated retention schedules, and legal disclosure safeguards.

9. Continuous Evaluation & Lifecycle Documentation (1 TAC § 219.11(k), (l))

- Documentation Standards: The District shall maintain an active administrative inventory documenting:
    1. Approved AI platforms and vendors.
    2. Data sources integrated into or accessed by District AI tools.
    3. Re-evaluations, modifications, model updates, and administrative security reviews conducted throughout the lifecycle of the technology.
- Biennial Review: The District will systematically assess its AI inventory to ensure ongoing pedagogical value, administrative return-on-investment, and strict statutory compliance.

Existing Timpson ISD Handbook References:

- Scope and Sequence (p. 45): Directs the continuous monitoring, standard alignment, and evaluation of instructional resources to ensure curricular materials remain effective, TEKS-aligned, and pedagogically sound over time.

- Technology Resources (Policy CQ series / p. 45): Provides the administrative framework for technology asset management, network auditing, and tracking approved digital resources, software licenses, and district-wide tech deployments.

- Purchasing Procedures (Policy CH series / p. 57): Regulates the procurement lifecycle, vendor re-evaluations, contract renewals, and service audits, ensuring ongoing verification of software performance and statutory compliance before contracts are extended.

- District Accountability (Directory / Administrative Roles, p. 8, 10): Assigns district-level oversight for compliance monitoring, program evaluation, and data reporting,

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establishing the administrative mechanism to maintain formal records of system assessments, modifications, and state reporting requirements.

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Employee Handbook Insertion

Location Recommendation: Insert under Employee Conduct and Welfare immediately following Technology Resources (p. 45) or Standards of Conduct (Policy DH / p. 36).

Responsible Use of Artificial Intelligence (AI) and Code of Ethics

(Aligned with 1 TAC § 219.11, Tex. Gov't Code Ch. 2054, and Board Policies CQ, DH, and CY)

As emerging technologies become integrated into classroom instruction and administrative operations, district employees must adhere to state ethics rules and local governance. Staff members utilizing artificial intelligence platforms must abide by the following operational directives:

Authorized Platforms & Data Minimization: In alignment with the District's Acceptable Use Policy (Policy CQ) and federal FERPA requirements, employees may only use district-vetted, enterprise-licensed AI platforms. Personnel are strictly prohibited from entering student Personally Identifiable Information (PII), special education records (IEP/504), health data, disciplinary records, or confidential personnel information into public or uncontracted AI systems.

Public Records & PIA Compliance: Pursuant to Public Information on Private Devices (p. 48) and Texas Government Code Chapter 552, AI prompts, chat logs, inputs, and generated work products created in the course of district business are official public records. Employees must preserve and retain these records in accordance with district retention schedules, regardless of whether accessed on campus hardware or personal devices.

Mandatory Human-in-the-Loop: AI tools may be used to brainstorm lesson designs, differentiate reading materials, or draft rubric frameworks; however, technology must never replace educator judgment. Teachers retain sole, non-delegable responsibility for assessing student learning. Fully automated, unvalidated AI grading or disciplinary evaluation is strictly prohibited.

Factual Verification & Professional Liability: Generative AI is prone to hallucinations, omissions, and inaccuracies. Staff are directly accountable for auditing and fact-checking all AI-assisted materials against the Texas Essential Knowledge and Skills (TEKS) and district objectives before distributing them to students, parents, or administrators.

Transparency & Representation: District staff shall never misrepresent an AI system as human. Automated notices, campus communication bots, or AI-drafted parent communications must clearly disclose their automated nature.

Bias Audits & Predictive Analytics: Any software utilizing predictive analytics, automated screening, or behavioral monitoring must be audited by the administration to prevent algorithmic bias or disparate impacts on student groups.

Right of Redress: Staff must uphold due process. Whenever an AI-assisted tool contributes to a consequential decision regarding a student's grades, program placement, or discipline, the student and parents retain the right to human review and the grievance process under Policy FNG.

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Student Handbook & Code of Conduct Insertion

Location Recommendation: Insert under Student Issues alongside Academic Integrity / Cheating and Student Records / Technology Resources.

Student Guidelines for Artificial Intelligence (AI) & Academic Integrity

(Aligned with Board Policies)

The District recognizes that artificial intelligence tools offer powerful ways to brainstorm, conduct research, and explore complex topics. However, ethical use requires honesty, critical thinking, and complete transparency.

1. The Core Rule: Authentic Student Effort

All work submitted for credit must reflect the student's own thinking, analysis, and original expression. AI tools may assist your learning process when explicitly permitted, but they cannot do the work for you.

2. Permitted vs. Prohibited AI Use

Use Case	Status	Requirement / Consequence
Brainstorming & Concept Explanation	Permitted (Unless restricted by teacher)	Using AI as an interactive tutor to explain difficult topics or help brainstorm topics.
Editing & Grammar Feedback	Permitted with Disclosure	Using AI for proofreading suggestions, provided the student generated the original writing.
Submitting Uncredited AI Work	STRICTLY PROHIBITED	Copying, pasting, paraphrasing, or claiming machine-generated text, math solutions, or artwork as your own constitutes Academic Dishonesty / Plagiarism.
Bypassing Campus Filters	STRICTLY PROHIBITED	Using personal VPNs or unauthorized portals to access blocked AI tools violates the District Acceptable Use Policy.
Deepfakes & Impersonation	STRICTLY PROHIBITED	Generating AI images, audio, or video that impersonates, defames, bullies, or harasses students or staff is a severe disciplinary violation under Student Conduct and Discipline (p. 64).

3. Mandatory Attribution and Citation

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If an assignment allows AI assistance, students must provide clear attribution. Citations must include:

1. The tool utilized (e.g., ChatGPT, Microsoft Copilot).
2. The date used and the primary prompt entered.
3. A brief explanation of how the tool contributed (e.g., "Used to brainstorm initial outline ideas" or "Used to check code syntax").

4. Disciplinary Action & Review Process

Submitting uncredited AI-generated work will result in academic penalties (such as a grade reduction or requiring the assignment to be redone) and campus disciplinary intervention under Level II / Cheating rules.

If a student disputes an automated AI-detection flag or academic dishonesty claim, the student and parent retain the right to an administrative review with the campus principal and teacher pursuant to the complaint procedures outlined in Parent and Student Complaints (Policy FNG).

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Course Syllabi Insert

Artificial Intelligence (AI) Policy & Expectations

In this course, artificial intelligence tools can serve as helpful study aids and thinking partners, but they cannot replace your own critical analysis, authentic voice, or problem-solving. All submitted work must adhere to the District Academic Integrity Policy.

For every project, paper, and assessment, your instructor will designate the allowed level of AI support using the following tiers:

Assignment AI Classification Tiers

- Level 1: Strictly Independent (No AI Permitted)
  - Rule: The use of generative AI tools (such as ChatGPT, Copilot, grammar rewording bots, or automated problem solvers) is strictly prohibited.
  - Purpose: This assignment evaluates your foundational knowledge, direct recall, or unassisted critical thinking.
  - Application: In-class essays, exams, basic math assignments, vocabulary assessments, and reading response journals.
- Level 2: AI-Assisted (Permitted with Mandatory Disclosure)
  - Rule: AI tools may be used solely as a support mechanism for brainstorming, topic ideation, structuring an outline, or checking code syntax.
  - Boundary: The final submitted text, analysis, calculations, or media must be drafted and created by you. Direct copying, rewriting whole sections using AI, or submitting machine-generated content as your own writing is a violation of academic integrity.
  - Attribution Requirement: You must include a brief AI Disclosure Note at the end of your submission (see format below).
- Level 3: Full AI Integration (Active Exploration)
  - Rule: AI usage is an integral component of the assignment. You are expected to interact with generative tools to analyze their outputs, evaluate prompt efficacy, critique bias or hallucinations, or compare machine responses against verified academic sources.
  - Attribution Requirement: Full documentation of your prompts, transcripts, and model outputs must be submitted as an appendix to your final work.

Mandatory Attribution Format (When Level 2 or 3 is Assigned)

If an assignment permits AI assistance, append the following statement to the bottom of your submitted document:

AI Disclosure Statement

Tool Used: *[e.g., Microsoft Copilot, Claude 3.5, ChatGPT]*

Date Accessed: *[DD/MM/YYYY]*

Specific Prompts Provided: *"[Insert the exact question or prompt entered]"*

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Scope of Contribution: *[Explain in 1–2 sentences how the tool assisted you, e.g., "I used Copilot to brainstorm three possible counterarguments for my thesis, but I drafted the essay text independently."]*

Academic Integrity & Verification

- Accountability for Output: If you use AI to support your research, you are solely responsible for every fact, quote, and calculation in your paper. "The AI made it up" is not an acceptable excuse for inaccurate information or fabricated sources.
- Unauthorized Use: Submitting uncredited AI-generated work on a Level 1 assignment, or exceeding the permitted boundaries of Level 2, will result in a zero on the assignment, parent notification, and disciplinary referral under campus cheating and academic dishonesty rules.
- Due Process: If an assignment is flagged for uncredited AI use, you will be given an opportunity to demonstrate your original writing process (such as version history, preliminary notes, or an oral explanation of your reasoning) before a final academic penalty is issued.

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TIMPSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BRIEFING & POLICY RECOMMENDATION

TO: Board of Trustees & Superintendent Dr. Terry Everitt

FROM: District Administration & Instructional Technology

DATE: October 2026

SUBJECT: Adoption of District Artificial Intelligence (AI) Code of Ethics & Instructional Framework

EXECUTIVE SUMMARY

Emerging artificial intelligence platforms offer significant operational efficiencies and instructional benefits, but their ungoverned use exposes school districts to critical risks involving data privacy, intellectual property disputes, and automated decision-making. Under **Texas Government Code § 2054.702** and **Title 1 Texas Administrative Code (1 TAC) § 219.11(a)**, Texas governmental entities—including local school systems—are required to adopt the state AI Code of Ethics established by the Texas Department of Information Resources (DIR) when procuring, deploying, or utilizing AI systems.

Adopting this local framework proactively fulfills state statutory obligations under **Tex. Gov't Code §§ 2054.702 and 2054.703** (minimum risk management and heightened scrutiny governance). It directly integrates with Timpson ISD's current policy manual (*Policies CQ, DH, CY, FL, and FNG*) to protect student confidentiality, establish instructional integrity, and shield the district from operational liability.

THE FOUR CORE PILLARS OF DISTRICT AI GOVERNANCE

- **Data Governance (1 TAC § 219.11(h))**: Enforces federal FERPA and Texas Education Code Ch. 32 mandates by strictly barring student Personally Identifiable Information (PII), special education records, disciplinary files, and personnel data from public AI platforms. Data minimization standards ensure district information remains legally protected.
- **Model Training Guardrails (1 TAC § 219.11(i), (j))**: Protects district intellectual property by restricting use to district-vetted enterprise environments where vendors contractually agree that student work, teacher curriculum, and institutional inputs will never be harvested or used to train commercial models.
- **Academic Attribution (1 TAC § 219.11(e), (g))**: Upholds academic honesty by requiring clear, transparent student attribution when AI tools are permitted, while establishing a standard three-tier syllabus model (Independent, Assisted, Full Exploration) to preserve authentic critical thinking.
- **Staff Accountability (1 TAC § 219.11(c), (f))**: Reaffirms that technology assists while human educators lead. Prohibits unattended, automated AI grading without educator validation, mandates human verification of factual outputs, and guarantees due process and appeal rights for students and parents under *Policy FNG*.

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INTERNAL PROFESSIONAL DEVELOPMENT & STATE-LEVEL TEA RECOGNITION

To ensure policy adoption translates directly into classroom success without burdening instructional staff, the district will build and deploy a dedicated internal Continuing Professional Education (CPE) course:

- **Internal Staff & Faculty PD Pipeline**: A practical 3-module training curriculum covering:
    1. *FERPA & Data Minimization:* Operationalizing acceptable platform use and guarding PII.
    2. *Pedagogy & the 3-Tier Model:* Implementing Level 1–3 syllabus standards and designing AI-resistant assessments.
    3. *Verification & Ethics:* Managing algorithmic bias, hallucinations, and fair grading practices.
- **State-Level Submission to the Texas Education Agency (TEA)**: Following local rollout and data collection, Timpson ISD will submit the finalized course curriculum and governance model to TEA and regional service centers (Region 7 ESC) for consideration as an approved state-level professional development offering.
- **Distinction & Leadership**: As an approved CPE provider under state guidelines, Timpson ISD will capture direct credit for originating a rural-district AI governance model—positioning the district as a regional and statewide leader in ethical instructional technology adoption.

STATUTORY COMPLIANCE & RISK MITIGATION MATRIX

Regulatory Mandate	District Vulnerability Without Policy	District Protection Via Adoption
Tex. Gov't Code § 2054.702 1 TAC § 219.11(a)	Non-compliance with state DIR ethical adoption rules.	Fulfills state administrative directives proactively as a regional leader.
Tex. Gov't Code § 2054.703	Unregulated deployment of automated screening or disciplinary tools.	Establishes human oversight and audit protocols for heightened scrutiny systems.
FERPA & TEC Ch. 32	Staff entering student PII into free, public AI tools.	Establishes enforceable handbook boundaries (*Policy FL / CQ*).
Tex. Gov't Code Ch. 552 (PIA)	Loss of official public records and chat histories.	Brings administrative AI prompts under local record retention schedules (*p. 48*).

DRAFT

RECOMMENDED BOARD ACTION & IMPLEMENTATION TIMELINE

1. **Board Action**: Formally adopt the *Timpson ISD Artificial Intelligence Code of Ethics* pursuant to 1 TAC § 219.11 and authorize corresponding insertions into the Employee Handbook (*p. 45*) and Student Handbook (*p. 62*).
2. **Phase 1 (Immediate Post-Adoption)**: Administrative briefing for campus principals on due process, redress protocols, and software procurement controls.
3. **Phase 2 (Faculty In-Service)**: Delivery of the district's newly developed internal CPE course during scheduled workdays/in-service periods.
4. **Phase 3 (State Submission)**: Package and submit the completed PD curriculum to the Texas Education Agency (TEA) and Region 7 ESC to establish Timpson ISD as a pioneer in rural educational AI frameworks.

DRAFT

MONTHLY BOARD REPORT

TISD

OCTOBER BOARD MEETING

November 10, 2026

SUMMARY OF

REVENUE/EXPENDITURES TO BUDGET

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - REVENUE/OTHER CONT. ACTS.					
5700 - REVENUE LOCAL & INTERMED					
5710 - LOCAL REAL & PERS. PROP. TAX	1,423,405.00	-14,516.73	-41,631.25	1,381,773.75	2.92%
5730 - TUITION & FEES FROM PATRONS	27,500.00	-2,000.00	-7,510.00	19,990.00	27.31%
5740 - TEMPORARY EARNINGS	120,000.00	-2,401.61	-4,704.69	115,295.31	3.92%
5750 - CO-CURRICULAR, ENTER. SVCS.	50,000.00	-3,525.00	-9,535.80	40,464.20	19.07%
Total REVENUE LOCAL & INTERMED	**1,620,905.00**	**-22,443.34**	**-63,381.74**	**1,557,523.26**	**3.91%**
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA & FOUNDATION REV	9,973,357.00	.00	-1,730,504.00	8,242,853.00	17.35%
5830 - OBJECT GROUP DESCRIPTION	495,715.00	.00	-39,701.27	456,013.73	8.01%
Total STATE PROGRAM REVENUES	**10,469,072.00**	**.00**	**-1,770,205.27**	**8,698,866.73**	**16.91%**
5900 - FED PRO. REV & NON-REV RECIPTS					
5940 - FEDERAL PROGRAM REVENUES	85,000.00	-178,205.28	-178,205.28	-93,205.28	209.65%
Total FED PRO. REV & NON-REV RECIPTS	**85,000.00**	**-178,205.28**	**-178,205.28**	**-93,205.28**	**209.65%**
Total Revenue Local-State-Federal	**12,174,977.00**	**-200,648.62**	**-2,011,792.29**	**10,163,184.71**	**16.52%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - EXPENDITURE/OTHER CONT.ACCTS						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-6,351,133.00	.00	1,109,161.06	514,708.96	-5,241,971.94	17.46%
6200 - PURCHASED & CONTRACTED SVCS.	-43,500.00	1,500.00	7,286.42	3,594.25	-34,713.58	16.75%
6300 - SUPPLIES & MATERIAL	-241,650.00	28,708.51	53,072.06	21,946.37	-159,869.43	21.96%
6400 - OTHER OPERATING EXPENSES	-49,850.00	3,410.46	4,121.09	4,220.55	-42,318.45	8.27%
Total Function11 INSTRUCTION	**-6,686,133.00**	**33,618.97**	**1,173,640.63**	**544,470.13**	**-5,478,873.40**	**17.55%**
12 - INSTRUCTIONAL RESOURCES						
6100 - PAYROLL COSTS	-135,445.00	.00	26,904.24	12,409.57	-108,540.76	19.86%
6300 - SUPPLIES & MATERIAL	-1,350.00	.00	141.36	141.36	-1,208.64	10.47%
6400 - OTHER OPERATING EXPENSES	-2,200.00	2,100.00	.00	.00	-100.00	-.00%
Total Function12 INSTRUCTIONAL RESOURCES	**-138,995.00**	**2,100.00**	**27,045.60**	**12,550.93**	**-109,849.40**	**19.46%**
13 - CURRICULUM DEV & STAFF DEV						
6200 - PURCHASED & CONTRACTED SVCS.	-61,850.00	.00	7,085.00	3,500.00	-54,765.00	11.46%
6300 - SUPPLIES & MATERIAL	-5,300.00	.00	.00	.00	-5,300.00	-.00%
6400 - OTHER OPERATING EXPENSES	-10,450.00	.00	.00	.00	-10,450.00	-.00%
Total Function13 CURRICULUM DEV & STAFF DEV	**-77,600.00**	**.00**	**7,085.00**	**3,500.00**	**-70,515.00**	**9.13%**
23 - SCHOOL LEADERSHIP						
6100 - PAYROLL COSTS	-740,145.00	.00	118,458.29	56,519.93	-621,686.71	16.00%
6200 - PURCHASED & CONTRACTED SVCS.	-1,500.00	.00	691.37	.00	-808.63	46.09%
6300 - SUPPLIES & MATERIAL	-8,500.00	310.75	1,821.15	164.00	-6,368.10	21.43%
6400 - OTHER OPERATING EXPENSES	-7,000.00	.00	604.20	496.00	-6,395.80	8.63%
Total Function23 SCHOOL LEADERSHIP	**-757,145.00**	**310.75**	**121,575.01**	**57,179.93**	**-635,259.24**	**16.06%**
31 - GUIDANCE & COUNSELING SERV.						
6100 - PAYROLL COSTS	-300,783.00	.00	49,271.62	23,475.64	-251,511.38	16.38%
6200 - PURCHASED & CONTRACTED SVCS.	-76,300.00	.00	7,183.52	4,188.31	-69,116.48	9.41%
6300 - SUPPLIES & MATERIAL	-7,300.00	391.50	354.17	108.00	-6,554.33	4.85%
6400 - OTHER OPERATING EXPENSES	-600.00	.00	.00	.00	-600.00	-.00%
Total Function31 GUIDANCE & COUNSELING	**-384,983.00**	**391.50**	**56,809.31**	**27,771.95**	**-327,782.19**	**14.76%**
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-72,300.00	.00	11,476.85	5,463.24	-60,823.15	15.87%
6200 - PURCHASED & CONTRACTED SVCS.	-1,015.00	.00	1,400.00	.00	385.00	137.93%
6300 - SUPPLIES & MATERIAL	-1,500.00	.00	.00	.00	-1,500.00	-.00%
6400 - OTHER OPERATING EXPENSES	-700.00	.00	.00	.00	-700.00	-.00%
Total Function33 HEALTH SERVICES	**-75,515.00**	**.00**	**12,876.85**	**5,463.24**	**-62,638.15**	**17.05%**
34 - PUPIL TRANSPORTATION						
6100 - PAYROLL COSTS	-444,657.00	.00	56,030.12	27,379.46	-388,626.88	12.60%
6200 - PURCHASED & CONTRACTED SVCS.	-48,000.00	1,500.00	11,787.59	3,010.00	-34,712.41	24.56%
6300 - SUPPLIES & MATERIAL	-149,000.00	14,505.40	27,687.65	1,107.01	-106,806.95	18.58%
6400 - OTHER OPERATING EXPENSES	-42,500.00	600.00	41,815.70	22.00	-84.30	98.39%
Total Function34 PUPIL TRANSPORTATION	**-684,157.00**	**16,605.40**	**137,321.06**	**31,518.47**	**-530,230.54**	**20.07%**
36 - CO-CURRICULAR ACTIVITIES						
6100 - PAYROLL COSTS	-322,974.00	.00	41,055.37	20,657.00	-281,918.63	12.71%
6200 - PURCHASED & CONTRACTED SVCS.	-52,000.00	300.00	22,772.50	14,553.50	-28,927.50	43.79%
6300 - SUPPLIES & MATERIAL	-114,875.00	36,320.06	7,924.28	3,063.21	-70,630.66	6.90%
6400 - OTHER OPERATING EXPENSES	-112,123.00	4,478.66	33,966.99	21,308.29	-73,677.35	30.29%
Total Function36 CO-CURRICULAR ACTIVITIES	**-601,972.00**	**41,098.72**	**105,719.14**	**59,582.00**	**-455,154.14**	**17.56%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - EXPENDITURE/OTHER CONT.ACCTS						
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-251,029.00	.00	39,568.17	18,818.27	-211,460.83	15.76%
6200 - PURCHASED & CONTRACTED SVCS.	-93,200.00	.00	1,818.00	1,178.00	-91,382.00	1.95%
6300 - SUPPLIES & MATERIAL	-5,000.00	.00	395.86	373.86	-4,604.14	7.92%
6400 - OTHER OPERATING EXPENSES	-55,700.00	.00	35,223.02	3,417.47	-20,476.98	63.24%
Total Function41 GENERAL ADMINISTRATION	**-404,929.00**	**.00**	**77,005.05**	**23,787.60**	**-327,923.95**	**19.02%**
51 - PLANT MAINT & OPERATION						
6100 - PAYROLL COSTS	-398,812.00	.00	68,046.53	32,833.22	-330,765.47	17.06%
6200 - PURCHASED & CONTRACTED SVCS.	-757,000.00	40,319.24	151,899.83	85,171.60	-564,780.93	20.07%
6300 - SUPPLIES & MATERIAL	-125,000.00	18,660.60	4,129.07	1,834.91	-102,210.33	3.30%
6400 - OTHER OPERATING EXPENSES	-150,103.00	150.00	141,549.00	.00	-8,404.00	94.30%
Total Function51 PLANT MAINT & OPERATION	**-1,430,915.00**	**59,129.84**	**365,624.43**	**119,839.73**	**-1,006,160.73**	**25.55%**
52 - SECURITY AND MONITORING						
6100 - PAYROLL COSTS	-89,567.00	.00	13,844.93	6,553.51	-75,722.07	15.46%
6200 - PURCHASED & CONTRACTED SVCS.	-9,502.00	1,846.96	2,740.00	1,570.00	-4,915.04	28.84%
6300 - SUPPLIES & MATERIAL	-4,000.00	2,020.00	.00	.00	-1,980.00	-.00%
6400 - OTHER OPERATING EXPENSES	-2,736.00	.00	986.00	.00	-1,750.00	36.04%
Total Function52 SECURITY AND MONITORING	**-105,805.00**	**3,866.96**	**17,570.93**	**8,123.51**	**-84,367.11**	**16.61%**
53 - DATA PROCESSING SERVICES						
6100 - PAYROLL COSTS	-313,762.00	.00	50,344.95	23,986.41	-263,417.05	16.05%
6200 - PURCHASED & CONTRACTED SVCS.	-209,000.00	10,881.33	50,205.41	31,444.05	-147,913.26	24.02%
6300 - SUPPLIES & MATERIAL	-52,500.00	24.72	2,921.59	896.75	-49,553.69	5.56%
6400 - OTHER OPERATING EXPENSES	-18,000.00	.00	2,887.00	1,496.00	-15,113.00	16.04%
Total Function53 DATA PROCESSING SERVICES	**-593,262.00**	**10,906.05**	**106,358.95**	**57,823.21**	**-475,997.00**	**17.93%**
71 - DEBT SERVICE						
6500 - DEBT SERVICE	-167,613.00	.00	7,137.84	4,126.00	-160,475.16	4.26%
Total Function71 DEBT SERVICE	**-167,613.00**	**.00**	**7,137.84**	**4,126.00**	**-160,475.16**	**4.26%**
99 - OTHER USES						
6200 - PURCHASED & CONTRACTED SVCS.	-65,953.00	.00	14,058.10	.00	-51,894.90	21.32%
Total Function99 OTHER USES	**-65,953.00**	**.00**	**14,058.10**	**.00**	**-51,894.90**	**21.32%**
Total Expenditures	**-12,174,977.00**	**168,028.19**	**2,229,827.90**	**955,736.70**	**-9,777,120.91**	**18.31%**

Fund 240 / 7 NATIONAL SCHOOL LUNCH PROGRAM

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - REVENUE/OTHER CONT. ACTS.					
5700 - REVENUE LOCAL & INTERMED					
5750 - CO-CURRICULAR, ENTER. SVCS.	191,277.00	-4,134.69	-9,623.65	181,653.35	5.03%
Total REVENUE LOCAL & INTERMED	**191,277.00**	**-4,134.69**	**-9,623.65**	**181,653.35**	**5.03%**
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROG REV DIST BY TEA	2,500.00	.00	.00	2,500.00	.00%
Total STATE PROGRAM REVENUES	**2,500.00**	**.00**	**.00**	**2,500.00**	**.00%**
5900 - FED PRO. REV & NON-REV RECIPTS					
5920 - FEDERALLY DIST. REVENUES	509,108.00	.00	-53,461.99	455,646.01	10.50%
Total FED PRO. REV & NON-REV RECIPTS	**509,108.00**	**.00**	**-53,461.99**	**455,646.01**	**10.50%**
Total Revenue Local-State-Federal	**702,885.00**	**-4,134.69**	**-63,085.64**	**639,799.36**	**8.98%**

Fund 240 / 7 NATIONAL SCHOOL LUNCH PROGRAM

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - EXPENDITURE/OTHER CONT.ACCTS						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	-329,527.00	.00	74,644.53	35,853.58	-254,882.47	22.65%
6200 - PURCHASED & CONTRACTED SVCS.	-6,050.00	.00	352.00	.00	-5,698.00	5.82%
6300 - SUPPLIES & MATERIAL	-356,108.00	33.64	98,491.44	45,200.02	-257,582.92	27.66%
6400 - OTHER OPERATING EXPENSES	-11,200.00	.00	835.08	.00	-10,364.92	7.46%
Total Function35 FOOD SERVICES	**-702,885.00**	**33.64**	**174,323.05**	**81,053.60**	**-528,528.31**	**24.80%**
Total Expenditures	**-702,885.00**	**33.64**	**174,323.05**	**81,053.60**	**-528,528.31**	**24.80%**

Fund 599 / 7 DEBT SERVICE FUND

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - REVENUE/OTHER CONT. ACTS.					
5700 - REVENUE LOCAL & INTERMED					
5710 - LOCAL REAL & PERS. PROP. TAX	447,163.00	-4,217.05	-11,855.45	435,307.55	2.65%
5740 - TEMPORARY EARNINGS	550.00	.00	-481.99	68.01	87.63%
Total REVENUE LOCAL & INTERMED	**447,713.00**	**-4,217.05**	**-12,337.44**	**435,375.56**	**2.76%**
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROG REV DIST BY TEA	82,200.00	.00	.00	82,200.00	.00%
Total STATE PROGRAM REVENUES	**82,200.00**	**.00**	**.00**	**82,200.00**	**.00%**
Total Revenue Local-State-Federal	**529,913.00**	**-4,217.05**	**-12,337.44**	**517,575.56**	**2.33%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - EXPENDITURE/OTHER CONT.ACCTS						
71 - DEBT SERVICE						
6500 - DEBT SERVICE	-529,913.00	.00	550.00	.00	-529,363.00	.10%
Total Function71 DEBT SERVICE	**-529,913.00**	**.00**	**550.00**	**.00**	**-529,363.00**	**.10%**
Total Expenditures	**-529,913.00**	**.00**	**550.00**	**.00**	**-529,363.00**	**.10%**

CASH RECEIPTS

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5752.00-000-700000	10-01-2026	309566			XC MEET	.00	-2,650.00
00-5739.00-000-700000	10-05-2026	309570			PRE TUTION	.00	-1,000.00
00-5749.00-000-700000	10-06-2026	309571			MIDDLETON RECYLCE	.00	-400.00
00-5752.00-000-700000	10-07-2026	309573			XC MEET	.00	-950.00
00-5719.00-000-700000	10-08-2026	309575			TAXES	.00	-3,193.45
00-5712.00-000-700000	10-08-2026	309575			TAXES	.00	-1,400.40
00-5711.00-000-700000	10-08-2026	309575			TAXES	.00	-9,922.88
Totals for Net Receipt 309575 - TAXES						**.00**	**-14,516.73**
00-5749.00-000-700000	10-09-2026	309577			REFUND FOR OVERPYMT	.00	-221.98
00-5739.00-000-700000	10-09-2026	309580			PRE K TUITION	.00	-500.00
00-5739.00-000-700000	10-13-2026	309589			PRE K TUITION	.00	-250.00
00-5752.00-000-700000	10-15-2026	309593			RESERVED SEATING	.00	-2,155.00
00-5752.00-000-700000	10-20-2026	509501			XC ENTRY FEE	.00	-300.00
00-5749.00-000-700000	10-20-2026	509502			HOLT TRUCK REFUND	.00	-1,719.63
00-5752.00-000-700000	10-21-2026	509504			XC ENTRY FEE	.00	-300.00
00-5941.00-000-700000	10-22-2026	509507			SHELBY COUNTY FORESTRY	.00	-178,205.28
00-5739.00-000-700000	10-27-2026	509511			PREK TUITION	.00	-250.00
00-5749.00-000-700000	10-27-2026	509513			CHANGE FROM PO#700373	.00	-60.00
00-5752.00-000-700000	10-28-2026	509516			XC MEALS	.00	-170.00
00-1110.00-000-700000					Gross Cash Receipts	203,648.62	.00
00-1110.00-000-700000					**Net Cash Receipts**	**203,648.62**	
Totals for Fund 199 / 7						**203,648.62**	**-203,648.62**

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5751.00-000-700000	10-01-2026	309565			CAFETERIA	.00	-167.05
00-5751.00-000-700000	10-06-2026	309572			CAFETERIA	.00	-250.46
00-5751.00-000-700000	10-07-2026	309574			CAFETERIA	.00	-104.10
00-5751.00-000-700000	10-08-2026	309576			CAFETERIA	.00	-201.73
00-5751.00-000-700000	10-09-2026	309578			CAFETERIA	.00	-89.20
00-5751.00-000-700000	10-12-2026	309583			CAFETERIA	.00	-103.30
00-5751.00-000-700000	10-13-2026	309586			CAFETERIA	.00	-149.15
00-5751.00-000-700000	10-14-2026	309590			CAFETERIA	.00	-146.30
00-5751.00-000-700000	10-14-2026	309591			CAFETERIA DEDUCTIONS	.00	-1,842.10
00-5751.00-000-700000	10-19-2026	309597			CAFETERIA	.00	-96.60
00-5751.00-000-700000	10-19-2026	309598			CAFETERIA	.00	-106.25
00-5751.00-000-700000	10-20-2026	509503			CAFETERIA	.00	-106.39
00-5751.00-000-700000	10-21-2026	509505			CAFETERIA	.00	-86.50
00-5751.00-000-700000	10-22-2026	509508			CAFETERIA	.00	-121.90
00-5751.00-000-700000	10-26-2026	509509			CAFETERIA	.00	-82.31
00-5751.00-000-700000	10-27-2026	509510			cafeteria	.00	-163.75
00-5751.00-000-700000	10-28-2026	509515			CAFETERIA	.00	-181.50
00-5751.00-000-700000	10-30-2026	509517			CAFETERIA	.00	-51.05
00-5751.00-000-700000	10-30-2026	509519			CAFETERIA	.00	-85.05
00-1110.00-000-700000					Gross Cash Receipts	4,134.69	.00
00-1110.00-000-700000					**Net Cash Receipts**	**4,134.69**	
Totals for Fund 240 / 7						**4,134.69**	**-4,134.69**

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5749.21-001-799021	10-05-2026	309568			BOM DONATION	.00	-1,000.00
23-6499.23-001-799023	10-09-2026	309581			PRINT SHOP	.00	-25.00
23-6499.23-001-799023	10-13-2026	309587			BONEHILL FOUNDATION	.00	-2,500.00
23-6499.20-001-799020	10-14-2026	309592			COCA COLA	.00	-21.90
23-6499.20-001-799020	10-20-2026	309599			EL FUNDRAISER-PRINICPAL'S	.00	-8,538.00
23-6499.20-001-799020	10-20-2026	309600			PRINCIPALS FUND	.00	-411.00
23-6499.20-001-799020	10-27-2026	509512			FUNDRAISER	.00	-721.00
23-6499.23-001-799023	10-30-2026	509518			PRINT SHOP	.00	-230.00
00-1110.00-000-700000					Gross Cash Receipts	13,446.90	.00
00-1110.00-000-700000					**Net Cash Receipts**	**13,446.90**	
Totals for Fund 461 / 7						**13,446.90**	**-13,446.90**

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5711.00-000-700000	10-08-2026	309575			TAXES	.00	-3,120.11
00-5712.00-000-700000	10-08-2026	309575			TAXES	.00	-302.14
00-5719.00-000-700000	10-08-2026	309575			TAXES	.00	-794.80
Totals for Net Receipt 309575 - TAXES						**.00**	**-4,217.05**
00-1110.00-000-700000					Gross Cash Receipts	4,217.05	.00
00-1110.00-000-700000					**Net Cash Receipts**	**4,217.05**	
Totals for Fund 599 / 7						**4,217.05**	**-4,217.05**

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-2190.00-516-700000	10-01-2026	309563			FCCLA	.00	-196.00
00-2190.00-519-700000	10-01-2026	309564			FFA CHAPTER	.00	-290.00
00-2190.00-629-700000	10-05-2026	309567			SOPHMORE CLASS	.00	-980.00
00-2190.00-519-700000	10-05-2026	309569			FFA CHAPTER	.00	-500.00
00-2190.00-577-700000	10-09-2026	309579			E SPORTS	.00	-680.00
00-2190.00-516-700000	10-12-2026	309582			FCCLA	.00	-303.00
00-2190.00-516-700000	10-12-2026	309584			FCCLA	.00	-167.00
00-2190.00-518-700000	10-13-2026	309585			AG MECH	.00	-2,550.00
00-2190.00-516-700000	10-13-2026	309588			FCCLA	.00	-62.00
00-2190.00-518-700000	10-15-2026	309594			AG MECH	.00	-44,955.00
00-2190.00-629-700000	10-19-2026	309595			CLASS OF 2029 FUNDRAISER	.00	-408.16
00-2190.00-519-700000	10-19-2026	309596			FFA CHAPTER	.00	-1,823.00
00-2190.00-516-700000	10-22-2026	509506			FCCLA	.00	-97.00
00-2190.00-519-700000	10-27-2026	509514			FFA FUNDRAISER	.00	-1,672.00
00-1110.00-000-700000					Gross Cash Receipts	54,683.16	.00
00-1110.00-000-700000					**Net Cash Receipts**	**54,683.16**	
Totals for Fund 865 / 7						**54,683.16**	**-54,683.16**
Final Totals						**280,130.42**	**-280,130.42**

End of Report

BANK SUMMARY

Summary of Accounts

Operational Accounts	$ 2,132,415.50
Student Funds	$ 257,044.57
I & S	$ 190,343.37
Construction	$ 38,955.65
Vonnie Stilley/Anz Checking	$ 1,320.01
Investments (M&O) Construct.	$ 866,091.95
Scholarship (Stilley/Anz)	$ 44,111.63
savings	$ 1,003,773.71
TOTAL	$ 4,534,056.39
Clearing Account	$ 145,367.83
TOTAL OF ALL ACCOUNTS	$ 4,679,424.22

Explanation of Accounts

maintenance & operations	Bank account for General/Cafeteria/Special Funds
student funds	bank account for all student organizations
I & S account	bank account for repayment of bond from taxes
Construction	bank account to track construction payments
Vonnie Stilley (Checking)	account to pay out scholarships
savings	savings account

Clearing Account XXX4548	Available Balance **$145,367.83**
Student Funds XXX7749	Available Balance **$257,044.57**
Vonnie S Tilley Mem Sch Checking XXXXXX4645	Available Balance **$1,320.01**
I & S XXXXXX8596	Available Balance **$190,343.37**
Construction Account XXXXXX8893	Available Balance **$38,955.65**
Maintenance & Operations XXXXXX9023	Available Balance **$2,132,415.50**
Sav-7704 XXXXXX7704	Available Balance **$1,003,773.71**
CD# 2800232368 XXXXXX2368	Current Balance **$866,091.95**
CD 2800233034 XXXXXX3034	Current Balance **$44,111.63**

Check Nbr	Trans Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
		AUSTIN BANK	790156	102926	865-00-2190.00-532-700000	JH FOOTBALL GAME-HEMPHILL	110.00	N
010903	10-08-2026	PINEY PARK	700319	10092026	865-00-2190.00-509-700000	AR Bronze Club Trip	1,330.00	N
010904	10-09-2026	HUDMAN'S FLORIST	790084	OSBY	865-00-2190.00-522-700000	FLOWERS/ T OSBY	82.50	N
010905	10-19-2026	HUDMAN'S FLORIST	700359	homecoming	865-00-2190.00-501-700000	homecoming flowers	50.00	N
			700326	homecoming	865-00-2190.00-503-700000	Football	50.00	N
			700126	homecoming	865-00-2190.00-504-700000	HC Band Sweetheart Bouquet	50.00	N
			700361	homecoming	865-00-2190.00-506-700000	homecoming flowers	50.00	N
			700091	homecoming	865-00-2190.00-516-700000	FCCLA Flower Bouquet	50.00	N
			700148	homecoming	865-00-2190.00-517-700000	FCA Bouquet	50.00	N
			700149	homecoming	865-00-2190.00-519-700000	Homecoming Bouquet	50.00	N
			700358	homecoming	865-00-2190.00-528-700000	homecoming flowers	50.00	N
			700123	homecoming	865-00-2190.00-531-700000	HoCo Bouquet-JCC Sweetheart	50.00	N
			700146	homecoming	865-00-2190.00-537-700000	Sweetheart bouquet	50.00	N
			700150	homecoming	865-00-2190.00-538-700000	Homecoming Flowers	50.00	N
			700147	homecoming	865-00-2190.00-546-700000	Sweetheart bouquet math club	50.00	N
			700346	homecoming	865-00-2190.00-549-700000	Homecoming	50.00	N
			700151	homecoming	865-00-2190.00-550-700000	Volleyball Homecomings	50.00	N
			700360	homecoming	865-00-2190.00-627-700000	homecoming flowers	150.00	N
			700347	homecoming	865-00-2190.00-628-700000	Homecoming Flowers	50.00	N
			700145	homecoming	865-00-2190.00-629-700000	Homecoming flowers	50.00	N
			700187	homecoming	865-00-2190.00-630-700000	Freshman Flower Bouquet	50.00	N
						Totals for Check 010905	**1,000.00**	
010906	10-19-2026	MASTERCARD	700152	091626	865-00-2190.00-519-700000	Timpson FFA Show Awards	400.00	N
			700189	0019	865-00-2190.00-519-700000	Timpson FFA Show Awards Banner	369.00	N
						Totals for Check 010906	**769.00**	
010907	10-20-2026	YOUTH AG FUND	790116	10202026	865-00-2190.00-519-700000	COUNTY VALIDATION TAGS	480.00	N
010908	10-20-2026	MAIN EVENT ENTERTAI	700387	10262026	865-00-2190.00-504-700000	THS Band Reservation 10/26/26	1,758.75	N
010909	10-28-2026	AUSTIN BANK	700397	102826	865-00-2190.00-629-700000	cash for fundraiser winners	275.00	N
010910	10-29-2026	AMAZON CAPITAL	790154	1NGM-94TT-	865-00-2190.00-548-700000	XC SHOES FOR REGIONAL TEAM	1,319.54	N
033284	10-15-2026	SCOTT EQUIPMENT	700049	194629	199-51-6249.00-999-799000	PAID IN ERROR	-493.66	N
033424	10-05-2026	L & L LAWN MAINTENAN	700273	340165	199-51-6219.02-999-799000	OCTOBER LAWN SERVICES	3,500.00	N
033425	10-06-2026	BOBBY RICHARDSON	700287	5738	199-36-6219.17-999-799000	Clinic UIL Preparation-2 Days	500.00	N
			700253	5734	199-36-6219.17-999-799000	Clinic on Contest Drill	250.00	N
						Totals for Check 033425	**750.00**	
033426	10-09-2026	LAZY DAY CRAFTS LLC	700320	0001	461-23-6499.23-001-799023	LAZY DAY CRAFTS	1,758.35	N
033427	10-09-2026	SHELBY COUNTY TAX A	700323	registration	199-34-6499.00-999-799000	VEHICLE REGISTRATION	22.00	N
033428	10-09-2026	3D SECURITY INC.	700298	52289	199-51-6219.02-999-799000	MONITORING FEE	209.85	N
			700298	52294	199-51-6219.02-999-799000	MONITORING FEE	209.85	N
			700298	52288	199-51-6219.02-999-799000	MONITORING FEE	209.85	N
			700298	52286	199-51-6219.02-999-799000	MONITORING FEE	209.85	N
			700298	52287	199-51-6219.02-999-799000	MONITORING FEE	209.85	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			700298	52285	199-51-6219.02-999-799000	MONITORING FEE	209.85	N
			700298	52284	199-51-6219.02-999-799000	MONITORING FEE	209.85	N
			700298	52282	199-51-6219.02-999-799000	MONITORING FEE	209.85	N
			700298	52281	199-51-6219.02-999-799000	MONITORING FEE	209.85	N
			700298	52255	199-51-6219.02-999-799000	MONITORING FEE	209.85	N
			700304	51252	429-52-6219.02-001-799000	Gym BioEntry	2,085.12	N
						Totals for Check 033428	**4,183.62**	
033429	10-09-2026	ABSOLUTE TECHNOLOG	700206	6033556	199-11-6399.00-001-723021	sped	98.99	N
			700216	INV-6033557	199-11-6399.70-001-711021	Document camera	98.99	N
			700297	INV6033746	199-53-6219.83-999-799000	monthly contract	10,881.30	N
			700262	INV-6033862	199-53-6399.83-999-799000	Phone Cord - S.Strahan	10.99	N
			700224	INV-6033568	199-53-6399.83-999-799000	Printer for ISS/DAEP	505.98	N
			700229	INV-6033836	429-11-6399.00-001-711000	ARD tv set up for each campus	1,521.55	N
			700218	inv6033943	461-23-6499.23-001-799023	toner for print shop brother	330.52	N
						Totals for Check 033429	**13,448.32**	
033430	10-09-2026	AMANDA CORDOVA	700232	CCS-TISD-	199-31-6219.00-001-723000	September Counseling	3,666.67	N
033431	10-09-2026	AMAZON CAPITAL	700244	1V13-M67R-	199-11-6399.70-001-711021	Pencil sharpeners for class	92.81	N
			700142	1HWY-PYTF-	199-36-6399.40-999-799000	UIL Practice Material	48.54	N
			700142	1MVD-6R7D-	199-36-6399.40-999-799000	UIL Practice Material	95.90	N
						Totals for Check 033431	**237.25**	
033432	10-09-2026	AMBER EARL	700248	09172026	199-52-6219.00-999-791000	Extra Security - 9/17	200.00	N
033433	10-09-2026	ANGIE ANDREWS	790088	GARY 10/5	199-36-6219.01-999-791000	VB OFFICIAL GARY 10/5	180.00	N
033434	10-09-2026	BIG TEX AGRIPLEX	700130	318630	199-51-6249.00-999-799000	TRACTOR REPAIRS	3,918.70	N
			700315	318521	199-51-6317.00-999-799000	TRACTOR REPAIRS	1,377.17	N
						Totals for Check 033434	**5,295.87**	
033435	10-09-2026	BRYAN KEITH BURK	790091	GARY 10/2	199-36-6219.01-999-791000	VB OFFICIAL GARY 10/2	125.00	N
033436	10-09-2026	CANON USA	790085	6017551039	199-11-6269.00-001-711000	COPIER MAINT	434.36	N
			790085	6017510202	199-11-6269.00-001-711000	COPIER MAINT	333.77	N
			790085	6017594857	199-11-6269.00-001-711000	COPIER MAINT	812.20	N
			790085	6017551039	199-31-6269.00-999-723000	COPIER MAINT	48.26	N
			790085	6017510202	199-31-6269.00-999-723000	COPIER MAINT	55.63	N
			790085	6017594857	199-31-6269.00-999-723000	COPIER MAINT	42.75	N
						Totals for Check 033436	**1,726.97**	
033437	10-09-2026	CHRISTOPHER	790093	GARY 10/2	199-36-6219.01-999-791000	VB OFFICIAL GARY 10/2	110.00	N
033438	10-09-2026	CITY OF TIMPSON	790076	102026	199-51-6255.00-999-799000	WATER/SEWAGE/GARBAGE	3,279.68	N
			790076	102026	199-51-6257.00-999-799000	ELECTRICITY	25,123.97	N
						Totals for Check 033438	**28,403.65**	
033439	10-09-2026	CKL SOLUTIONS	700258	5790	199-51-6249.00-999-799000	DISPOSAL REPAIRS-EL	537.00	N
033440	10-09-2026	CONCORD THEATRICAL	700267	3020857	199-36-6499.40-999-799021	UIL OAP Royalties Fees	150.00	N
			700251	11556691	199-36-6499.40-999-799021	OAP License Fees /Scripts	173.32	N
	10-22-2026	CONCORD THEATRICAL	700267	3020857	199-36-6499.40-999-799021	LOST IN MAIL	-150.00	N
			700251	11556691	199-36-6499.40-999-799021	LOST IN MAIL	-173.32	N
						Totals for Check 033440	**.00**	

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
033441	10-09-2026	DEEP EAST TEXAS SELF	790086	2570	199-00-1411.00-000-700000	WORKERS COMP 10/1-12/31/26	6,531.75	N
			790086	2570	211-00-1411.00-000-700000	WORKERS COMP 10/1-12/31/26	235.50	N
			790086	2570	224-00-1411.00-000-700000	WORKERS COMP 10/1-12/31/26	157.00	N
			790086	2570	240-00-1411.00-000-700000	WORKERS COMP 10/1-12/31/26	1,099.00	N
						Totals for Check 033441	**8,023.25**	
033442	10-09-2026	DNC FACILITY SERVICE	700164	56904	199-51-6219.03-999-799000	Sept custodial services	16,075.40	N
033443	10-09-2026	ENRIQUE LAND	790078	ARP 9/25	199-36-6219.01-999-791000	FB OFFICIAL ARP 9/25	135.00	N
033444	10-09-2026	ETC COMPANIES	700296	10980733	199-41-6499.00-750-799000	ACA REPORTING SERVICES	1,837.00	N
033445	10-09-2026	FEDERAL EXPRESS	700270	300044284760	199-23-6399.01-001-799099	delivery of BlueBonnet Materia	164.00	N
033446	10-09-2026	GARRISON I.S.D.	700209	XC ENTRY	199-36-6499.01-999-791000	Entry fee for Garrison Meet XC	200.00	N
			700209	XC ENTRY	199-36-6499.02-999-791000	Entry fee for Garrison Meet XC	200.00	N
						Totals for Check 033446	**400.00**	
033447	10-09-2026	GREAT MINDS PBC	700264	inv304029	410-11-6321.00-001-711000	shipping for BlueBonnett	2,598.24	N
033448	10-09-2026	IFRIT TECHNOLOGIES L	700263	10012026	199-36-6399.40-999-799000	UIL Practice Material	115.00	N
033449	10-09-2026	JERRY SPENCER	790083	ARP 9/25	199-36-6219.01-999-791000	FB OFFICIAL ARP 9/25	135.00	N
033450	10-09-2026	JOHN CLEVENGER	700249	09172026	199-52-6219.00-999-791000	Extra Security -9/17	200.00	N
033451	10-09-2026	JOSEPH COOPER	790080	ARP 9/25	199-36-6219.01-999-791000	FB OFFICIAL ARP 9/25	135.00	N
033452	10-09-2026	KGAS	700325	26090464	199-53-6499.00-999-799000	KGAS - FOOTBALL	436.00	N
033453	10-09-2026	KIM UMBRELL	700237	SEPTEMBER	199-11-6218.00-001-723020	September HOMEBOUND	363.92	N
033454	10-09-2026	KORTLYN KI DUNN	700256	3	461-23-6499.20-001-799020	Painting Front Doors For MTT	200.00	N
033455	10-09-2026	KYLE WINDHAM	700211	881805	199-34-6249.00-999-799000	Radiator for bus 7	75.00	N
033456	10-09-2026	LOVELADY ATHLETIC B	700247	2026	199-36-6412.00-999-791000	Lovelady JH/JV Football Meals	720.00	N
033457	10-09-2026	LYNN LOCKE	790087	vb 9/3-10/5	199-36-6219.01-999-791000	vb worker 9/3-10/5	240.00	N
033458	10-09-2026	MARK LILES	790090	GARY 10/2	199-36-6219.01-999-791000	VB OFFICIAL GARY 10/2	125.00	N
033459	10-09-2026	MCDONALD & SONS	700090	146732	199-11-6399.74-001-722021	Fall	84.39	N
			700090	146741	199-11-6399.74-001-722021	Fall	233.92	N
			700090	146746	199-11-6399.74-001-722021	Fall	415.75	N
			700090	146747	199-11-6399.74-001-722021	Fall	276.21	N
			700090	146749	199-11-6399.74-001-722021	Fall	207.96	N
			700090	146750	199-11-6399.74-001-722021	Fall	169.68	N
			700090	146752	199-11-6399.74-001-722021	Fall	13.30	N
			700169	146728	199-51-6316.00-999-799000	SEPT BUILDING SUPPLIES	168.63	N
			700169	146739	199-51-6316.00-999-799000	SEPT BUILDING SUPPLIES	72.08	N
						Totals for Check 033459	**1,641.92**	
033460	10-09-2026	MCGRAW-HILL SCHOOL	700065	141892119001	410-11-6321.00-001-711000	curriculum - us history	16.98	N
			700065	141861403001	410-11-6321.00-001-711000	curriculum - us history	649.50	N
						Totals for Check 033460	**666.48**	

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
033461	10-09-2026	MELONIA MOLLOY	700235	10012026	199-11-6219.00-001-723020	September PT Services	1,140.00	N
033462	10-09-2026	MICHAEL BARNES	790082	ARP 9/25	199-36-6219.01-999-791000	FB OFFICIAL ARP 9/25	135.00	N
033463	10-09-2026	NORRELL HORTON	790077	ARP 9/25	199-36-6219.01-999-791000	FB OFFICIAL ARP 9/25	135.00	N
033464	10-09-2026	QUILL CORP.	700260	04-2896127	240-35-6342.00-999-799000	food truck supplies	40.07	N
			700260	04-2896127	240-35-6342.00-999-799000	food truck supplies	71.39	N
						Totals for Check 033464	**111.46**	
033465	10-09-2026	RANDY LEWIS	790089	GARY 10/5	199-36-6219.01-999-791000	VB OFFICIAL GARY 10/5	180.00	N
033466	10-09-2026	REBECCA PEURIFOY	790092	GARY 10/2	199-36-6219.01-999-791000	VB OFFICIAL GARY 10/2	110.00	N
033467	10-09-2026	INTERSTATE BILLING SE	700202	3047855365	199-34-6319.00-999-799000	sensor for bus 6	142.85	N
033468	10-09-2026	S&S ACTIVEWEAR , LLC	700201	103144798	461-23-6499.23-001-799023	Team Store	728.64	N
			700201	103144797	461-23-6499.23-001-799023	Team Store	8.00	N
			700201	102145577	461-23-6499.23-001-799023	Team Store	37.76	N
			700063	102427167	461-23-6499.23-001-799023	YAC shirts	343.15	N
			700063	102427169	461-23-6499.23-001-799023	YAC shirts	5.75	N
			700003	102145577	461-23-6499.23-001-799023	Team Store for Homecoming	228.34	N
						Totals for Check 033468	**1,351.64**	
033469	10-09-2026	SANDHILL FOUNDATION	700210	1148	199-34-6249.00-999-799000	Towed Bus #19	385.00	N
033470	10-09-2026	SCHOLASTIC.COM	700030	M7750580	410-11-6321.00-001-711000	supplemental - storyworks	1,435.68	N
033471	10-09-2026	SHANNON RENEE ROSS	700238	09172026	199-31-6219.00-999-723000	Evaluations September/October	375.00	N
033472	10-09-2026	SIGNAD OUTDOOR	700305	331461	199-53-6499.00-999-799000	adv lease	1,060.00	N
033473	10-09-2026	THE COLLEGE BOARD	700266	EA266339	199-23-6499.00-001-799021	College Board Membership	400.00	N
033474	10-09-2026	THE VIRTUAL MEET EXP	700243	26/27 meets	199-36-6399.40-999-799000	UIL Practice Material	329.00	N
033475	10-09-2026	TIMPSON ISD PRINT SH	700255	2228	461-23-6499.20-001-799020	Car Rider Line Signs	25.00	N
033476	10-09-2026	TREVOR HADNOT	790081	ARP 9/25	199-36-6219.01-999-791000	FB OFFICIAL ARP 9/25	135.00	N
033477	10-09-2026	TRIDENT VOICE	700294	25903	199-51-6256.00-999-799000	FAX	75.54	N
033478	10-09-2026	TYRONE HARRIS	790079	ARP 9/25	199-36-6219.01-999-791000	FB OFFICIAL ARP 9/25	135.00	N
033479	10-09-2026	WANRACK.LLC	700295	INV13234	199-51-6256.00-999-799000	WANRACK lease	66.00	N
033480	10-09-2026	ZAYO EDUCATION, LLC	700306	INV181202	199-51-6256.00-999-799000	INTERNET	520.00	N
033481	10-09-2026	CONNIE BECHTOLD	790095	092526	199-36-6219.01-999-791000	VOLLEYBALL OFFICIAL 9-25-26	125.00	N
033482	10-15-2026	SUBWAY SANDWICHES	700330	101426	199-36-6412.17-999-799000	FOOD FOR BAND-UIL	606.75	N
033483	10-19-2026	AIRGAS USA, LLC	790115	5527911917	199-23-6499.00-001-799020	HELIUM AT ELEMENTARY	56.00	N
033484	10-19-2026	ALLISON ENTERPRISES	700275	3211	199-51-6249.00-999-799000	OCTOBER FILTER SERVICES	632.00	N
033485	10-19-2026	AMAZON CAPITAL	700303	1CK9MT4CDYW	199-11-6399.00-001-711020	walkie talkies	91.98	N
			700087	1N66-T3PQ-	199-11-6399.74-001-722021	Fall Order	104.99	N
			700087	1D3J-YDRN-	199-11-6399.74-001-722021	Fall Order	732.21	N
			700087	1Y3R-QDLK-	199-11-6399.74-001-722021	Fall Order	24.29	N
			700087	1TX1-PWLP-	199-11-6399.74-001-722021	Fall Order	1,153.75	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			700087	IKKK-4KRM-	199-11-6399.74-001-722021	Fall Order	797.99	N
			700087	1Y6F-HFQW-	199-11-6399.74-001-722021	Fall Order	167.59	N
			700199	1TKNNMFX9KPT	429-11-6399.00-001-711000	shelves	373.87	N
						Totals for Check 033485	**3,446.67**	
033486	10-19-2026	ANTHONY CURTIS	790106	100926	199-36-6219.01-999-791000	FOOTBALL 10/9/26	135.00	N
033487	10-19-2026	AUTO-CHLOR SERVICES	700292	9346551	240-35-6315.00-999-799000	Chemical/ maintance	158.00	N
			700292	9296635	240-35-6315.00-999-799000	Chemical/ maintance	158.00	N
			700292	9320428	240-35-6315.00-999-799000	Chemical/ maintance	158.00	N
						Totals for Check 033487	**474.00**	
033488	10-19-2026	CHUN HALTON	790112	100926	199-36-6219.01-999-791000	VOLLEYBALL OFFICIAL	125.00	N
033489	10-19-2026	CONNIE BECHTOLD	790114	101226	199-36-6219.01-999-791000	VOLLEYBALL OFFICIAL	200.00	N
033490	10-19-2026	ERIC ALFORD	790111	100926	199-36-6219.01-999-791000	VOLLEYBALL OFFICIAL 10/9/26	110.00	N
033491	10-19-2026	FOREMOST	700290	71742145	240-35-6341.00-999-799000	MILK	563.86	N
			700290	71742456	240-35-6341.00-999-799000	MILK	83.42	N
			700290	372103144	240-35-6341.00-999-799000	MILK	125.27	N
			700290	71742298	240-35-6341.00-999-799000	MILK	83.56	N
			700290	71742299	240-35-6341.00-999-799000	MILK	396.81	N
			700290	71742326	240-35-6341.00-999-799000	MILK	166.98	N
			700290	372103143	240-35-6341.00-999-799000	MILK	229.76	N
			700290	71741891	240-35-6341.00-999-799000	MILK	626.43	N
			700290	71741890	240-35-6341.00-999-799000	MILK	83.42	N
			700290	71742144	240-35-6341.00-999-799000	MILK	166.98	N
			700290	71742327	240-35-6341.00-999-799000	MILK	417.80	N
			700290	71742484	240-35-6341.00-999-799000	MILK	208.97	N
			700290	71742483	240-35-6341.00-999-799000	MILK	125.27	N
			700290	71742457	240-35-6341.00-999-799000	MILK	563.79	N
			700290	71742613	240-35-6341.00-999-799000	MILK	480.30	N
			700290	71742612	240-35-6341.00-999-799000	MILK	83.50	N
				08292025	240-35-6341.00-999-799000	CREDIT	-61.74	N
				12012025	240-35-6341.00-999-799000	CREDIT	-102.84	N
						Totals for Check 033491	**4,241.54**	
033492	10-19-2026	GOLDSTAR FOOD SERVI	700291	3254387	240-35-6344.00-999-799000	COMMODITES	84.55	N
			700291	3253574	240-35-6344.00-999-799000	COMMODITES	98.70	N
						Totals for Check 033492	**183.25**	
033493	10-19-2026	HEXCO, INC	700261	83448	199-36-6399.40-999-799000	UIL Practice Material	124.50	N
033494	10-19-2026	HOWARD DAVIS	790103	100926	199-36-6219.01-999-791000	FOOTBALL 10/9/26	135.00	N
033495	10-19-2026	HRdirect	700333	19211490	199-41-6499.00-750-799000	Poster Guard Renewal	107.11	N
			700333	19211493	199-41-6499.00-750-799000	Poster Guard Renewal	107.11	N
			700333	19211495	199-41-6499.00-750-799000	Poster Guard Renewal	107.11	N
			700333	19211489	199-41-6499.00-750-799000	Poster Guard Renewal	107.11	N
			700333	19211492	199-41-6499.00-750-799000	Poster Guard Renewal	107.11	N
			700333	19211494	199-41-6499.00-750-799000	Poster Guard Renewal	107.11	N

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			700333	19211491	199-41-6499.00-750-799000	Poster Guard Renewal	107.11	N
						Totals for Check 033495	**749.77**	
033496	10-19-2026	HUDL INC	700371	HUS00044194	199-36-6219.02-999-791000	HUDL SPORTS PACKAGE	5,500.00	N
			700371	HUS00044194	199-53-6219.83-999-799000	HUDL SPORTS PACKAGE	7,000.00	N
						Totals for Check 033496	**12,500.00**	
033497	10-19-2026	HUDMAN'S FLORIST	700124	homecoming	199-11-6499.00-001-711021	HoCo Bouquet-Queen	75.00	N
033498	10-19-2026	JAMES LANGFORD	790105	100926	199-36-6219.01-999-791000	FOOTBALL 10/9/26	135.00	N
033499	10-19-2026	KEVIN CLAYTON	790102	100926	199-36-6219.01-999-791000	FOOTBALL 10/9/26	135.00	N
033518	10-19-2026	KEVIN MORGAN	790101	091726	199-36-6219.01-999-791000	FOOTBALL OFFICIAL 9/17/26	135.00	N
033519	10-19-2026	LABATT FOOD SERVICE	700289	08318207	240-35-6341.00-999-799000	PO Created by Req: 700292	670.82	N
			700289	09077658	240-35-6341.00-999-799000	PO Created by Req: 700292	658.75	N
			700289	09148451	240-35-6341.00-999-799000	PO Created by Req: 700292	502.99	N
			700289	08318206	240-35-6341.00-999-799000	PO Created by Req: 700292	2,105.88	N
			700289	09077657	240-35-6341.00-999-799000	PO Created by Req: 700292	2,211.61	N
			700289	09148445	240-35-6341.00-999-799000	PO Created by Req: 700292	2,655.42	N
			700289	09219581	240-35-6341.00-999-799000	PO Created by Req: 700292	2,571.11	N
			700289	09281668	240-35-6341.00-999-799000	PO Created by Req: 700292	1,225.74	N
			700289	09281667	240-35-6341.00-999-799000	PO Created by Req: 700292	2,574.30	N
			700289	09281661	240-35-6341.00-999-799000	PO Created by Req: 700292	3,672.64	N
			700289	09077651	240-35-6341.00-999-799000	PO Created by Req: 700292	3,232.53	N
			700289	09148439	240-35-6341.00-999-799000	PO Created by Req: 700292	3,740.74	N
			700289	09219575	240-35-6341.00-999-799000	PO Created by Req: 700292	2,660.47	N
			700289	08318200	240-35-6341.00-999-799000	PO Created by Req: 700292	3,022.59	N
			700289	09281662	240-35-6341.01-999-799000	PO Created by Req: 700292	120.32	N
			700289	09077652	240-35-6341.01-999-799000	PO Created by Req: 700292	72.77	N
			700289	09148442	240-35-6341.01-999-799000	PO Created by Req: 700292	253.70	N
			700289	09219576	240-35-6341.01-999-799000	PO Created by Req: 700292	221.58	N
			700289	08318201	240-35-6341.01-999-799000	PO Created by Req: 700292	140.29	N
			700289	08318204	240-35-6341.01-999-799000	PO Created by Req: 700292	601.85	N
			700289	09077654	240-35-6341.01-999-799000	PO Created by Req: 700292	609.15	N
			700289	09148449	240-35-6341.01-999-799000	PO Created by Req: 700292	39.60	N
			700289	09219579	240-35-6341.01-999-799000	PO Created by Req: 700292	542.52	N
			700289	09281665	240-35-6341.01-999-799000	PO Created by Req: 700292	243.32	N
			700289	09281660	240-35-6341.02-999-799000	PO Created by Req: 700292	222.21	N
			700289	09077650	240-35-6341.02-999-799000	PO Created by Req: 700292	172.30	N
			700289	09148438	240-35-6341.02-999-799000	PO Created by Req: 700292	191.45	N
			700289	09148443	240-35-6341.02-999-799000	PO Created by Req: 700292	225.20	N
			700289	09219574	240-35-6341.02-999-799000	PO Created by Req: 700292	172.30	N
			700289	08318199	240-35-6341.02-999-799000	PO Created by Req: 700292	191.45	N
			700289	08318205	240-35-6341.02-999-799000	PO Created by Req: 700292	195.93	N
			700289	09148449	240-35-6341.02-999-799000	PO Created by Req: 700292	418.72	N
			700289	09148449	240-35-6341.02-999-799000	PO Created by Req: 700292	341.41	N
			700289	09281666	240-35-6341.02-999-799000	PO Created by Req: 700292	419.53	N

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			700289	09077656	240-35-6341.02-999-799000	PO Created by Req: 700292	322.60	N
			700289	09281663	240-35-6342.00-999-799000	PO Created by Req: 700292	396.10	N
			700289	09077653	240-35-6342.00-999-799000	PO Created by Req: 700292	402.65	N
			700289	09219577	240-35-6342.00-999-799000	PO Created by Req: 700292	162.28	N
			700289	08318202	240-35-6342.00-999-799000	PO Created by Req: 700292	220.60	N
			700289	08318203	240-35-6342.00-999-799000	PO Created by Req: 700292	386.63	N
			700289	09077655	240-35-6342.00-999-799000	PO Created by Req: 700292	103.88	N
			700289	09148450	240-35-6342.00-999-799000	PO Created by Req: 700292	256.56	N
			700289	09219578	240-35-6342.00-999-799000	PO Created by Req: 700292	176.00	N
			700289	09219582	240-35-6342.00-999-799000	PO Created by Req: 700292	11.86	N
			700289	09281664	240-35-6342.00-999-799000	PO Created by Req: 700292	335.05	N
						Totals for Check 033519	**39,675.40**	
033520	10-19-2026	MASTERCARD	700177	346037311	199-11-6399.00-001-711020	PO Created by Req: 700181	277.63	N
			700106	091826	199-11-6399.00-001-723021	September Supplies	96.87	N
			700214	092226	199-11-6399.70-001-711021	IPC lab supplies	31.39	N
			700115	D252	199-11-6399.74-001-722000	Poultry Festival and PPE	825.00	N
			700115	155082	199-11-6399.74-001-722000	Poultry Festival and PPE	90.06	N
			700115	681096	199-11-6399.74-001-722000	Poultry Festival and PPE	555.56	N
			700138	090926	199-11-6399.76-001-722021	Sept. Culinary Supplies 26	60.86	N
			700138	091426	199-11-6399.76-001-722021	Sept. Culinary Supplies 26	106.94	N
			700138	091626	199-11-6399.76-001-722021	Sept. Culinary Supplies 26	99.25	N
			700138	092226	199-11-6399.76-001-722021	Sept. Culinary Supplies 26	135.57	N
			700138	092326	199-11-6399.76-001-722021	Sept. Culinary Supplies 26	226.91	N
			700138	090226	199-11-6399.76-001-722021	Sept. Culinary Supplies 26	76.60	N
			700138	090826	199-11-6399.76-001-722021	Sept. Culinary Supplies 26	296.05	N
			700138	092126	199-11-6399.76-001-722021	Sept. Culinary Supplies 26	65.74	N
			790099	DRC-544503	199-31-6339.00-001-725020	PRE LAS/LAS LINKS	108.00	N
			700186	091626	199-34-6311.00-999-799000	fuel for activity van	64.16	N
			700021	83035739	199-36-6399.01-999-791000	Football	47.25	N
			700240	092526	199-36-6399.01-999-791000	Football	50.91	N
			700241	092526	199-36-6399.01-999-791000	Football	73.35	N
			790098	091126	199-36-6411.00-999-791000	FOOD FOR PRESS BOX	89.85	N
			700135	091026	199-36-6412.00-999-791000	Football	41.71	N
			700212	091626	199-36-6412.00-999-791000	Football	226.86	N
			700023	082726	199-36-6412.00-999-791000	Football	32.82	N
			700074	83909013	199-36-6412.00-999-791000	Football	47.25	N
			700075	090326	199-36-6412.00-999-791000	Football	60.12	N
			700239	092426	199-36-6412.00-999-791000	Football	185.75	N
			700098	090826	199-36-6412.01-999-791000	Food for Big Sandy	98.96	N
			700102	092326	199-36-6412.01-999-791000	Food for Hemphill	133.09	N
			790097	137731	199-41-6219.00-701-799000	SUPT ACADEMY	245.00	N
			700222	092026	199-41-6399.00-750-799000	COFFEE PODS	16.97	N
			700222	092026	199-41-6399.00-750-799000	COFFEE PODS	16.97	N
			700221	091926	199-41-6399.00-750-799000	CONTAINERS	48.26	N
			700083	090726	199-41-6399.00-750-799000	GIFT CD-STADIUM FLAGS	54.84	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			790096	2945643282	199-41-6411.00-701-799000	CONFERENCE HOTEL	323.70	N
			790100	100826	199-51-6256.00-999-799000	MONTHLY USAGE	125.00	N
			700114	092726	461-23-6499.20-001-799020	Student Birthday Treats	90.80	N
						Totals for Check 033520	**5,126.05**	
033521	10-19-2026	MCCOY'S BUILDING SUP	700089	7119901	199-11-6399.74-001-722021	Fall Supplies	591.06	N
			700089	7119903	199-11-6399.74-001-722021	Fall Supplies	67.80	N
			700089	7119159	199-11-6399.74-001-722021	Fall Supplies	828.15	N
				7119902	199-11-6399.74-001-722021	RETURNED	-50.68	N
						Totals for Check 033521	**1,436.33**	
033522	10-19-2026	MYRICK RICHARD	790104	100926	199-36-6219.01-999-791000	FOOTBALL 10/9/26	135.00	N
033523	10-19-2026	QUILL CORP.	700242	50517652	199-11-6399.00-001-711000	PAPER FOR DISTRICT	3,578.36	N
			700322	506366153	199-41-6399.00-750-799000	OFFICE SUPPLIES	179.99	N
			700322	50629280	199-41-6399.00-750-799000	OFFICE SUPPLIES	56.83	N
						Totals for Check 033523	**3,815.18**	
033524	10-19-2026	RANDY LEWIS	790110	100926	199-36-6219.01-999-791000	VOLLEYBALL OFFICIAL 10/09/26	110.00	N
033525	10-19-2026	DAMIAN SHEA ADAMS	790107	100926	199-36-6219.01-999-791000	FOOTBALL 10/9/26	135.00	N
033526	10-19-2026	SHERI A. BOSTIK	790113	101226	199-36-6219.01-999-791000	VOLLEYBALL OFFICIAL 10/12/26	200.00	N
033527	10-19-2026	SOPHIA HILL	790109	100926	199-36-6219.01-999-791000	VOLLEYBALL OFFICIAL 10/9/26	125.00	N
033528	10-19-2026	TATUM MUSIC CO.	700309	M673268	199-36-6249.17-999-799000	PO Created by Req: 700311	488.50	N
			700309	L674318	199-36-6399.17-999-799000	PO Created by Req: 700311	1,415.18	N
						Totals for Check 033528	**1,903.68**	
033529	10-19-2026	TIME CLOCK PLUS	700194	00505408	199-53-6249.00-999-799000	Annual Renewal - 11/20	13,562.75	N
033530	10-19-2026	TRAVIS VRANA	790108	100926	199-36-6219.01-999-791000	FOOTBALL 10/9/26	50.00	N
033531	10-19-2026	ULINE	700088	211736252	199-11-6399.74-001-722021	Shop Equipment	447.35	N
			700088	211757546	199-11-6399.74-001-722021	Shop Equipment	340.16	N
			700088	211806429	199-11-6399.74-001-722021	Shop Equipment	691.30	N
			700088	211703379	199-11-6399.74-001-722021	Shop Equipment	6,869.08	N
						Totals for Check 033531	**8,347.89**	
033532	10-19-2026	VERDANT COMMERCIAL	700349	906439760	199-71-6512.00-001-711000	COPIER LEASE	4,126.00	N
033533	10-19-2026	YUMMIE ICE CREAM	700293	10224778	240-35-6341.01-999-799000	ICE CREAM	382.08	N
033534	10-20-2026	LONGVIEW MUSEUM OF	700331	10212026	214-11-6223.00-001-711000	Dual Credit Art Museum Visit	35.00	N
033535	10-20-2026	YOUTH AG FUND	700380	10152026	865-00-2190.00-519-700000	County and Major Tags	480.00	N
			700380	10152026	865-00-2190.00-519-700000	WRONG ACCOUNT	-480.00	N
						Totals for Check 033535	**.00**	
033536	10-20-2026	AUSTIN BANK	700373	10202026	199-11-6399.70-001-711021	science lab	200.00	N
033537	10-20-2026	N.A.M.M.B.	700386	10222026	199-36-6499.17-999-799000	SMC Entry & Parking	700.00	N
033538	10-21-2026	ALL AMERICAN LOOK IN	700004	AA320106	461-23-6499.23-001-799023	Flim	192.66	N
033539	10-21-2026	AMAZON CAPITAL	700254	1TFF-KQWF-	199-11-6399.00-001-711020	Pre K supplies	199.92	N
			700254	1NY6-CF4P-	199-11-6399.00-001-711020	Pre K supplies	178.30	N
			700300	19DX-PWMR-	199-12-6399.00-999-799000	supplies for bluebonnet	141.36	N

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			700252	1X6X-KWPV-	199-36-6399.43-001-799000	OAP Supplies	160.58	N
						Totals for Check 033539	**680.16**	
033540	10-21-2026	AMBER EARL	700355	100926	199-52-6219.00-999-791000	Extra Security	180.00	N
033541	10-21-2026	ANGIE ANDREWS	790119	101626	199-36-6219.01-999-791000	VOLLEYBALL 10-16-26	125.00	N
033542	10-21-2026	BLAINE VASSAR	790122	101526	199-36-6219.01-999-791000	FOOTBALL OFFICIAL	95.00	N
			790126	101526	199-36-6219.01-999-791000	FOOTBALL OFFICIAL	60.00	N
			790130	101526	199-36-6219.01-999-791000	FOOTBALL OFFICIAL	65.00	N
						Totals for Check 033542	**220.00**	
033543	10-21-2026	D & D TIPTON CONSTRU	700390	D102	199-51-6249.00-999-799000	STADIUM	23,700.70	N
	10-22-2026	D & D TIPTON CONSTRU	700390	D102	199-51-6249.00-999-799000	WRONG VENDOR	-23,700.70	N
						Totals for Check 033543	**.00**	
033544	10-21-2026	DONNA MICHELE RUPP	700356	100926	199-52-6219.00-999-791000	Extra Security	200.00	N
033545	10-21-2026	HARDY COOK & HARDY,	790117	36922	199-41-6211.00-702-799000	LEGAL SERVICES	520.00	N
033546	10-21-2026	JACOB HIGHTOWER	790124	101526	199-36-6219.01-999-791000	FOOTBALL OFFICIAL	95.00	N
			790128	101526	199-36-6219.01-999-791000	FOOTBALL OFFICIAL	60.00	N
			790132	101526	199-36-6219.01-999-791000	FOOTBALL OFFICIAL	65.00	N
						Totals for Check 033546	**220.00**	
033547	10-21-2026	JAMES HIGGINS	790125	101526	199-36-6219.01-999-791000	FOOTBALL OFFICIAL	95.00	N
			790129	101526	199-36-6219.01-999-791000	FOOTBALL OFFICIAL	60.00	N
			790133	101526	199-36-6219.01-999-791000	FOOTBALL OFFICIAL	65.00	N
						Totals for Check 033547	**220.00**	
033548	10-21-2026	JB CRAWFORD CONSTR	700350	15998	199-51-6249.00-999-799000	MIDDLE SCHOOL	200.00	N
033549	10-21-2026	JOHN CLEVENGER	700318	091626	199-52-6219.00-999-791000	Extra Security	200.00	N
033550	10-21-2026	LEGENDS ATHLETIC SU	700381	91688351	199-36-6399.09-999-791001	Arm Sleeves	518.00	N
033551	10-21-2026	LINEBARGER GOGGAN	700391	101926	199-41-6211.00-702-799000	2022 School PVS Audit	413.00	N
033552	10-21-2026	MELISSA BUTT	790118	101626	199-36-6219.01-999-791000	VOLLEYBALL 10-16-26	110.00	N
033553	10-21-2026	MICHAEL DAVIDSON	790123	101526	199-36-6219.01-999-791000	FOOTBALL OFFICIAL 10-15-26	95.00	N
			790127	101526	199-36-6219.01-999-791000	FOOTBALL OFFICIAL	60.00	N
			790131	101526	199-36-6219.01-999-791000	FOOTBALL OFFICIAL	65.00	N
						Totals for Check 033553	**220.00**	
033554	10-21-2026	PANOLA COLLEGE	700338	90786	214-11-6223.00-001-711000	Spring 2026 FAST Dual Credit	4,474.00	N
			700336	093026	214-11-6223.00-001-711000	Summer 2026 Dual Credit	90.00	N
			700337	071526	214-11-6223.00-001-711000	Spring 2026 Dual Credit	11,354.00	N
						Totals for Check 033554	**15,918.00**	
033555	10-21-2026	QUALITY PEST CONTRO	700205	79020	199-51-6219.00-999-799000	ALL CAMPUSES	3,897.00	N
033556	10-21-2026	RENAISSANCE LEARNIN	700327	5748612	410-11-6321.00-001-711000	curriculum	2,500.00	N
033557	10-21-2026	REPUBLIC SERVICES #0	700280	0070-003883686	199-51-6255.00-999-799000	OCT SANITATION SERVICE	216.50	N
			700280	0070-003886045	199-51-6255.00-999-799000	OCT SANITATION SERVICE	161.71	N
						Totals for Check 033557	**378.21**	

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
033558	10-21-2026	RONNIE FOUNTAIN	790120	101626	199-36-6219.01-999-791000	VOLLEYBALL 10-16-26	125.00	N
033559	10-21-2026	S&S ACTIVEWEAR , LLC	700351	103948217	461-23-6499.23-001-799023	PINK OUT	449.33	N
			700310	103710884	461-23-6499.23-001-799023	PO Created by Req: 700313	206.70	N
			700310	103715011	461-23-6499.23-001-799023	PO Created by Req: 700313	60.39	N
			700226	103406835	461-23-6499.23-001-799023	Esports Team	367.62	N
			700299	103584995	461-23-6499.23-001-799023	S&S active wear	2,389.55	N
			700272	103591981	461-23-6499.23-001-799023	S&S active wear	6.56	N
			700272	103591980	461-23-6499.23-001-799023	S&S active wear	2,468.12	N
						Totals for Check 033559	**5,948.27**	
033560	10-21-2026	SHERI A. BOSTIK	790121	101626	199-36-6219.01-999-791000	VOLLEYBALL OFFICIAL	110.00	N
033561	10-21-2026	THOMAS TIRE	700362	220276	199-34-6319.01-999-799000	Tires for police truck	900.00	N
033562	10-21-2026	REGION 21 UIL MUSIC E	700368	2686976-8207	199-36-6499.17-999-799000	UIL Twirling Entries	144.00	N
033563	10-21-2026	WHATABURGER RESTA	700369	101026	199-36-6412.17-999-799000	Feed Band-Pre UIL	477.63	N
033564	10-21-2026	ZACHERY GILPATRICK	700317	093026	199-52-6219.00-999-791000	Extra Security	260.00	N
033565	10-21-2026	WHITNEY SCARBER	700236	SEPT26	199-11-6219.00-001-723000	September Supervision Speech	510.00	N
033566	10-22-2026	DOUBLE D TRACTOR AN	790134	d102	199-51-6249.00-999-799000	drainage repairs	23,700.00	N
033567	10-26-2026	LA QUINTA INN & SUITE	700403	102626	199-36-6412.17-999-799000	Lodging HS Band SMC	4,262.46	N
033568	10-28-2026	AUSTIN BANK	700429	102826	199-36-6412.17-999-799000	Meal money for FB game	40.00	N
033569	10-29-2026	AARON MENZ	790140	091126	199-36-6219.01-999-791000	FOOTBALL 9/11/26	135.00	N
033570	10-29-2026	BIG TIME FUNDRAISING,	700428	102326	461-23-6499.20-001-799020	Fundraiser Payment	921.20	N
033571	10-29-2026	BOCAL MAJORITY BASS	700389	360174	199-36-6399.17-999-799000	Oboe Reeds	85.00	N
033572	10-29-2026	CAROLINA BIOLOGICAL	700354	53628699	199-11-6399.71-001-711021	Science supplies	296.34	N
033573	10-29-2026	CHAD BELFORD	790141	091126	199-36-6219.01-999-791000	FOOTBALL 9/11/26	135.00	N
033574	10-29-2026	CHARLES MCCAULEY	790135	091126	199-36-6219.01-999-791000	FOOTBALL OFFICIAL 9/11/26	135.00	N
033575	10-29-2026	CKL SOLUTIONS	700137	5911	199-51-6249.00-999-799000	REPAIRS/PARTSHOODVENT	861.98	N
033576	10-29-2026	CONNIE BECHTOLD	790151	102826	199-36-6219.01-999-791000	VOLLEYBALL OFFICIAL 10/23/26	125.00	N
033577	10-29-2026	DECKER EQUIPMENT	700016	665671A	199-51-6316.00-999-799000	MS CAFE	217.03	N
033578	10-29-2026	DWAYNE FREESE	790144	102326	199-36-6219.01-999-791000	FOOTBALL 10/23/26	135.00	N
033579	10-29-2026	EASTON DRODDY	790145	102326	199-36-6219.01-999-791000	FOOTBALL 10/23/26	135.00	N
033580	10-29-2026	ERIC KRUG	790138	091126	199-36-6219.01-999-791000	FOOTBALL 9/11/26	135.00	N
033581	10-29-2026	FRONTLINE TECHNOLO	700311	249144	199-11-6499.00-001-723020	Special Education Program	4,145.55	N
033582	10-29-2026	GARRICK MCCOY	790143	102326	199-36-6219.01-999-791000	FOOTBALL 10/23/26	135.00	N
033583	10-29-2026	GREG MCENTIRE	790137	091126	199-36-6219.01-999-791000	FOOTBALL OFFICIAL 9/11/26	135.00	N
033584	10-29-2026	HEALTH SPECIAL RISK, I	700427	920301	199-36-6429.00-999-791000	Accident Medical - athletics	12,500.00	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
033585	10-29-2026	INTERQUEST DETECTIO	700426	4816	199-52-6219.00-999-791000	canine services 10/26	330.00	N
033586	10-29-2026	JAMES MICHAEL MCCO	790149	102826	199-36-6219.01-999-791000	VOLLEYBALL OFFICIAL 10/23/26	110.00	N
033587	10-29-2026	JASON LARUE	790142	102326	199-36-6219.01-999-791000	FOOTBALL 10/23/26	135.00	N
033588	10-29-2026	JEFFREY BOHANNON	790136	091126	199-36-6219.01-999-791000	FOOTBALL 9/11/26	135.00	N
033589	10-29-2026	KEVIN MORGAN	790139	091126	199-36-6219.01-999-791000	FOOTBALL 9/11/26	135.00	N
033590	10-29-2026	MICHAEL GIBSON	790147	102326	199-36-6219.01-999-791000	FOOTBALL 10/23/26	135.00	N
033591	10-29-2026	QUILL CORP.	700407	50816377	199-53-6399.83-750-799000	INK CARTRIDGES	379.78	N
			700367	50732978	240-35-6342.00-999-799000	Office supplies	132.29	N
						Totals for Check 033591	**512.07**	
033592	10-29-2026	RAISING CANE'S	790153	081426	199-36-6412.01-999-791000	VOLLEYBALL 8/14/26	131.04	N
033593	10-29-2026	RANDY LEWIS	790148	102826	199-36-6219.01-999-791000	VOLLEYBALL OFFICIAL 10/23/26	110.00	N
033594	10-29-2026	REGION 7 DIRECTORS-	700376	2627	199-23-6499.00-999-723000	Director Dues	40.00	N
033595	10-29-2026	RONNIE FOUNTAIN	790150	102826	199-36-6219.01-999-791000	VOLLEYBALL OFFICIAL 10/23/26	125.00	N
033596	10-29-2026	SCOTT LAMBERT	790146	102326	199-36-6219.01-999-791000	FOOTBALL 10/23/26	135.00	N
033597	10-29-2026	SHSU CROSS COUNTRY	700412	102626	199-36-6499.01-999-791000	Regional Championship Entry	300.00	N
033598	10-29-2026	TEMPLETON & ASSOCIA	700398	10202026-TISD	199-13-6219.00-999-799000	CTE Site Visit 2	3,500.00	N
033599	10-29-2026	TENNANT SALES AND S	700082	US91251978	199-51-6249.00-999-799000	JANITORIAL EQUIPMENT	676.28	N
033600	10-29-2026	TERRY EVERITT	790152	102826	199-41-6411.00-701-799000	TRAVEL TO HUNTSVILLE & WACO	507.00	N
033601	10-29-2026	TIMPSON ISD PRINT SH	700066	2226	461-23-6499.22-001-799022	MS CAMPUS SHIRTS	230.00	N
033602	10-29-2026	WILLIAM SETH HARRIS	700286	102026	199-34-6249.00-999-799000	OCT MECHANIC WORK	2,550.00	N
033603	10-29-2026	JASON G MERRITT	790155	102326	199-36-6219.01-999-791000	FOOTBALL OFFICIAL 10/23/26	135.00	N
033604	10-29-2026	AUSTIN BANK	790157	102926	199-36-6412.19-999-799000	JH FOOTBALL-HEMPHILL	110.00	N
033605	10-30-2026	TRAVIS VRANA	790158	10092026	199-36-6219.01-999-791000	FOOTBALL 10/9/26	100.00	N
						Total For Computer Written Checks	**311,461.93**	
						Total Checks	**311,461.93**	

End of Report

OCTOBER 13, 2026

The Timpson ISD Board of Trustees met for a **Regular Monthly Board Meeting at 6:00 p.m.** in the Administration Board Room on the above date with the following members present: Cody Beckham, Carlos Johnson, Tammy Sparks, Nick Walker, John Grigsby, Levi Cohorst, Justin Timmons with Superintendent Dr. Terry Everitt.

CALL TO ORDER

Invocation – Levi Cohorst

Pledges – John Grigsby

During Employee **EPIC** Recognitions for demonstrating Integrity, Austin Goodloe with the Maintenance Department along with April Ramsey with the Elementary School were recognized.

Since October is Principals' month, Dr. Everitt recognized the campus principals for all of their hard work and also he read a Proclamation from Governor Abbott honoring school principals.

During Campus Spotlight, Mr. Nickleberry reported on the High School and talked about the many positive things that are happening at his campus.

Open Forum – No Citizen Input

Railey Cagle went over various financial reports.

PUBLIC HEARING REGARDING FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) REPORT

6:40 P.M. HEARING BEGAN

During the Public Hearing, Railey Cagle reported that by meeting the various criteria points, Timpson ISD had earned an "A" rating.

6:48 P.M. HEARING CLOSED

Special Services Director, Kaela Ward, reported information regarding the various special programs.

Dr. Everitt talked about various events, activities and accomplishments that had been taking place at the district.

Consent Agenda:
Minutes from September 15 Board Workshop
Minutes from September 15 Regular Board Meeting
Consider and possible action to approve Resolution designating non-business days for the purpose of the Texas Public Information Act

Motion made by John Grigsby and seconded by Tammy Sparks to approve above consent agenda. Passed 7-0 **For:** Cody Beckham, Carlos Johnson, Tammy Sparks, Nick Walker, John Grigsby, Justin Timmons, Levi Cohorst **Against: None**

EXECUTIVE SESSION: 7:04 p.m.

OPEN SESSION: 7:38 P.M.

No action taken from executive session.

THERE BEING NO FURTHER BUSINESS, THE MEETING WAS ADJOURNED.

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PRESIDENT SECRETARY

Board of Trustees
Agenda Item Background

Meeting Date: November 10, 2026

Agenda Item Subject: Consider and Approve Library Book Donations/Purchases

Agenda Placement:

- ☑ **Consent Agenda**
- ☐ **Action Item**
- ☐ **Information Item**
- ☐ **Public Hearing/Workshop**

Background Information:

Timpson ISD is requesting Board approval for the purchase of library books in accordance with Texas Education Code §33.021 and applicable State Board of Education requirements.

The district has reviewed the proposed books through its selection process, and the required list has been publicly posted for the prescribed review period before Board consideration. This process provides parents and community members an opportunity to review the proposed materials and submit feedback.

The Board must approve library materials before purchasing and making them available to students. Administration recommends approval of the proposed library book purchases as presented.

Administration's Recommendation: Approve the list of library books for purchase as presented.

Agenda Item Presented By: Sherry Scruggs

Board Approval Required:

- ☑ Yes
- ☐ No

Book Acquisition Previews: Timpson ISD

Title	Author	Level	Public Posting Date
Fighting Ground	Edward Irving Wortis (AVI)	6th-8th	9/16/2026
Harry Potter The Tales of Beedle the Bard	J.K. Rowling	5th-8th	9/21/2026
Harry Potter and the Cursed Child Parts 1 & 2 (play script)	J.K. Rowling	5th-8th	9/21/2026
How to Catch a Snowman	Adam Wallace	K-5th	10/14/26
How to Catch a Witch	Adam Wallace	K-5th	10/14/26
There Was an Old Lady Who Swallowed a Shark	Lucille Collandro	K-5th	10/14/26
Wings of Fire: Legends: Dragonslayer	Tui T. Sutherland	K-5th	10/14/26
Wings of Fire: The Winglets Quartet	Tui T. Sutherland	K-5th	10/14/26
Press Start: Game Over, Super Rabbit Boy	Thomas Flintham	K-5th	10/14/26
Press Start: Super Rabbit Boy Powers Up	Thomas Flintham	K-5th	10/14/26
Press Start: Super Rabbit Racers	Thomas Flintham	K-5th	10/14/26
Press Start: Super Rabiit Boy vs. Super Rabbit Boss	Thomas Flintham	K-5th	10/14/26
Press Start: Super Rabbit Boy Blasts Off	thomas Flintham	K-5th	10/14/26
Dragon Masters: Saving the Sun Dragon	Tracey West	K-5th	10/14/26
Dragon Masters: Secret of the Water Dragon	Tracey West	K-5th	10/14/26
Dragon Masters: Power of the Fire Dragon	Tracey West	K-5th	10/14/26
Dragon Masters: Song of the Poison Dragon	Tracey West	K-5th	10/14/26
Unicorn Diaries: Bo's Magical New Friend	Rebecca Elliott	K-5th	10/14/26
Unicorn Diaries: Bo and the Dragon-Pup	Rebecca Elliott	K-5th	10/14/26
Unicorn Diaries: Bo the Brave	Rebecca Elliott	K-5th	10/14/26
Unicorn Diaries: The Goblin Princess	Rebecca Elliott	K-5th	10/14/26
Unicorn Diaries: Bo and the Merbaby	Rebecca Elliott	K-5th	10/14/26
Pets Rule: My Kingdom of Darkness	Susan Tan	K-5th	10/14/26
Pets Rule: The Poodle of Doom	Susan Tan	K-5th	10/14/26
Pets Rule: Kittens Are Monsters	Susan Tan	K-5th	10/14/26
Pets Rule: The Rise of the Goldfish	Susan Tan	K-5th	10/14/26
Pets Rule: Invsion of the Pugs	Susan Tan	K-5th	10/14/26
I Spy a Butterfly	Jean Marzollo	K-5th	10/14/26
I Spy a Dinosaur's Eye	Jean Marzollo	K-5th	10/14/26
I Spy a Rain Forest	Jean Marzollo	K-5th	10/14/26
I Spy a Pumpkin	Jean Marzollo	K-5th	10/14/26
I Spy a Scary Monster	Jean Marzollo	K-5th	10/14/26
I Spy a Skeleton	Jean Marzollo	K-5th	10/14/26
I Spy an Apple	Jean Marzollo	K-5th	10/14/26

	I Spy an Egg in a Nest	Jean Marzollo	K-5th	10/14/26
	I Spy Animals	Jean Marzollo	K-5th	10/14/26
	I Spy Funny Teeth	Jean Marzollo	K-5th	10/14/26
	I Spy Letters	Jean Marzollo	K-5th	10/14/26
	I Spy Lightning in the Sky	Jean Marzollo	K-5th	10/14/26
	I Spy a Candy Cane	Jean Marzollo	K-5th	10/14/26
	I Spy Christmas Treats	Jean Marzollo	K-5th	10/14/26
	I Spy Merry Christmas	Jean Marzollo	K-5th	10/14/26
	I Spy Numbers	Jean Marzollo	K-5th	10/14/26
	Bad Guys TV Chapter Book: Best of the Worst	Maria S. Barbo	K-5th	10/14/26
	Bad Guys TV Chapter Book: Moving on Up	Maria S. Barbo	K-5th	10/14/26
	Bad Guys TV Chapter Book: Crime After Crime	Maria S. Barbo	K-5th	10/14/26
	Beware of Sleeping Pixies	Scott Stuart	K-5th	10/14/26
	Cara the Shimmer Wings Capybara	Emma Young	K-5th	10/14/26
	The Day the Mac 'N' Cheese Ran Out	Swapna Haddow	K-5th	10/14/26
	Dog vs. Unicorn	Maggie P. Chang	K-5th	10/14/26
	Don't Get Eaten	Scott Stuart	K-5th	10/14/26
	The Funniest Animal Joke Book Ever	Alan Katz	K-5th	10/14/26
	Glitch	Ash Wu	K-5th	10/14/26
	How to Impress a Sea Monster	Scott Stuart	K-5th	10/14/26
	Jasmine the Shimmer Dragon	Maddy Mars	K-5th	10/14/26
	Journey Through the Waterfall	Payal Doshi	K-5th	10/14/26
	Karen's Home Run	Ann M. Martin	K-5th	10/14/26
	Layla the Water Lily Dragon	Maddy Mars	K-5th	10/14/26
	The Legend of Chcolate Hills	Geronimo Stilton	K-5th	10/14/26
	Lost in the Crystal Caves	Payal Doshi	K-5th	10/14/26
	The Mystery of the Lost Cape	Swapna Haddow	K-5th	10/14/26
	Pokemon Type Guide: Fire Types/Grass Types	Simcha Whitehill	K-5th	10/14/26
	Pokemon: Head-To-Head	Simcha Whitehill	K-5th	10/14/26
	Race to the Floating Islands	Payal Doshi	K-5th	10/14/26
	Roblox: Rat Attack	Ari Avatar	K-5th	10/14/26
	Rescue on the Mountain	Payal Doshi	K-5th	10/14/26
	Royal School for Roblox Princesses: Surprise Pets	Eliana Avatar	K-5th	10/14/26
	Royal School for Roblox Princesses: Surprise Pets	Eliana Avatar	K-5th	10/14/26
	Selena the Sunflower Dragon	Maddy Mars	K-5th	10/14/26
	Sharknado Warning	Maddy Mara	K-5th	10/14/26
	The Blue Island Thief	Geronimo Stilton	K-5th	10/14/26

	Tiger Terror	Maddy Mara	K-5th	10/14/26
	Berenstain Bears: Class Trip	Jan & Stan Berenstain	K-5th	10/14/26
	Berenstain Bears: The Shaggy Little Pony	Jan & Stan Berenstain	K-5th	10/14/26
	Chicken in Charge	Adam Lehrhaupt	K-5th	10/14/26
	Chicken Said, "Cluck"	Judyann Grant	K-5th	10/14/26
	Clifford the Champion	Norman Bridwell	K-5th	10/14/26
	Clifford's First School Day	Norman Bridwell	K-5th	10/14/26
	Colorful Leaves	Maria Fleming	K-5th	10/14/26
	Crankenstein Valentine	Samantha Berger	K-5th	10/14/26
	Digger the Dinosaur	Rebecca Dotlich	K-5th	10/14/26
	Digger the Dinosaur and the Cake Mistake	Rebecca Dotlich	K-5th	10/14/26
	Dixie and the School Trip	Grace Gilman	K-5th	10/14/26
	Don't Call Me Bear	Aaron Blabey	K-5th	10/14/26
	Eraser	Anna Kang	K-5th	10/14/26
	Explorers of the Wild	Cale Atkinson	K-5th	10/14/26
	Fluffy McWhiskers Cuteness Explosion	Stephen W. Martin	K-5th	10/14/26
	From Acorn to Oak Tree	Emma Carlson Berne	K-5th	10/14/26
	Garden Day	Candace Ransom	K-5th	10/14/26
	Hattie and the Fox	Mem Fox	K-5th	10/14/26
	I'm Growing	Aliki	K-5th	10/14/26
	Is that My Cat?	Jonathan Allen	K-5th	10/14/26
	It's Pumpkin Day, Mouse	Laura Numeroff	K-5th	10/14/26
	Just an Adventure at Sea	Mercer Mayer	K-5th	10/14/26
	K is for Kissing a Cool Kangaroo	Giles Andreae	K-5th	10/14/26
	King & Kayla an dthe Case of the Missing Dog Treats	Dori Hillestad Butler	K-5th	10/14/26
	Little Elliot, Big Family	Mike Curato	K-5th	10/14/26
	The Littlest Pilgrim	Brandi Dougherty	K-5th	10/14/26
	Llama Llama Loose Tooth Drama	Anna Dewdney	K-5th	10/14/26
	Look, a Shark!	Tessa Kenan	K-5th	10/14/26
	Madeline Finn and the Library Dog	Lisa Papp	K-5th	10/14/26
	The Magic Rabbit	Annette Cate	K-5th	10/14/26
	Otter: Oh No, Bath Time!	Samuel Garton	K-5th	10/14/26
	Paddington Sets Sail	Michael Bond	K-5th	10/14/26
	Party Hearty Kitty-Corn	Shannon Hale	K-5th	10/14/26
	Pete the Cat: Scuba Cat	James Dean	K-5th	10/14/26
	Perfect Sqare	Michael Hall	K-5th	10/14/26
	Pirates Love Underpants	Claire Freedman	K-5th	10/14/26

	Ready, Freddy: Caterpillars on the Move	Abby Klein	K-5th	10/14/26
	Robin Hill School: Martin Luther King Jr. Day	Margaret McNamara	K-5th	10/14/26
	Shark Detective	Jessica Olien	K-5th	10/14/26
	Sleepy Sheepy	Lucy Ruth Cummins	K-5th	10/14/26
	Splat the Cat: I Scream for Ice Cream	Rob Scotton	K-5th	10/14/26
	Spring Smiles	Kallie George	K-5th	10/14/26
	Tracks in the Snow	Wong Herbert Yee	K-5th	10/14/26
	Trick or Treat, Crankenstein	Samantha Berger	K-5th	10/14/26
	The Very Lazy Ladybug	Isabel Finn	K-5th	10/14/26
	We Don't Eat Our Classmates	Ryan T. Higgins	K-5th	10/14/26
	We're Going on a Bear Hunt	Michael Rosen	K-5th	10/14/26
	Whales Passing	Eve Bunting	K-5th	10/14/26
	All books in yellow were posted on our Parent Portal Webpage for the required 30 days, beginning 8/19/26			

Board of Trustees
Agenda Item Background

Meeting Date: November 10, 2026

Agenda Item Subject: Consider and Take Possible Action to Approve the District Improvement Plan

Agenda Placement:

- ☐ **Consent Agenda**
- ☑ **Action Item**
- ☐ **Information Item**
- ☐ **Public Hearing/Workshop**

Background Information:

Per Timpson ISD Board Policy BQ (LEGAL), the district must develop, evaluate, and revise its District Improvement Plan annually. The superintendent develops the plan with assistance from the district-level committee, and it guides efforts to improve student performance across all student groups to meet state academic standards.

The District Improvement Plan outlines the district's goals, strategies, and priorities for continuous improvement and is presented to the Board for review and approval.

Administration's Recommendation:
Approve the District Improvement Plan as presented

Agenda Item Presented By: Sherry Scruggs

Board Approval Required:

- ☑ Yes
- ☐ No

Timpson ISD 2026-2027

District/Campus Improvement Plan

2026-2027 School Year

District Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Everitt, Dr. Terry	Superintendent	Timpson ISD	
Scruggs, Sherry	Executive Director	Timpson ISD	
Masterson, Lee Ann	Elementary Principal	Timpson ISD	
Nickleberry, Chris	High School Principal	Timpson ISD	
Latham, Bryant	Middle School Principal	Timpson ISD	
Gandy, Bradley	HS Assistant Principal	Timpson ISD	5-2027
Leigeber, Jennifer	High School Teacher	Timpson ISD	5-2028
Kirk, Lauren	High School Teacher	Timpson ISD	5-2028
Bruister, Kim; Duke, Gina	Middle School Teachers	Timpson ISD	5-2027
Sanford, Kelli	Middle School Counselor	Timpson ISD	5-2028
Williams, Lynne	Elementary School Counselor	Timpson ISD	5-2027
Mince, Ashley	Elementary Teacher	Timpson ISD	5-2028
Bridges, Kyle	Community Representative	Timpson ISD	5-2027
Mackey, Rhona	Community Representative	Timpson ISD	5-2028
Connell, Robin	Business Representative	Timpson ISD	5-2027
Gutermuth, Stephanie	Parent	Timpson ISD	5-2027
Chimney, Krystal	Parent	Timpson ISD	5-2027
Cochran, Caitlyn	Parent	Timpson ISD	5-2027
Bass, Lisa	EB/ESL/Migrant Coordinator	Timpson ISD	
Cagle, Railey	Business Mangager/Federal Programs	Timpson ISD	
Ward, Kaela	Special Programs Director	Timpson ISD	

Names of People Responsible For Implementation

Name	Title	Campus / District
Everitt, Dr. Terry	Superintendent	Timpson ISD
Scruggs, Sherry	Executive Director of Curriculum/Instruction	Timpson ISD
Ward, Kaela	Special Services	Timpson ISD
Ward, Kaela	Homeless Liaison	Timpson ISD
Masterson, Lee Ann	Elementary Principal	Timpson ISD
Latham, Bryant	Middle School Principal	Timpson ISD
Nickleberry, Chris	High School Principal	Timpson ISD
Gandy, Bradley	HS Assistant Principal	Timpson ISD
Hightower, Vicki	PEIMS Support	Timpson ISD
Metcalf, Charlotte	HS Counselor	Timpson ISD
Williams, Lynn; Sanford, Kelli	Elementary/Middle School Counselor	Timpson ISD
Johnson, Jacquelyn	School Nurse	Timpson ISD
Derrick, Holly	Reading/Library Teacher	Timpson ISD
Hernandez, Nelly	PK3 Teacher	Timpson ISD
Wilkinson, Kayla	PK3 Aide	Timpson ISD
Ramsy, Penny; Hill, Amberle	PK4 Teachers	Timpson ISD
Ramsey, Summer	PK4 Aide	Timpson ISD
Thomas, C.; Fitzgerald, L.; Hill, S.	Kindergarten Teachers	Timpson ISD
Bolton, S.; Williams, B.; Eaves, H.	1st Grade Teachers	Timpson ISD
Mince, A.; Wallace, K; Golden, K.	2nd Grade Teachers	Timpson ISD
Ivins, Betty	Accountabilty/Truancy	Timpson ISD
Flournoy, Dale	PEIMS Coordinator	Timpson ISD
Cagle, Railey	CFO/Business Manager	Timpson ISD
Searcy, Staci	Business Office	Timpson ISD

Names of People Responsible For Implementation

Name	Title	Campus / District
Midkiff, Mandy	3rd Grade Teacher	Timpson ISD
Williams, Thelma	3rd Grade Teacher	Timpson ISD
Nickleberry, Jennifer	3rd Grade Teacher	Timpson ISD
Wagstaff, Stefanie	4th Grade Teacher	Timpson ISD
Matthews, Jennifer	4th Grade Teacher	Timpson ISD
Pierce, Kellie	4th Grade Teacher	Timpson ISD
Driver, Daniel	5th Grade Teacher	Timpson ISD
Eddins, Sarah	5th Grade Teacher	Timpson ISD
Roberts, Donnice	5th Grade Teacher	Timpson ISD
Welch, Kendra	6th ELAR Teacher	Timpson ISD
Lusk, Lee Ann	8th ELAR Teacher	Timpson ISD
Sanford, Kelli	7th ELAR Teacher	Timpson ISD
Duke, Gina	6th-8th Math Lab Teacher	Timpson ISD
Patton, Sherae; Tonnies, C.	6th/7th Math Teachers	Timpson ISD
Bruister, Kimberly	8th Math Teacher	Timpson ISD
Moore, Chris	7th/8th Social Studies Teacher	Timpson ISD
Youngblood, D.	8th Science Teacher	Timpson ISD
Patterson, G.; Sanford, M.	6th/7th Science/Social Studies Teacher	Timpson ISD
Franklin, Pam	HS ELA Teacher	Timpson ISD
Gafford, Laura	HS ELA Teacher	Timpson ISD
Solomon, Kristan	HS ELA Teacher	Timpson ISD
Munday, Maehala	HS Math Teacher	Timpson ISD
Tomlinson, Suzanne	HS Math Teacher	Timpson ISD
Kirk, Lauren	HS Math Teacher	Timpson ISD

Names of People Responsible For Implementation

Name	Title	Campus / District
Gandy, Lacey	HS Science Teacher	Timpson ISD
Leigeber, Jennifer	HS Science Teacher	Timpson ISD
Westbrook, Reed	HS Social Studies Teacher	Timpson ISD
Lawrence, Chad	HS Social Studies Teacher	Timpson ISD
McCauley, Penny	CTE Business Teacher	Timpson ISD
Ramsey, April; Ham, Rebecca	CTE Ag Teachers	Timpson ISD
Castillo, Carmen	CTE Teacher	Timpson ISD
Harbison, Jayme	CTE Teacher	Timpson ISD
Harrison, Robert	CTE Ag Teacher	Timpson ISD
Richardson, Verrnett	Dual Credit/MS CTE	Timpson ISD
Drake, Roy	Dual Credit/MS CTE	Timpson ISD
Milo, Maria	Spanish Teacher	Timpson ISD
Bass, Lisa	ESL Teacher	Timpson ISD
Burns, Teresa; Jousan, Kristin	Dyslexia Teachers	Timpson ISD
Ramsey, April	Reading Lab Interventionist	Timpson ISD
Hunt, Maureen	Reading Intervention Aide	Timpson ISD
Johnson, Syreeta	Math Lab Interventionist	Timpson ISD
Osby, Teresa; Handy, Jamela	Math Intervention Aides	Timpson ISD
Wilkinson, Deborah	Special Education Teacher	Timpson ISD
Hroncich, Katie	Elementary Special Education Teacher	Timpson ISD
Nichols, Jenny; Iles, Elizabeth	Elementary Special Education Teachers	Timpson ISD
	Special Education Aide	Timpson ISD
Cooper, Charlene	Special Education Aide	Timpson ISD
Markland, Jeffrey	6th-8th Special Education Teacher	Timpson ISD

Names of People Responsible For Implementation

Name	Title	Campus / District
Figueroa, A.; Moreland, A.	6th-8th Special Education Aides	Timpson ISD
Patrick, Anne Marie	HS Special Education Teacher	Timpson ISD
Latham, Ashley	HS Special Education Aide	Timpson ISD
Villarreal, Victor; Bruister, R.	DAEP Coordinator; ISS Coordinator	Timpson ISD
Moore, Arri	Band Director	Timpson ISD
Bridwell, Hannah; Wansley, M.	Assistant Band Directors	Timpson ISD
Gandy, Patrick	Athletic Director	Timpson ISD
Bruister, Richard	Girls Coordinator	Timpson ISD
Villarreal, Victor	DAEP Coordinator/P.E. Teacher/Coach	Timpson ISD
Hudspeth, Taylor	Physical Education Teacher	Timpson ISD
Burgay, Chandler; Courtney, Braden	Physical Education Teacher/Coach	Timpson ISD

STAAR

Grade: **3rd-12th** **All Subjects** 100%

	2019	2021	2022	2023	2024	2025	2026	2027
All Students	**77.00**	**64.00**	**67.00**	**71.00**	**72.00**	77.00	83.00	**100.00**
African American	**61.00**	**46.00**	**50.00**	**55.00**	**55.00**	63.00	73.00	**100.00**
Economically Disadvantaged	**72.00**	**57.00**	**61.00**	**66.00**	**65.00**	72.00	79.00	**100.00**
Emergent Bilingual/English Learners	**84.00**	**61.00**	**70.00**	**78.00**	**74.00**	72.00	75.00	**100.00**
Hispanic	**77.00**	**62.00**	**74.00**	**78.00**	**76.00**	78.00	79.00	**100.00**
Special Education	**43.00**	**35.00**	**29.00**	**39.00**	**41.00**	44.00	50.00	**100.00**
Two or More Races	**85.00**	**69.00**	**81.00**	**69.00**	**73.00**	74.00	91.00	**100.00**
White	**83.00**	**73.00**	**72.00**	**77.00**	**78.00**	83.00	86.00	**100.00**

Grade: **3rd-12th** **STAAR ELA/Reading** 100%

	2019	2021	2022	2023	2024	2025	2026	2027
All Students	**73.00**	**65.00**	**67.00**	**71.00**	**85.50**	80.00	83.00	**100.00**
African American	**57.00**	**47.00**	**49.00**	**53.00**	**76.50**	64.00	73.00	**100.00**
Economically Disadvantaged	**67.00**	**57.00**	**60.00**	**64.00**	**82.00**	76.00	80.00	**100.00**
Emergent Bilingual/English Learners	**84.00**	**63.00**	**69.00**	**74.00**	**87.00**	69.00	72.00	**100.00**
Hispanic	**75.00**	**66.00**	**72.00**	**76.00**	**88.00**	84.00	80.00	**100.00**
Special Education	**37.00**	**37.00**	**22.00**	**37.00**	**68.50**	44.00	40.00	**100.00**
Two or More Races	**85.00**	**77.00**	**75.00**	**65.00**	**82.50**	70.00	100.00	**100.00**
White	**79.00**	**72.00**	**73.00**	**79.00**	**89.50**	86.00	85.00	**100.00**

STAAR

Grade: **3rd-12th** **STAAR Mathematics** 100%

	2019	2021	2022	2023	2024	2025	2026	2027
All Students	**87.00**	**70.00**	**71.00**	**75.00**	**72.00**	76.00	82.00	**100.00**
African American	**74.00**	**44.00**	**59.00**	**61.00**	**55.00**	64.00	69.00	**100.00**
Economically Disadvantaged	**84.00**	**63.00**	**67.00**	**69.00**	**68.00**	69.00	79.00	**100.00**
Emergent Bilingual/English Learners	**96.00**	**73.00**	**79.00**	**89.00**	**79.00**	80.00	81.00	**100.00**
Hispanic	**94.00**	**74.00**	**85.00**	**84.00**	**81.00**	79.00	82.00	**100.00**
Special Education	**60.00**	**39.00**	**30.00**	**45.00**	**38.00**	43.00	58.00	**100.00**
Two or More Races	**92.00**	**73.00**	**80.00**	**92.00**	**71.00**	77.00	93.00	**100.00**
White	**90.00**	**80.00**	**72.00**	**78.00**	**79.00**	79.00	86.00	**100.00**

Grade: **5th-8th - 12th** **STAAR Science** 100%

	2019	2021	2022	2023	2024	2025	2026	2027
All Students	**79.00**	**64.00**	**63.00**	**70.00**	**74.00**	74.00	88.00	**100.00**
African American	**52.00**	**55.00**	**38.00**	**54.00**	**56.00**	55.00	92.00	**100.00**
Economically Disadvantaged	**77.00**	**56.00**	**57.00**	**66.00**	**63.00**	66.00	85.00	**100.00**
Emergent Bilingual/English Learners	**100.00**	**33.00**	**56.00**	**100.00**	*	60.00	71.00	**100.00**
Hispanic	**78.00**	**58.00**	**64.00**	**91.00**	**78.00**	68.00	72.00	**100.00**
Special Education	**50.00**	**33.00**	**29.00**	**35.00**	**28.00**	47.00	70.00	**100.00**
Two or More Races	**100.00**	**60.00**	**0.00**	**50.00**	**86.00**	100.00	100.00	**100.00**
White	**89.00**	**70.00**	**78.00**	**73.00**	**79.00**	83.00	92.00	**100.00**

STAAR

Grade: **8th-12th** **STAAR Social Studies** 100%

	2019	2021	2022	2023	2024	2025	2026	2027
All Students	**71.00**	**61.00**	**62.00**	**64.00**	**63.00**	77.00	78.00	**100.00**
African American	**63.00**	**52.00**	**47.00**	**48.00**	**58.00**	68.00	67.00	**100.00**
Economically Disadvantaged	**65.00**	**57.00**	**55.00**	**60.00**	**52.00**	70.00	70.00	**100.00**
Emergent Bilingual/English Learners	**29.00**	**40.00**	**0.00**	**44.00**	*	75.00	67.00	**100.00**
Hispanic	**54.00**	**44.00**	**63.00**	**53.00**	**88.00**	72.00	71.00	**100.00**
Special Education	**33.00**	**17.00**	**55.00**	**33.00**	**43.00**	40.00	38.00	**100.00**
Two or More Races	**83.00**	**40.00**	**0.00**	**57.00**	**40.00**	60.00	40.00	**100.00**
White	**79.00**	**74.00**	**64.00**	**75.00**	**63.00**	84.00	84.00	**100.00**

About Timpson ISD

Grade Span:
PK – 12

Enrollment:
718

Accountability Ratings:
2026 State Accountability Rating

Overall Accountability Rating: B (85)

Student Achievement Rating: B (82)
School Progress Rating: B (83)
Academic Growth Rating: C (70)
Relative Performance Rating: B (83)
Closing the Gaps Rating: A (91)

*Distinction Designations:
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25%: Comparative Closing the Gaps

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (07/31/2018) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment – (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
   a. Includes academic achievement of students.
   b. Needs of students who are failing, or are at-risk of failing, to meet State academic standards.
   c. Barriers for educators, students, and parents.

2. Prepare a comprehensive schoolwide plan – (SWP CIP) Campus Improvement Plan. (Section 1114(b))
   a. Provide opportunities for all children to meet the challenging state academic standards.
   b. Use instructional strategies that strengthen the academic program in the school.
   c. Increase the amount and quality of learning time.
   d. Provide enriched and accelerated curriculum.
   e. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
   f. Includes the involvement of parents, community members, teachers, principals, other school leaders, paraprofessionals, administrators, to the extent feasible, tribes and tribal organizations, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and students.
   g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct an annual evaluation the schoolwide plan – (SWP EPE) Evaluation of Program Effectiveness. (Section 1116(b)(3))
   a. Regular monitoring and revision as necessary based on student needs.
   b. Ensure all students are provided opportunities to meet the State academic standards.

Federal Requirements - Schoolwide Program Elements

Timpson ISD operates a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the District Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).

* Timpson ISD reviewed/revised the CNA in 2026.
  - Goal #2: District/Campus Performance Objectives Strategy
  - Goal #2: Foundation Program Strategy

* Prepare a comprehensive Schoolwide Plan (SWP CIP).
* The plan was reviewed in July 2026 by Chris Nickleberry, Secondary Principal; Bryant Latham, Middle School Principal; Lee Ann Masterson, Elementary Principal; Betty Ivins, Accountability; Kaela Ward, Special Education Director; Sherry Scruggs, Executive Director of Curriculum and Instruction; and Dr. Terry Everitt, Superintendent.
  - Goal #1: Parent and Family Engagement Strategy
  - Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
  - Goal #2: Foundation Program Strategy
  - Goal #2: Early Intervention Program Strategy
  - Goal #2: Accelerated Instruction Strategy
  - Goal #3: Dropout Prevention Strategy
  - Goal #4: Career Guidance and Counseling Strategy
  - Goal #4: Career and Technical Education Strategy
  - Goal #5: Professional Development Program Strategy
  - Goal #5: Recruitment and Retention Initiatives Strategy
  - Goal #6: Technology Integrated Curriculum Strategy
  - Goal #7: Safe Schools Initiatives Strategy
  - Goal #7: Counseling Responsive Services Strategy

* Conduct an annual Evaluation of Program Effectiveness (SWP EPE).
* Timpson ISD evaluated/revised the schoolwide plan in 2026.
  - Goal #2: Accelerated Instruction Strategy / Evaluation of Program Effectiveness Activity
  - Goal #5: Evaluation of Professional Development Program Strategy
  - Goal #6: Evaluation of Technology Program Strategy

Timpson ISD Comprehensive Needs Assessment (CNA)

CNA Process:

The district holds quarterly advisory board meetings comprised of teacher, community members, business owners, parents, and community leaders to discuss and identify the state of the district and devise goals for the future. The campuses use teachers and staff meetings to conduct needs assessment. The campuses also use parental meetings with parents two times per year with each student and his or her parents to identify needs.

The CNA was reviewed and revised in 2026.

Areas of Concern:

I. Demographics:

The Superintendent and Admin Team are responsible for monitoring and evaluating this area. This area is reviewed biannually.

A. Data Sources Reviewed:
   1. Daily attendance
   2. Enrollment
   3. Mobility/stability
   4. Socioeconomic status
   5. Special programs participation
   6. Participation in collegiate and technical programs

B. Summary of Strengths:
   1. Individual meetings twice a year
   2. Input from multiple stakeholders

C. Summary of Weaknesses/Needs:
   1. Could meet more times per year on a more scheduled timeframe

D. Prioritized Needs:
   1. Increase performance of STAAR ELA Meets and STAAR Math Masters
   2. Increase attendance
   3. Improve UIL Academics

4. Enhance CTE and Collegiate programs

E. Possible Actions:
   1. Additional personnel
   2. Incentive Pay Program
   3. Appropriate systems put into place

II. Parent and Community Involvement:

Biannually reviewed by the Superintendent and Admin Team.

A. Data Sources Reviewed:
   1. Parental involvement including available opportunities and activities
   2. Frequency of information disseminated
   3. Types of community partnerships
   4. Parental meetings

B. Summary of Strengths:
   1. Regular meetings
   2. Parent and student support meetings

C. Summary of Weaknesses/Needs:
   1. Could use other and technology related gathering tools

D. Prioritized Needs:
   1. Enhance Collegiate Program
   2. Generate more student for the district

E. Possible Actions:
   1. Enhance offerings
   2. Advertising and promotion of programs

III. Student Achievement, Curriculum, Instruction, and Assessment:

The Superintendent and Admin Team are responsible for monitoring and evaluating this area. This area is reviewed monthly, biannually, and as plans are developed.

A. Data Sources Reviewed:
   1. Academic performance
      a. Report card grades
      b. student work
      c. benchmarks
      d. STAAR tests
   2. Completion rates
      a. Promotion rates
      b. Retention rates
      c. Dropout rates
   3. Post-secondary
      a. Number of students attending post-secondary schools
      b. Number of students accepted in the armed forces
   4. Instructional programs
      a. Monitoring, evaluating, and modifying programs
      b. Maximizing student engagement and learning
   5. Instructional materials
      a. Amount of textbooks
      b. Supplemental resources
   6. Available professional and paraprofessional staff

B. Summary of Strengths:
   1. Math in K – 12 is strongly supported by State scores
   2. ACT Collage-Ready Reading
   3. TSI Compliance – Math and ELA
   4. College opportunities

C. Summary of Weaknesses/Needs:
   1. Need to continue to improve Reading & math scores
   2. Math ACT scores
   3. Reading state STAAR scores
   4. Collegiate success number to increase
   5. Learning Loss due to COVID-19

CI. Prioritized Needs:
   1. ELA personnel
   2. Dyslexia enhancement
   3. Mitigate Learning Loss

CII. Possible Actions:
   1. Hiring ELA positions
   2. Provide evidence-based activities including intervention, after school tutorials, Saturday school, and summer school

IV. Staff Quality, Professional Development, Recruitment, and Retention:

The Superintendent and Admin Team reviews monthly.

A. Data Sources Reviewed:
   1. Certified status of personnel
   2. Number of staff specialists and counselors
   3. Professional development opportunities and resources
   4. Staff demographics
   5. School administrators – Number and experience
   6. Recruitment and retention strategies

B. Summary of Strengths:
   1. Experience
   2. Low turnover
   3. Training that employees are currently seeking to enable teaching college level courses

C. Summary of Weaknesses/Needs:
   1. ELA personnel needed
   2. Extra Dyslexia
   3. Entrance college level teaching credentials
   4. Retain fully certified staff and continue to employ existing staff

D. Prioritized Needs:
   1. ELA and Dyslexia teachers
   2. College teaching personnel
   3. Technology
   4. UIL Academic as an area to focus for additional training and/or personnel
   5. Retain fully certified staff and continue to employ existing staff

E. Possible Actions:
   1. Hire ELA teacher and Technology Director
   2. Continue training personnel
   3. Hire help with Secondary Dyslexia
   4. Offer retention stipends

V. Technology:

Reviewed monthly by Superintendent and Admin Team.

A. Data Sources Reviewed:
   1. Amount and quality of equipment, software, etc.
   2. Extent to which teachers integrate technology into instruction
   3. Type of computer systems available
   4. Up to date/out of date hardware and software
   5. Barriers preventing effective use of technology
   6. Technology professional development opportunities

B. Summary of Strengths:
   1. New equipment in facilities
   2. New programs

C. Summary of Weaknesses/Needs:
   1. Personnel
   2. Provide more information
   3. Additional educational technology in response to COVID-19

D. Prioritized Needs:
   1. Work to ensure more staff proficiency
   2. Additional educational technology in response to COVID-19

E. Possible Actions:
   1. Personnel
   2. Agreement/Partnership with outside companies
   3. Purchase educational technology to mitigate learning loss due to the COVID-19 pandemic

VI. School Context, Organization, Culture, and Climate:

Reviewed monthly and annually by the Superintendent and Admin Team.

A. Data Sources Reviewed:
   1. Average class size.
   2. School climate
      a. Quality of student-teacher relationships
      b. Student attitudes toward school
      c. Teacher job satisfaction
   3. Student discipline and behaviors
      a. Discipline referrals
      b. Suspensions
      c. Expulsion
      d. Attendance
      e. Tardiness
   4. Extracurricular activities and clubs
   5. Classroom management and organization

B. Summary of Strengths:

C. Summary of Weaknesses/Needs:
   1. Mental health and support services to address the social, emotional, and mental health needs of all students
   2. Minimize the spread of infectious diseases and reduce exposure to environmental health hazards in response to the COVID-19 pandemic

D. Prioritized Needs:
   1. Mental health and support services
   2. Minimize the spread of infectious diseases and reduce exposure to environmental health hazards in response to the COVID-19 pandemic

E. Possible Actions:
   1. Provide Counseling and SEL services to all students
   2. Contract Janitorial services to sanitize and clean the facilities

Timpson ISD
#210-905

2025-2026
State Compensatory Education Evaluation

Prekindergarten

Primary Objective(s)

Note: Only report At-Risk and Educationally Disadvantaged students who **participated** in this program.

Grade(s) PK3 - PK4: Promotion to the next grade

		At-Risk			Educationally Disadvantaged		
Campus	**Grade**	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)	PK3	17	17	100%	14	14	100%
	PK4	25	25	100%	21	21	100%

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Class Size Reduction (CSR)

Primary Objective(s)

Note: Only report At-Risk and Educationally Disadvantaged students who **participated** in this program.

Grade(s) K - 2: Promotion to the next grade

		At-Risk			Educationally Disadvantaged		
Campus	**Grade**	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)	K	29	29	100%	31	31	100%
	1	43	42	98%	40	39	98%
	2	36	35	97%	30	29	97%

Grade(s) 3 - 5: Achieve passing scores on the appropriate grade level and subject-area STAAR tests

		At-Risk			Educationally Disadvantaged		
Campus	**Grade**	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)							
Reading Language Arts	3R	30	28	93%	26	24	92%
	4R	24	17	71%	36	29	81%
	5R	35	22	63%	47	33	70%
Math	3M	30	28	93%	26	25	96%
	4M	24	9	38%	36	21	58%
	5M	35	18	51%	47	27	57%
Science	5S	35	20	57%	47	32	68%

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ESL Intervention

Primary Objective(s)

Note: Only report At-Risk and Educationally Disadvantaged students who **participated** in this program.

Grade(s) 3 - 5: Achieve passing scores on the appropriate grade level and subject-area STAAR tests

		At-Risk			Educationally Disadvantaged		
Campus	**Grade**	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)							
Reading Language Arts	3R	8	7	88%	7	6	86%
	4R	7	5	71%	8	5	63%
	5R	5	3	60%	5	3	60%
Math	3M	8	8	100%	7	7	100%
	4M	7	4	57%	8	4	50%
	5M	5	3	60%	5	3	60%
Science	5S	5	3	60%	5	3	60%

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Tutorials
(After School and Extended Week)

Primary Objective(s)

Note: Only report At-Risk and Educationally Disadvantaged students who **participated** in this program.

Grade(s) PK - 2: Promotion to the next grade

		At-Risk			Educationally Disadvantaged		
Campus	**Grade**	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)	PK	5	5	100%	2	2	100%
	K	0			0		
	1	3	3	100%	4	4	100%
	2	8	8	100%	9	9	100%

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Tutorials
(After School and Extended Week)

Primary Objective(s)

Note: Only report At-Risk and Educationally Disadvantaged students who **participated** in this program.

Grade(s) 3 - 8: Achieve passing scores on the appropriate grade-level and subject-area STAAR tests

		At-Risk			Educationally Disadvantaged		
Campus	Grade	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)							
Reading Language Arts	3R	0			0		
	4R	3	3	100%	3	3	100%
	5R	14	11	79%	17	14	82%
	6R	3	2	67%	4	3	75%
	7R	5	4	80%	18	15	83%
	8R	16	10	63%	22	16	73%
Math	3M	0			0		
	4M	11	7	64%	15	8	53%
	5M	14	8	57%	14	7	50%
	6M	3	2	67%	4	3	75%
	7M	5	2	40%	18	10	56%
	8M	16	10	63%	22	16	73%
Science	5S	14	7	50%	17	11	65%
	8S	16	3	19%	22	8	36%
Social Studies	8SS	16	4	25%	22	9	41%

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Tutorials
(After School and Extended Week)

Primary Objective(s)

Note: Only report At-Risk and Educationally Disadvantaged students who **participated** in this program.

Grade(s) 9 - 12: Achieve passing scores on the appropriate subject-area STAAR End of Course Exams

		At-Risk			Educationally Disadvantaged		
Campus	**EOC**	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)	Eng I	17	4	24%	16	4	25%
	Eng II	7	4	57%	8	6	75%
	Alg I	12	6	50%	13	7	54%
	Bio	6	6	100%	9	9	100%
	US Hist	3	2	67%	5	5	100%

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Summer School

Primary Objective(s)

Note: Only report At-Risk and Educationally Disadvantaged students who **participated** in this program.

Grade(s) K - 8: Promotion to the next grade

		At-Risk			Educationally Disadvantaged		
Campus	**Grade**	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)	K	4	4	100%	4	4	100%
	1	10	10	100%	9	9	100%
	2	4	4	100%	2	2	100%
	3	7	7	100%	8	8	100%
	4	13	13	100%	14	14	100%
	5	9	9	100%	8	8	100%
	6	3	3	100%	2	2	100%
	7	5	5	100%	12	12	100%
	8	5	5	100%	7	7	100%

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Summer School

Primary Objective(s)

Note: Only report At-Risk and Educationally Disadvantaged students who **participated** in this program.

Grade(s) 9 - 11: On-time credit accrual

		At-Risk			Educationally Disadvantaged		
Campus	**Grade**	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)	9	3	3	100%	3	3	100%
	10	2	2	100%	2	2	100%
	11	4	4	100%	3	3	100%

Grade(s) 12: Increased high school completion rate

		At-Risk			Educationally Disadvantaged		
Campus	**Grade**	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)	12	1	1	100%	1	1	100%

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Disciplinary Alternative Education Program (DAEP)

Primary Objective(s)

Note: Only report At-Risk and Educationally Disadvantaged students who **participated** in this program.

Grade(s) 4 - 8: Achieve passing scores on the appropriate grade-level and subject-area STAAR tests

		At-Risk			Educationally Disadvantaged		
Campus	**Grade**	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)							
Reading Language Arts	4R	1	1	100%	1	1	100%
	5R	1	1	100%	1	1	100%
	6R	1	1	100%	3	3	100%
	7R	5	4	80%	6	3	50%
	8R	6	5	83%	7	6	86%
Math	4M	1	0	0%	1	0	0%
	5M	1	0	0%	1	0	0%
	6M	1	0	0%	3	2	67%
	7M	5	2	40%	6	3	50%
	8M	6	4	67%	7	5	71%
Science	5S	1	1	100%	1	1	100%
	8S	6	1	17%	7	2	29%
Social Studies	8SS	6	2	33%	7	3	43%

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Disciplinary Alternative Education Program (DAEP)

Primary Objective(s)

Note: Only report At-Risk and Educationally Disadvantaged students who **participated** in this program.

Grade(s) 9 - 12: Achieve passing scores on the appropriate subject-area STAAR End of Course Exams

		At-Risk			Educationally Disadvantaged		
Campus	**EOC**	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)	Eng I	2	0	0%	2	0	0%
	Eng II	4	2	50%	6	4	67%
	Alg I	1	1	100%	1	1	100%
	Bio	2	2	100%	3	3	100%
	US Hist	1	1	100%	5	5	100%

Grade(s) 12: Increased high school completion rate

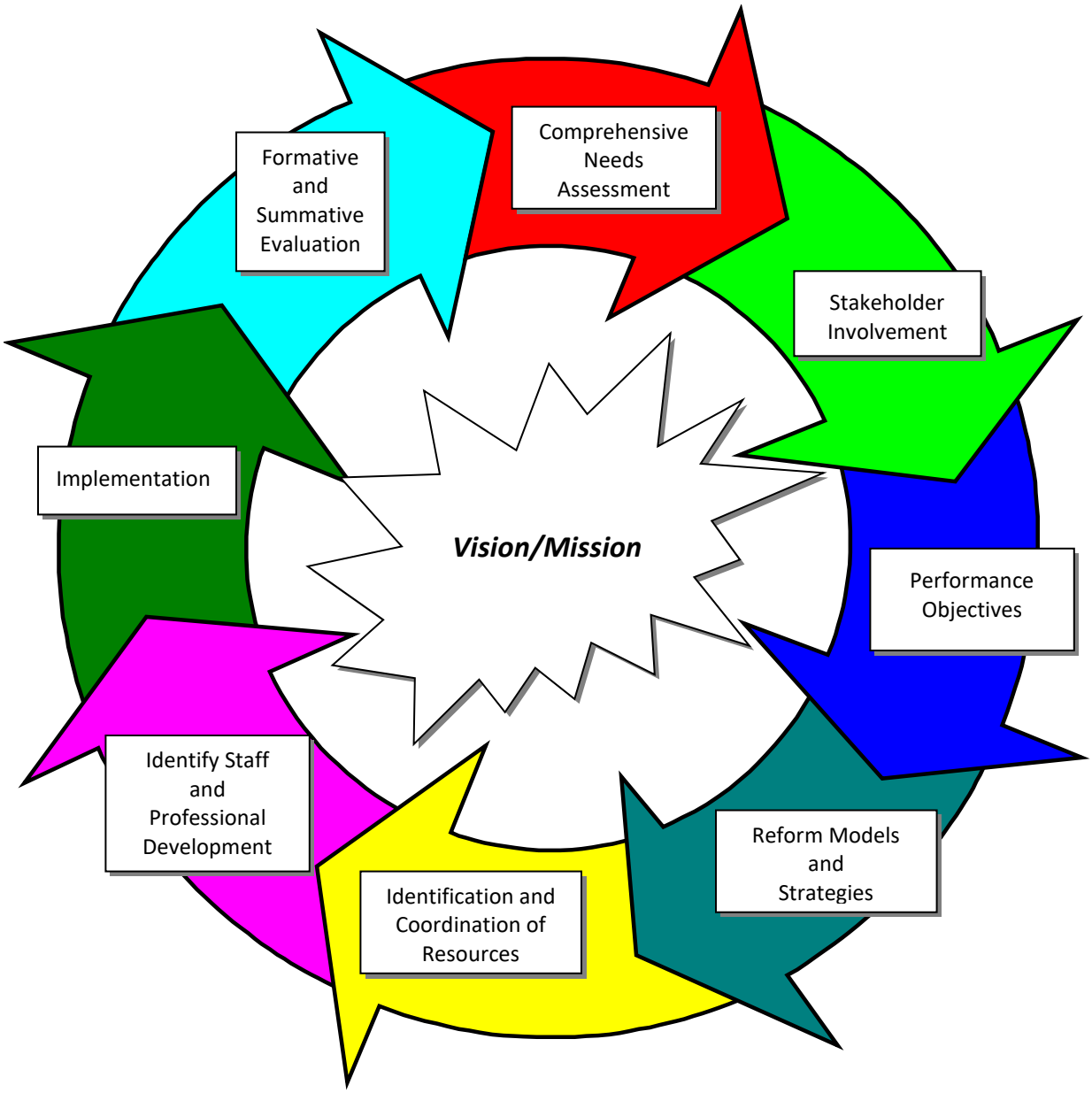
		At-Risk			Educationally Disadvantaged		
Campus	**Grade**	# of Participants	# Meeting Objective	% Accomplished	# of Participants	# Meeting Objective	% Accomplished
Timpson School (#001)	12	1	1	100%	1	1	100%

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Timpson ISD

State Compensatory Education

2026-2027



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Timpson ISD
State Compensatory Education
Annual Comprehensive Needs Assessment Process

State Compensatory Education Goals and Objectives

The **goal** of State Compensatory Education (SCE) is to reduce any disparity in:

- performance on assessment instruments administered under the TEC, Chapter 39, Subchapter B, (State Assessments – STAAR/EOC), and
- the rates of high school completion

between students who are:

- at risk of dropping out of school, as defined in the TEC, §29.081 (State At-Risk or Local At-Risk), and all other school district students.

The **purpose** of the SCE program is to increase academic achievement and reduce the dropout rate for eligible students by providing supplemental programs and services. SCE funds may only be used for costs of programs and/or services that supplement the regular or basic education program (i.e., to add to, to enhance, to expand, to build upon, to increase, to extend, to create something new) with compensatory, intensive, or accelerated instruction.

Student Assessment Process

Timpson ISD conducts an annual student needs assessment that includes collecting, compiling, and analyzing student performance data to identify:

(1) Students who have not made, or are not making, satisfactory academic progress, and

(2) Students with non-academic problems which may inhibit academic success.

The annual student needs assessment is followed by the formative evaluation process that periodically reassesses students' academic performance, identifying and refining the needs assessment process.

TEC Section 29.081. Compensatory, Intensive and Accelerated Instruction. 89th Legislative Session

(a) Each school district shall use the student performance data resulting from the basic skills assessment instruments and achievement tests administered under Subchapter B, Chapter 39, to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to be performing at grade level at the conclusion of the next regular school term.

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Timpson ISD
State Compensatory Education
Annual Comprehensive Needs Assessment Process

SCE Eligibility

SCE funding may only be used for students who meet one or more of the following eligibility criteria:

- **State At-Risk** criteria
- **Educationally Disadvantaged** students
- Enrolled at a **Title I, Part A campus** (based on Title I SW/TA eligibility)
- **Local At-Risk** criteria (approved by School Board)

Title I, Part A Schoolwide Campuses Option:

As Timpson School is Title I, Part A Schoolwide campus, with low-income percentages in excess of 40%, district and campus-level administrators and the District Planning and Decision-Making Committee and the Site-Based Decision-Making Committee retain the right to utilize State Compensatory Education funds in part or in their entirety under the regulations governing Title I, Part A Schoolwide programs.

Educationally Disadvantaged Option:

Any student qualifying as Educationally Disadvantaged (eligible to participate in the national free or reduced-prince lunch program established under 42 U.S.C. Section 1751 et seq), may be served with SCE funds under HB 3 (86th Legislature). Educationally Disadvantaged (Economically Disadvantaged) means eligible for free meals, eligible for reduced price meals, or qualified as other economic disadvantaged (SNAP, TANF, locally developed income survey form (e.g., for PK enrollment, CEP Economic Disadvantaged status). A student's meal status does not designate a student as being "at-risk".

Eligibility Criteria – Students At-Risk of Dropping Out of School:

Students who meet the following criteria are considered to be "students at risk of dropping out of school." These students will participate in SCE programs and services unless the needs of these students are being met through other funding sources. Criteria listed below contain criteria identified in TEC Section 29.081(d), as well as LEA's refinement of these criteria and any local criteria adopted by the local Board of Trustees.

(d) For purposes of this section, "student at risk of dropping out of school" includes each student who:

(1) is under 26 years of age and who:

(A) was not advanced from one grade level to the next for one or more school years;

(B) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

- Grades 7 – 12: End of six/nine weeks/semester/year student grade reports

(C) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

- Grades 3 – 8: State of Texas Assessments of Academic Readiness (STAAR)
- Grades 9 – 12: STAAR End of Course (EOC)

(D) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

- Prekindergarten:
- Kindergarten:
- Grade 1:
- Grade 2:
- Grade 3:

(E) is pregnant or is a parent;

(F) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

(G) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(H) is currently on parole, probation, deferred prosecution, or other conditional release;

(I) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

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(J) is an emergent bilingual student, as defined by TEC Section 29.052;

- Grades PK – 12: Language Assessment System (LAS) Battery

(K) is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

(L) is homeless;

(M) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;

(N) has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code; or

(O) is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548; or

(P) is chronically absent student, as defined by Section 48.009; or

(Q) is required to attend school under Section 25.085, is not exempt under Section 25.086, and fails to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year; or

(2) regardless of the student's age, participates in an adult education program provided under the adult high school charter school program under Subchapter G, Chapter 12.

In keeping with *Texas Education Code Section 29.081. Compensatory, Intensive and Accelerated Instruction* above, the local education agency will identify students performing below grade level in reading (reading in the content area) and mathematics to ensure compliance. Assessment instruments will include those listed above, as well as:

Local Criteria:

- Grade 5: 22:1 student-to-teacher ratio

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Timpson ISD

State Compensatory Education

Annual Comprehensive Needs Assessment Process

Based on the results of the annual needs assessment and continuous formative evaluation results, the district and campus administrators, as well as the Site-Based Decision-Making Committee:

(1) Identify priorities and/or goals to alleviate the identified student needs;

(2) Identify available program(s), services, financial resources and support resources through which services can be delivered;

(3) Identify programs, services, strategies, and activities that need modifications based on formative and summative assessment data;

(4) Determine the strengths and needs of faculty members in meeting the identified student needs;

(5) Design the professional development program to ensure that faculty members receive prerequisite training to meet students' needs;

(6) Enlist parental and community support in meeting identified student needs;

(7) Train parents and community volunteers in methods for assisting students; and

(8) Develop the annual District/Campus Improvement Plan to include a process for ongoing monitoring of program effectiveness and redirection of services as needed.

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Timpson ISD
2026-2027 SCE Programs and Goals

The programs listed below are supplemental to the regular educational program and have been designed to reduce the dropout rate and increase the achievement of students who are Educationally Disadvantaged and/or At-Risk of dropping out of school.

Prekindergarten, Grade(s) PK3 – PK4
Grade(s) PK3 – PK4: Promotion to the next grade

Reading Lab, Grade(s) K – 4
Grade(s) K – 2: Promotion to the next grade
Grade(s) 3 – 4: Achieve passing scores on the appropriate grade-level and STAAR RLA tests

Class Size Reduction (CSR), Grade(s) K – 5
Grade(s) K – 2: Promotion to the next grade
Grade(s) 3 – 5: Achieve passing scores on the appropriate grade-level and subject area STAAR tests

ESL Intervention, Grade(s) 3 – 5
Grade(s) 3 – 5: Achieve passing scores on the appropriate grade-level and subject area STAAR tests

Tutorials (After School and Extended Week), Grade(s) PK – 12
Grade(s) PK – 2: Promotion to the next grade
Grade(s) 3 – 8: Achieve passing scores on the appropriate grade-level and subject-area STAAR tests
Grade(s) 9 – 12: Achieve passing scores on the appropriate subject-area STAAR End of Course Exams
Grade(s) 7 – 12: Reduce or maintain dropout rate
Grade(s) 12: Increase or maintain high school completion rate

Summer School, Grade(s) K – 12
Grade(s) K – 8: Promotion to the next grade
Grade(s) 9 – 11: Credit accrual
Grade(s) 7 – 12: Reduce or maintain dropout rate
Grade(s) 12: Increase or maintain high school completion rate

Disciplinary Alternative Education Program (DAEP), Grade(s) 4 – 12
Grade(s) 4 – 8: Achieve passing scores on the appropriate grade-level and subject-area STAAR tests
Grade(s) 9 – 12: Achieve passing scores on the appropriate subject-area STAAR End of Course Exams
Grade(s) 7 – 12: Reduce or maintain dropout rate
Grade(s) 12: Increase or maintain high school completion rate

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Timpson ISD
2026-2027 SCE Programs
Prekindergarten, Grade(s) PK3 – PK4

Program Eligibility Criteria
Meeting any of the state-adopted criteria for being at risk of dropping out of school [TEC §29.081(d)]

Unable to speak and comprehend English, eligible for free and reduced-price lunch program, homeless, a child of an active-duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, is or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award [TEC 29.153(b)]

Program Description
Prekindergarten students meeting the state-adopted SCE criteria will be provided with a full-day Prekindergarten program. The Prekindergarten teachers and aides will work with students in acquiring prerequisite school readiness skills. These include development in oral language, cognitive awareness, fine and gross motor skills, and physical coordination. The teachers will create developmentally appropriate instruction and consider the students' individual learning styles.

Instructional time will allow for the prerequisite individualized assistance necessary to prepare these students for kindergarten. The PK teacher will consult with the Kindergarten teacher to ensure that coordination and appropriate transition exist between the Prekindergarten and Kindergarten Programs.

The PK staff will participate in professional development training that provides the prerequisite skills for working with students at risk of dropping out of school.

The PK staff will consult with the parents, sharing ideas on how they may assist their children in the acquisition of developmental skills.

Supplemental counseling services are available to students as needed.

Program Resources
<u>Timpson School (#001):</u>
$79,533.35 is allocated for 3 Teachers @ 42% to 44% (1.29 Total FTEs)
$67,405.90 is allocated for 3 Aides at 82% each (2.47 Total FTEs)

Formative Evaluation
End of 6-weeks/9-weeks: Increased mastery of developmental skills including oral language, cognitive, motor and school readiness, as reflected on developmental checklist

Summative Evaluation
Grade(s) PK3 – PK4: Promotion to the next grade

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Timpson ISD
2026-2027 SCE Programs
Reading Lab, Grade(s) K – 4

Program Eligibility Criteria
Meeting any of the state-adopted criteria for being at risk of dropping out of school [TEC §29.081(d)]

Program Description
The Reading Lab aide will be working under the direct supervision of the certified regular education teachers assigned. The aide will provide small groups and individualized assistance to students meeting the state-adopted at-risk criteria. The aide will have assessment data available as a resource tool in determining with which skills students need supplemental assistance. The aide will be apprised of each student's unique learning style so that the instructional assistance is modified as appropriate.

Students will be given opportunities to apply strategies to a variety of practical situations that will enable them to use, practice, and study these skills daily. Emphasis will be placed on integrating decoding and comprehension skills in order that students acquire the skills needed to understand written materials in a meaningful context.

The aide will participate in professional development training that provides skills appropriate for working with students who are at risk of dropping out of school.

Supplemental counseling services are available to students on an as-needed basis.

Program Resources
Timpson School (#001):
$31,936.48 is allocated for 1 Reading Lab Aide @ 73% (0.73 FTE)

Formative Evaluation
End of 6-weeks/9-weeks: Passing report card grades

Summative Evaluation
Grade(s) K – 2: Promotion to the next grade
Grade(s) 3 – 4: Achieve passing scores on the appropriate grade-level and STAAR RLA tests

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Timpson ISD
2026-2027 SCE Programs
Class Size Reduction (CSR), Grade(s) K – 5

Program Eligibility Criteria
Meeting any of the state-adopted criteria for being at risk of dropping out of school [TEC §29.081(d)]

The district may use the SCE allotment to fund costs supplementary to the regular education program to create smaller class sizes for the intended population defined in TEC §29.081(d). CSR staff must be supplementary and cannot be used to meet a district's staffing ratio. Section(s) will be created after enough staff are hired to meet the district and staff guidelines.

Program Description
Due to a reduced pupil: teacher ratio, the teachers will be able to provide small groups and individualized assistance to students identified as at risk of dropping out of school. The teachers will assess each student before his/her placement in appropriate instructional materials and modify instruction as necessary.

The teachers will ensure that each student is working at appropriate software levels and that those levels are modified as necessary using learning styles strategies. The teachers will have other assessment data available as a resource tool in determining with which skills students need supplemental assistance.

The teachers will be provided appropriate professional development training as a part of the campus professional development program.

The teachers will consult with the students' parents, sharing ideas on how they may participate in assisting their students in the educational process.

Supplemental counseling services will be available to students on an as-needed basis.

Program Resources
Timpson School (#001):
$244,847.92 is allocated for 8 CSR Teachers @ 4% to 100% (4.35 Total FTEs)
$1,500.00 is allocated for Instructional Resources

Formative Evaluation
End of 6-weeks/9-weeks: Passing report card grades

Summative Evaluation
Grade(s) K – 2: Promotion to the next grade
Grade(s) 3 – 5: Achieve passing scores on the appropriate grade-level and subject area STAAR tests

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Timpson ISD
2026-2027 SCE Programs
ESL Intervention, Grade(s) 3 – 5

Program Eligibility Criteria
Meeting any of the state-adopted criteria for being at risk of dropping out of school [TEC §29.081(d)]

Program Description
The ESL Intervention teacher will provide small groups and individualized assistance to students meeting the state-adopted at-risk criteria to mitigate learning loss. The staff will have assessment data available as a resource tool in determining which skills students need supplemental assistance. The teacher will be apprised of each student's unique learning style so that the instructional assistance is modified as appropriate.

The staff will participate in professional development training that provides the prerequisite skills for working with students at risk of dropping out of school.

Supplemental counseling services are available to students on an as-needed basis.

Program Resources
Timpson School (#001):
$54,603.10 is allocated for 1 Interventionist at 75% (0.75 FTE)

Formative Evaluation
End of 6-weeks/9-weeks: Passing report card grades
End of Semester: Passing grades on report cards in core subject areas

Summative Evaluation
Grade(s) 3 – 5: Achieve passing scores on the appropriate grade-level and subject area STAAR tests

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Timpson ISD
2026-2027 SCE Programs
Tutorials (After School and Extended Week), Grade(s) PK – 12

Program Eligibility Criteria
Meeting any of the state-adopted criteria for being at risk of dropping out of school [TEC §29.081(d)]

Program Description
The Tutorial teachers will provide extended instructional time after school and on Fridays for students who are at risk of dropping out of school. The teachers will focus on the TEKS objectives in specific content areas of need during after school sessions. Re-teaching strategies including a multi-sensory approach to enhance the regular program of instruction will be used. Modification of instruction will include adapting lessons and activities to students' learning styles in small group settings and through individualized instruction.

Teachers will participate in professional development training that provides them with the prerequisite skills for working with students at risk of dropping out of school.

Teachers will consult with the students' parents, sharing ideas on how they may participate in assisting their students in the educational process.

Supplemental counseling services will be available to students on an as-needed basis.

Program Resources
Timpson School (#001):
$10,221.25 is allocated for Extra Duty Pay for Tutorial Teachers

Formative Evaluation
End of 6-weeks/9-weeks: Passing report card grades

Summative Evaluation
Grade(s) PK – 2: Promotion to the next grade
Grade(s) 3 – 8: Achieve passing scores on the appropriate grade-level and subject-area STAAR tests
Grade(s) 9 – 12: Achieve passing scores on the appropriate subject-area STAAR End of Course Exams
Grade(s) 7 – 12: Reduce or maintain dropout rate
Grade(s) 12: Increase or maintain high school completion rate

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Timpson ISD
2026-2027 SCE Programs
Summer School, Grade(s) K – 12

Program Eligibility Criteria
Meeting any of the state-adopted criteria for being at risk of dropping out of school [TEC §29.081(d)]

Program Description
Certified teachers will provide core subject area instruction to students participating in summer school. The summer school instructional staff will use re-teaching strategies, including a multi-sensory approach to enhance the regular program of instruction, while focusing on the TEKS objectives.

Summer School teachers will participate in professional development training that provides them with the prerequisite skills for working with students at-risk of dropping out of school.

The teachers will consult with the students' parents, sharing ideas on how they may participate in assisting their students in the educational process.

The teachers, counselors, and parent liaison will consult with the students' parents prior to placement in the summer school program. Parents will be advised as to the effects of retention on a student's self-esteem, and the likelihood of a student dropping out of school.

Supplemental counseling services will be available to students on an as-needed basis.

Program Resources
Timpson School (#699):
$63,371.75 is allocated for Extra Duty Pay for Summer School Teachers

Summative Evaluation
Grade(s) K – 8: Promotion to the next grade
Grade(s) 9 – 11: Credit accrual
Grade(s) 7 – 12: Reduce or maintain dropout rate
Grade(s) 12: Increase or maintain high school completion rate

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Timpson ISD
2026-2027 SCE Programs
Disciplinary Alternative Education Program (DAEP), Grade(s) 4 – 12

Program Eligibility Criteria
Discipline Placement: An infraction of the district's discipline policy, including meeting the state-adopted criteria, relating to conduct, for being at risk of dropping out of school [TEC §29.081(d)]

Program Description
The DAEP staff will provide individualized instructional assistance to students assigned to the DAEP in an alternative education format. The DAEP staff will also work with students at risk of dropping out of school to ensure that students develop appropriate social skills and keep discipline issues to a minimum. Staff-assisted instruction will be used in teaching core curriculum to ensure that students can continue their core academic classes without interruption. Computer-assisted instruction will also be available to students who learn more efficiently through a multi-sensory approach.

Timpson ISD will monitor students' progress on an ongoing basis to include daily assignment grades, end of unit test grades, and results of the six-week grade reporting periods.

The DAEP staff will participate in professional development training that provides them with the appropriate skills for working with students in an alternative class environment.

Timpson ISD will notify parents when students are assigned to DAEP and request a conference. A conference will be held with the students' parents to ensure parents are aware of the situation and provide an opportunity for parental participation in the students' transition between the regular instructional program and DAEP.

Counseling services and discipline management sessions will be available to all students assigned to the DAEP.

Program Resources
Timpson ISD (#001):
$1,000.00 is allocated for DAEP Resources

Formative Evaluation
End of 6-weeks/9-weeks: Progress on daily assignments and end of unit tests and passing six-week report card grades

Summative Evaluation
Grade(s) 4 – 8: Achieve passing scores on the appropriate grade-level and subject-area STAAR tests
Grade(s) 9 – 12: Achieve passing scores on the appropriate subject-area STAAR End of Course Exams
Grade(s) 7 – 12: Reduce or maintain dropout rate
Grade(s) 12: Increase or maintain high school completion rate

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Timpson ISD, No. 210-905

State Compensatory Education

School Year 2026-2027

Budget Summary Budget Date: 9/15/2026

2026-2027 **SCE Allotment**	**$711,384.00**
Allowable Non-Direct Costs (Up To 45%)	320,123.00
Required Direct Costs (55% Minimum)	391,261.00

Payroll Costs	6100	$551,920.00
Professional and Contracted Services	6200	0.00
Supplies and Materials	6300	2,500.00
Other Operating Costs	6400	0.00
Capital Outlay	6600	0.00

Total Direct Costs (Actual)	$554,420.00
Direct Costs Percent	77.94%
Total Non-Direct Costs (Actual)	$21,342.00
Non-Direct Costs Percent	3.00%
Total SCE Costs	$575,762.00
Amount Left to Budget	**$135,622.00**

SECCA, Inc. Fee @ 3.00%	
2026-2027 Highest Allotment	$711,384.00
SECCA, Inc. Fee (3.00%)	$21,342.00

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Timpson ISD

2026-2027 199 SCE Personnel Worksheet

Org	Activity	Addit'l Info	Position	Grades	Employee	Funded	Base/HB2/Adjustment -------- Account Code --------	#	Paid Cont	FTE	Salary Cost	SS/Medicare	Health/Life	W_Comp	Unemp	TRS	OtherBen	PR Total
699																		
	Summer School	Extra Duty	Teacher	KG - 12	TBD	100.00%	**$62,000.00** /$0.00/ $0.00 199-11-6119-00-699-724000	1	16 16	1.00	$62,000.00	$899.00	$0.00	$7.75	$0.00	$465.00	$0.00	$63,371.75
699 Total											**$62,000.00**	**$899.00**	**$0.00**	**$7.75**	**$0.00**	**$465.00**	**$0.00**	**$63,371.75**
001																		
	Accelerated Instruction	ESL Intervention	Teacher	03 - 05	Lisa Bass	74.64%	**$66,502.00** /$8,000.00/ $0.00 199-11-6119-00-001-724000	1	164 164	0.75	$49,638.95	$719.76	$3,865.90	$6.20	$0.00	$372.29	$0.00	$54,603.10
	Accelerated Instruction	Reading Lab	Aide	KG - 04	Maureen Hunt	72.55%	**$38,000.00** /$0.00/ $0.00 199-11-6129-00-001-724000	1	164 164	0.73	$27,569.00	$399.75	$3,757.51	$3.45	$0.00	$206.77	$0.00	$31,936.48
	CSR		Teacher	01 - 01	Haylee Eaves	100.00%	**$44,000.00** /$0.00/ $0.00 199-11-6119-00-001-724000	1	164 164	1.00	$44,000.00	$638.00	$5,179.20	$5.50	$0.00	$330.00	$0.00	$50,152.70
	CSR		Teacher	01 - 01	Shilisa Bolton	4.33%	**$59,802.00** /$8,000.00/ $0.00 199-11-6119-00-001-724000	1	164 164	0.04	$2,590.10	$37.56	$224.32	$0.32	$0.00	$19.43	$0.00	$2,871.73
	CSR		Teacher	02 - 02	Kassidi Golden	100.00%	**$45,400.00** /$0.00/ $0.00 199-11-6119-00-001-724000	1	164 164	1.00	$45,400.00	$658.30	$5,179.20	$5.67	$0.00	$340.50	$0.00	$51,583.67
	CSR		Teacher	02 - 02	Kambery Wallace	8.23%	**$46,600.00** /$4,000.00/ $0.00 199-11-6119-00-001-724000	1	164 164	0.08	$3,834.00	$55.59	$426.12	$0.48	$0.00	$28.75	$0.00	$4,344.94
	CSR		Teacher	03 - 03	Thelma Williams	37.97%	**$51,200.00** /$8,000.00/ $0.00 199-11-6119-00-001-724000	1	164 164	0.38	$19,440.00	$281.88	$2.73	$2.43	$0.00	$145.80	$0.00	$19,872.84
	CSR		Teacher	04 - 04	Donnice Roberts	46.30%	**$50,600.00** /$8,000.00/ $0.00 199-11-6119-00-001-724000	1	164 164	0.46	$23,430.00	$339.74	$2,398.19	$2.93	$0.00	$175.72	$0.00	$26,346.58
	CSR		Teacher	05 - 05	Daniel Driver	66.70%	**$59,802.00** /$8,000.00/ $0.00 199-11-6119-00-001-724000	1	164 164	0.67	$39,887.54	$578.37	$3,454.49	$4.99	$0.00	$299.16	$0.00	$44,224.55
	CSR		Teacher	KG - KG	Samantha Hill	71.46%	**$62,222.00** /$8,000.00/ $0.00 199-11-6119-00-001-724000	1	164 164	0.71	$44,462.04	$644.70	$5.14	$5.56	$0.00	$333.47	$0.00	$45,450.91
	Prekindergarten		Teacher	PK3 - PK3	Maria (Nelly) Hernandez	42.09%	**$50,600.00** /$8,000.00/ $0.00 199-11-6119-00-001-724000	1	164 164	0.42	$21,300.00	$308.85	$3.03	$2.66	$0.00	$159.75	$0.00	$21,774.29
	Prekindergarten		Aide	PK3 - PK3	Kayla Wilkinson	82.35%	**$25,500.00** /$0.00/ $0.00 199-11-6129-00-001-724000	1	164 164	0.82	$20,999.25	$304.49	$5.93	$2.62	$0.00	$157.49	$0.00	$21,469.78
	Prekindergarten		Teacher	PK4 - PK4	Penny Ramsey	43.99%	**$66,502.00** /$8,000.00/ $0.00 199-11-6119-00-001-724000	1	164 164	0.44	$29,251.00	$424.14	$2,278.08	$3.66	$0.00	$219.38	$0.00	$32,176.26
	Prekindergarten		Teacher	PK4 - PK4	Amberle Hill	43.11%	**$58,052.00** /$8,000.00/ $0.00 199-11-6119-00-001-724000	1	164 164	0.43	$25,026.00	$362.88	$3.10	$3.13	$0.00	$187.69	$0.00	$25,582.80
	Prekindergarten		Aide	PK4 - PK4	Summer Ramsey	82.35%	**$26,250.00** /$0.00/ $0.00 199-11-6129-00-001-724000	1	164 164	0.82	$21,616.87	$313.44	$4,265.07	$2.70	$0.00	$162.13	$0.00	$26,360.21
	Prekindergarten		Aide	PK4 - PK4	Sharmesha Bagley	82.35%	**$23,250.00** /$0.00/ $0.00 199-11-6129-00-001-724000	1	164 164	0.82	$19,146.37	$277.62	$5.93	$2.39	$0.00	$143.60	$0.00	$19,575.91
	Tutorials	After School & Extended Week	Teacher	PK - 12	TBD	100.00%	**$10,000.00** /$0.00/ $0.00 199-11-6118-00-001-724000	1	164 164	1.00	$10,000.00	$145.00	$0.00	$1.25	$0.00	$75.00	$0.00	$10,221.25
001 Total											**$447,591.12**	**$6,490.07**	**$31,053.94**	**$55.94**	**$0.00**	**$3,356.93**	**$0.00**	**$488,548.00**
TOTAL											**$509,591.12**	**$7,389.07**	**$31,053.94**	**$63.69**	**$0.00**	**$3,821.93**	**$0.00**	**$551,919.75**

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Timpson ISD

2026-2027 199 SCE Budget Worksheet

Group	Campus	Description	-------- Account Code --------	Amount
▶ 6200				
	720			
		Professional Consulting Services - SECCA, Inc. -	199-41-6291-00-720-7-99-0-ND	21,342.00
	720 Total			$21,342.00
6200 Total				$21,342.00
▶ 6300				
	001			
		Supplies - Instructional -	199-11-6399-00-001-7-24-0-00	1,500.00
		Supplies - Instructional - DAEP (Grades 4 - 12)	199-11-6399-01-001-7-24-0-00	1,000.00
	001 Total			$2,500.00
6300 Total				$2,500.00
TOTAL				$23,842.00

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Timpson ISD
Class Size Reduction (CSR) Worksheet

Grades K - 4	Pupil:Teacher Ratio 22:1	Projected Total Enrollment 06.02.26	Number of Teachers 06.02.26	Required Number of Teachers 06.02.26	Elgible for CSR	Newest Teacher
Kindergarten	22	48	3	2.18	82%	Samantha Hill
1st Grade	22	43	3	1.95	105%	Haylee Eaves (100%), Shilisa Bolton (5%)
2nd Grade	22	42	3	1.91	109%	Kassidi Golden (100%), Kambery Wallace (9%)
3rd Grade	22	56	3	2.55	45%	Thelma Williams
4th Grade	22	54	3	2.45	55%	Donnice Roberts

Grade 5	Board Policy Pupil:Teacher Ratio 22:1	Projected Total Enrollment 06.02.26	Number of Teachers 06.02.26	Required Number of Teachers 06.02.26	Elgible for CSR	Newest Teacher
5th Grade	22	49	3	2.23	77%	Daniel Driver

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Goal: 1 **Parents and community members will be full partners with educators in the education of Timpson ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Parent and Family Engagement (SWP CIP) - Timpson ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will: * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1)) The Parent and Family Engagement Policy will be available on the campus, on the website, in the Student Handbook, and at parent meetings. It is distributed in English.	8/2026 - 5/2027	Superintendent - Dr. Terry Everitt	Local Funds - Time Contributions of Staff and Community		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 05/27: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

Goal: 1 **Parents and community members will be full partners with educators in the education of Timpson ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
The district will inform parents of the school's participation in a Schoolwide Program, provide a description of the curriculum used, the assessments used and the achievement levels of the State academic standards, and of their right to be involved in planning, reviewing and improvement of programs. (Sec. 1116 (c) (4)) The district will actively recruit the participation of a diverse population of parents. The meetings will be scheduled at a convenient time and location and at various times to allow parents multiple opportunities to attend. Parents will be invited to come, and a Public Notice will be posted. Parent and Family Engagement Meetings are held regularly. Strategy: Shared Responsibility for High Student Academic Achievement (SWP CIP) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand. The compact is discussed, at least annually, at Parent-Teacher conferences.	8/2026- 5/2027	Superintendent - Dr. Terry Everitt High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Local Funds - Time Contributions of Staff and Parents		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 05/27: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

Goal: 1 **Parents and community members will be full partners with educators in the education of Timpson ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*
Strategy: Building Capacity for Involvement - In compliance with Federal Title I, Part A Improving Basic Programs regulations, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback. The district will assist parents and family members by providing materials and training on - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school. Parent notifications activities include, but are not limited to the following information: * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options.	8/2026- 5/2027	Superintendent - Dr. Terry Everitt High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Local Funds - Time Contributions of Staff and Community		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 05/27: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

Goal: 1 **Parents and community members will be full partners with educators in the education of Timpson ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: District Planning and Decision Making Committee (DPDMC) - Board policies and procedures will be reviewed biannually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures. As directed by Board policy, the DPDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development, and school organization. [TEC 11.251(d)] The DPDMC is made up of members of the Timpson ISD staff, parent representatives, business representatives, and community members. Parents are selected to be members by district administrators for one-year terms. The DPDMC will meet periodically to discuss plans, progress, and ideas for improving the education and environment at Timpson ISD. [TEC 11.251(b)] Each school year, the superintendent, with the assistance of the DPDMC, will review and revise the District Improvement Plan (DIP) to improve student performance for all student populations [TEC 11.253(c)]. The DPDMC reviewed/revised the DIP in October. The DIP will be available at the district. The DIP will be distributed in English. The DPDMC will play an integral role in the planning, development, and evaluation of the educational system of Timpson School. Through the activities of the DPDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the	8/2026 - 5/2027	Superintendent - Dr. Terry Everitt Executive Director - Sherry Scruggs	Local Funds - Time Contributions of Committee Members	Documents :Agendas, Minutes, Sign-In Sheets- 08/26: DPDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the DIP as needed.	A current DIP has been approved by the Timpson ISD Board of Trustees.	Documents :Agendas, Minutes, Sign-In Sheets- 10/27: A current DIP has been approved by the Timpson ISD Board of Trustees.

Goal: 1 **Parents and community members will be full partners with educators in the education of Timpson ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Assessment Program of Timpson ISD. Parents will be notified of the special programs and support programs available to their students. Activity: Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC acts as the Title I Schoolwide School Support Team, ensuring that the members of the DPDMC are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the DIP. Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A program, Title IV, Part A and other federal, state and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability. Parent Square	7/2026 - 6/2027	Superintendent - Dr. Terry Everitt	Federal - Title I, Part A - SECCA, Inc Consulting Services **$7,527.00** Federal - Title I, Part A - Time Contribution PE Teacher **$50,883.35** Federal - Title II, Part A - SECCA, Inc Consulting Services **$1,000.00** Federal - Title IV, Part A - SECCA, Inc Consulting Services **$1,000.00** site license $6,326.00	Documents :Student Records - - 12/26: Timpson ISD DPDMC agendas and minutes reflect monitoring of the Title I Program.	Timpson School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Documents :School Records - - 05/27 Timpson School will receive the State Accountability Rating of B or higher.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: District Performance Objectives (SWP CNA) - The Superintendent and Chair of the DPDMC will assist DPDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process. After each benchmark (beginning, middle, and end of year), data will be analyzed and targeted intervention will begin. Intervention will be provided by MRT's, special and general education teachers and highly qualified paraprofessionals. Timpson ISD will adopt performance objectives reflective of their students' unique needs.	6/2026 - 9/2027	Superintendent - Dr. Terry Everitt Executive Director - Sherry Scruggs	Local Funds - Time Contributions of Committee Members		The district performance objectives will support the needs of Timpson ISD.	Document :Agendas, Minutes, Sign-In Sheets- 05/27 DPDMC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.
Strategy: Foundation Program (SWP CIP, CNA) - Teachers and staff implement scientifically research-based instructional strategies, activities, and initiatives to increase the amount and quality of learning time, promote accelerated instruction, and provide educational enrichment to all students. The educational system is grounded in the state's Texas Essential Knowledge and Skills (TEKS) that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance. In response to the COVID-19 pandemic, Timpson ISD will support a curriculum specialist to mitigate learning loss.	8/2026 - 5/2027	Superintendent - Dr. Terry Everitt Executive Director - Sherry Scruggs	Local Funds - Time Contributions of Foundation Staff State - Early Education Allotment - Early Education Allotment **$92,177.00** Local Funds - Time Contributions of Curriculum Specialist FTE: 1.00	Informal Assessment :Classroom Assessments- 12/26: 80% of students will pass campus TEKS-based benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments- 05/27 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests – 05/27 78% of all students in grades 3 – 12 will meet grade-level on all appropriate STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Evaluation of Foundation Program - Faculty and staff are trained in analyzing (disaggregating) test data from the State-adopted assessment instruments: STAAR, TELPAS, and Benchmark Tests. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An ongoing monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.	8/2026 - 5/2027	Executive Director - Sherry Scruggs Elementary Principal - Lee Ann Masterson Middle School Principal - Bryant Latham High School Principal - Chris Nickleberry	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/26: 80% of students will pass campus TEKS-based benchmark tests.	Program improvements are implemented. All targeted student groups show improvement on STAAR tests.	Informal Assessment :Classroom Assessments - -05/26: 90% of students in PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 05/27 78% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.
Strategy: Basic Federal and State Mandated Testing Program - Timpson ISD participates in the State-Developed Testing Program that is consistent with the regulations of ESSA. The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 3 – 8), Science (grades 5 and 8), and Social Studies (grade 8). STAAR End of Course Exams will be administered to students in grades 9 – 12 in Algebra I, English I, English II, Biology and U. S. History. The STAAR program is aligned with the State-Adopted Curriculum, the TEKS. Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.	1/2027- 6/2027	Superintendent - Dr. Terry Everitt	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments- 12/26: 80% of students will pass campus TEKS-based benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests – 05/27: 78% of all students in grades 3 – 12 will meet grade-level on all appropriate STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Early Intervention Program (SWP CIP) - A Prekindergarten program will be conducted through coordination of funding of state and local funds. The program will be available to all students meeting the State criteria of being unable to speak and comprehend English, educationally disadvantaged, homeless, a child of an active duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award. [TEC 29.153(b)] Timpson School conducts a full-day Prekindergarten program with emphasis on language acquisition skills for special population groups. Instruction is provided through an experiential and multi-sensory approach with developmentally appropriate and scientifically research-based activities. The PK curriculum is based on the state-adopted PK guidelines and vertically aligned with Head Start.	8/2026 - 5/2027	Elementary Principal - Lee Ann Masterson PK3 Teacher - Nelly Hernandez PK Teacher - Penny Ramsey PK Teacher - Amberle Hill PK3 Aide - Kayla Wilkinson PK4 Aides - Summer Ramsey PK Aide - Sharmesha Bagley	State - State Compensatory Education (SCE) - Time Contributions of PK Staff FTE: 2.95 **$146,939.25** Local 3.05 $151,269.52	Informal Assessment :Classroom Assessments- 12/26: 80% of students performing at mastery level of appropriate developmental skills, as indicated by teacher records.	Increased student achievement.	Informal Assessment :Classroom Assessments- 05/27: 90% of all PK student will master the State's Prekindergarten Guidelines.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*
Activity: Prekindergarten Transition Services - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Timpson School. Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings. The Prekindergarten teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten. The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.	8/2026 - 5/2027	Elementary Principal - Lee Ann Masterson PK3 Teacher - Nelly Hernandez PK Teacher - Penny Ramsey PK Teacher - Amberle Hill PK3 Aide - Kayla Wilkinson PK4 Aides - Summer Ramsey PK Aide - Sharmesha Bagley	State and Local Funds - Time Contributions of PK Staff FTE: 6.00	Informal Assessment :Classroom Assessments - -Six/Nine Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.	Students with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.	Informal Assessment :Classroom - Assessments -05/27: 90% of all PK student will master the State's Prekindergarten Guidelines.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy:						
Accelerated Instruction (SWP CIP, EPE) - Timpson ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term. Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2021 or local criteria that have been approved by the school board. Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.	8/2026- 5/2027	Superintendent - Dr. Terry Everitt High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Federal - Title I, Part A - Supplemental Instructional Resources **$1,000.00** State - State Compensatory Education (SCE) - Supplemental Instructional Resources **$1,500.00**		Increased student achievement.	Documents :Student Records- 05/27: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.
Activity:						
Reading Pullout - Timpson School will implement a Reading Intervention program that is designed to assist students in grades K – 4 who need additional assistance in mastering reading concepts.	8/2026- 5/2027	Reading Teacher - April Ramsey	Federal - Title I, Part A - Time Contributions of Reading Pullout Teacher FTE: .88 **$71,080.24** Local - FTE: .12 $9,712.84 Federal - Title I, Part A - Time Contribution of Reading Aide FTE: .73 **$31,936.48** Local - FTE .27 $16,453.47	Informal Assessment :Classroom Assessments - - 12/26: 80% of student groups will achieve passing scores in Reading.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/27 90% of all students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - – 05/27: An increase in the percent of students in grades 3 – 4 who meet standard on the STAAR Reading tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Math Lab - Timpson School will implement a Math Intervention program that is designed to assist students in grades K – 4 who need additional assistance in mastering math concepts.	8/2026 - 5/2027	Math Teacher - Syreeta Johnson	Federal - Title I, Part A - Time Contributions of Math Lab Teacher FTE: .88 **$73,945.63** Local FTE: .12 $9,712.84 State Comp Ed - Time Contributions of Math Aide FTE: 1.00 **$31,617.37**	Informal Assessment :Classroom Assessments - - 12/26: 80% of students will achieve passing scores in Math.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/27: 90% of all students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - – 05/27: An increase in the percent of students in grades 3 - 4 who meet standard on the STAAR Math test.
Activity: Class Size Reduction (CSR) Program - One additional teacher will be available to lower the pupil:teacher ratios in 5th grade classes. Research supports the contention that lower class sizes have a positive impact on student performance, by enabling the teacher to address individual needs and promote small group and one-on-one instruction.	8/2026- 5/2027	Elementary Principal - Lee Ann Masterson	State - State Compensatory Education (SCE) - Time Contributions of Staff FTE: 4.34 **$244,847.92**	Informal Assessment :Classroom Assessments - - 12/26: 80% of students will pass campus TEKS-based benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - – 05/27: The percent of students in grade 5 meeting or mastering grade level will increase from 44% to 60% on STAAR Reading; from 52% to 60% on STAAR Math, and from 52% to 60% on STAAR Science.
Activity: WIN Time - WIN Time will be provided during the school day for students in grades K – 5 to assist students with subject mastery in English Language Arts and Reading, Math, Science, or Social Studies. All teachers offer assistance for 30 minutes daily to students who are at risk of either failing a course during the semester or failing a STAAR test.	8/2026 - 5/2027	Elementary Principal - Lee Ann Masterson	Local Funds - Staff FTE: 1.02 **0**	Informal Assessment :Classroom Assessments - - 12/26: 80% of students will pass campus TEKS-based benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/27: 90% of students in grades K - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - – 05/27: An increase in the percent of students in grades 3 – 5 who meet standard on all appropriate STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	***TimeLine***	***Person(s) Responsible***	***Resources / Allocation***	***Formative Evaluation***	***Expected Outcome***	***Summative Evaluation***
Activity: Enrichment - Enrichment will be provided during the school day for students in grades 7 – 8 to assist students who are at risk of either failing a course during the semester or failing a STAAR test with subject mastery in English Language Arts and Reading and Math.	8/2026- 5/2027	Middle School Principal - Bryant Latham		Informal Assessment :Classroom Assessments - - 12/26: 80% of students will pass campus TEKS-based benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/27: An increase in the percent of students in grades 7 - 8 who meet standard on STAAR Reading and Math tests

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Intervention Program - Students in grades PK – 12 who have not met the minimum expectations on the STAAR tests, or who have failed a class any in core subject area will be provided daily supplemental instruction through the Response to Intervention (RtI) to mitigate learning loss due to the COVID-19 pandemic. These classes will have a small pupil: teacher ratio that enables the teachers to address individual needs and promote small group and one-on-one instruction, as well as assist students in mastering concepts in core subject areas. The program provides: (1) High-quality instruction and scientific, researched-based, tiered intervention strategies aligned with individual student need. (2) Frequent monitoring of student progress to make results-based academic or behavioral decisions. (3) Data-Based school improvement. (4) The application of student response data to important educational decisions such as those regarding placement, intervention, curriculum, and instructional goals and methodologies.	8/2026- 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson		Informal Assessment :Classroom Assessments - -12/26: 80% of students pass campus TEKS-based benchmark tests	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/27: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - – 05/27: An increase in the percent of students who meet grade-level on all appropriate STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Extended Learning Activities - Extended Learning activities, including after school tutorials, Saturday School, and Summer School will be provided to students in grades PK - 12 to mitigate learning loss due to the COVID-19 pandemic.	8/2026- 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	State Comp Ed **73,593.00**	Informal Assessment :Classroom Assessments - -12/26: 80% of students pass campus TEKS-based benchmark tests	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/27: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - – 05/27: An increase in the percent of students who meet grade-level on all appropriate STAAR tests.
Activity: Evaluation of Program Effectiveness (SWP EPE) - Timpson ISD will utilize data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Timpson ISD will annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	May 2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Local Funds - Time Contributions of Faculty and Staff		Program improvements are implemented. All targeted student groups show improvement on STAAR tests.	Informal Assessment :Classroom Assessments - - 05/27: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - – 05/27: An increase in the percent of students who meet grade-level on all appropriate STAAR tests.
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2026 - 5/2027	Special Services - Kaela Ward	State - Special Education Block Grant - Time Contributions of Staff **$1,336,552.00**	Documents :Student Records- 12/26: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Documents :Student Records- 05/27 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is unable to speak and comprehend English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral. The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.004, related to the 45 calendar day time line. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status. Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.	8/2026- 5/2027	Special Services - Kaela Ward	State Special Ed - Assessment Instruments **$25,000.00**		Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	Documents :School Records - - 05/27: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	***TimeLine***	***Person(s) Responsible***	***Resources / Allocation***	***Formative Evaluation***	***Expected Outcome***	***Summative Evaluation***
Activity: Special Education Modifications - Timpson ISD provides a range of educational programs and different instructional arrangements for students with disabilities. The appropriate instructional setting will be determined for each student by ARD committees. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration. Students receiving Special Education services in grades 3 through 12 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate. a) STAAR b) STAAR Alternate 2- an alternate measurement for students with significant cognitive disabilities who meet participation requirements.	8/2026 - 5/2027	Special Services - Kaela Ward	Federal - IDEA-B Formula - Time Contributions of Staff FTE: 2.63 **$179,455.47** Federal - IDEA-B Preschool - Contributions of Staff FTE: 0.14 **$8991.00** Sped FTE: 16.375 State Sped Funds FTE: 13.605 $683,510.12	Informal Assessment :Classroom Assessments - - 12/26: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - - 05/27: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services may include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, and Counseling Services.	8/2026- 5/2027	Special Services - Kaela Ward	Federal - IDEA-B Formula - Contracted Related Services $200.00 State Sped cont. svcs $73,500.00		Students with disabilities have every opportunity to meet their full educational potential.	Documents :School Records - - 05/27: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.
Activity: Child Find - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Timpson ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include: * regional television commercial, * countywide: contact with each school district and talk with each contact person, * develops a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters.	7/2026 - 6/2027	Special Services - Kaela Ward	State and Local Funds - Child Find Resources	Documents :Professional Development Records - - 12/26: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required.	Any child found to need services referred as required.	Documents :School Records - - 06/27: 100% of the activities posted on the Child Find Calendar completed.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Transition Services - Timpson ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.011, §29.0111 and TAC §89.1055. Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program). Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting. The district will post the transition	8/2026 - 5/2027	Special Services - Kaela Ward	State and Local Funds - Time Contributions of Faculty and Staff		Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work.	Documents :School Records - - 05/27: Transition activities are 100% in line with students' IEPs.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
and employment guide on the district's website in accordance with TEC §29.0112.						
Strategy:						
English as a Second Language (ESL) Program - Timpson ISD offers an ESL program whose goal is to enable Emergent Bilingual (EB)/English Learners (EL) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable EB/EL to participate equitably in school. Timpson ISD will provide services for EB/EL and their families through a Shared Service Arrangement (SSA) with Region VII Educational Service Center (ESC). In response to the COVID-19 pandemic, Timpson ISD will support activities to address the unique needs of English Learners to mitigate learning loss.	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson ESL Teacher - Lisa Bass	Federal - Title III, Part A - ELA - Region VII SSA **$4,543.00** Bilingual Ed Allotment - Time Contribution of ESL Teacher **FTE: 0.25** **$18,928.77** SCE - Time Contribution of ESL Teacher FTE: 0.75 **$54,603.10**	See Activities below.	Students exiting EB/EL designation by LPAC. Narrowing the achievement gap between EB/EL and non-EB/EL.	See Activities below.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: EB/EL Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EB/EL. Students in PK – K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 – 12. The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EB/EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention (TEC 29.063).	8/2026 - 5/2027	Counselor - Charlotte Metcalf ESL Teacher - Lisa Bass	State and Local Funds - Assessment Instruments		Significant increase in oral, verbal, and written language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Documents :Counselor Records - - 05/27: 100% of the students identified as EB/EL have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Program Reclassification - A student may not be reclassified as English proficient in prekindergarten or kindergarten (TAC 89.1226(j)). Reclassification criteria are applicable to students in grades 1 – 12 who are identified as Bilingual, ESL, or Parental Denials. A parent and/or guardian must sign the reclassification notification/parent permission form before a student is reclassified from the Bilingual or ESL program. To be reclassified from a Bilingual or ESL program, a student may be reclassified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English instructional program. The LPAC reviews each student's progress at the end of the school year to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful: * English Language Proficiency Assessment: Grades 1 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing. * State Standardized Reading Assessment: Grades 1, 2, 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Standardized Achievement Test and Grades 3 – 10: Meet passing standard on the STAAR Reading (English) test, or STAAR English I or English II EOC exams. * Results of a subjective teacher evaluation using the state's	8/2026 - 5/2027	Counselor - Charlotte Metcalf ESL Teacher - Lisa Bass	State and Local Funds - Time Contributions of ESL Staff and LPAC	Informal Assessment :Classroom Assessments - - 12/26: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increase in number of students eligible to exit the ESL Program.	Criterion-Referenced Test :STAAR Tests - - 05/27: 79% of EB/EL in grades 3 - 12 will pass the STAAR ELA/Reading tests or STAAR English EOC exams in English and/or Spanish.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
standardized rubric. The LPAC will monitor students who are reclassified from the Bilingual or ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading, local assessments, English proficiency tests, teacher observations, and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two-year monitoring period, the student will be reenrolled in the Bilingual or ESL program as prescribed by the LPAC.						
Strategy: Migrant Program - Timpson ISD provides information and services to a small number of students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment. Timpson ISD will provide services for migrant students and their families through a Shared Service Arrangement (SSA) with Region VII Educational Service Center (ESC).	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Federal - Title I, Part C (Migrant) - Region VII ESC SSA		Increased student achievement.	Informal Assessment :Classroom Assessments- 05/27: 90% of all Migrant students will pass all assessments given to continue on grade level.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy:						
Dyslexia Program - Timpson ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	State - Dyslexia Allotment - Dyslexia Allotment **$41,641.00**	See activities below.	Increased student achievement.	See activities below.
Activity:						
Dyslexia Assessment - The district Dyslexia Coordinator coordinates the identification of students having dyslexia with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.	8/2026 - 5/2027	Dyslexia Teachers - Teresa Burns Kristin Jousan Katie Hroncich	State and Local Funds - Assessment Instruments		Dyslexia services to students are not delayed; the students' needs are accurately diagnosed, and special programs and modifications are reflective of the needs of each student.	Documents :Teacher Records - – 05/27 100% of the students identified as having Dyslexia have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Teacher Records.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*
Activity: Dyslexia Modifications - At Timpson ISD, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed.	8/2026- 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson Dyslexia Teachers - Teresa Burns, Kristin Jousan, Katie Hroncich	State - State Compensatory Education (SCE) - Time Contributions of Dyslexia Teacher	Informal Assessment :Classroom Assessments - - 12/26: 80% of students will pass campus TEKS-based benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/27 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - – 05/27 78% of all students in grades 3 – 12 will meet grade-level on all appropriate STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: 504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations. The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data. Testing accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, use of a calculator or overlays. Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, adapt environment to avoid distractions, provide notebooks for organization, lighting accommodations or non-verbal behavior cues (cue cards). Students receiving services under section 504 services are required by TEC §28.025(c) to meet all curriculum requirements and assessment graduation requirements to receive a Texas high school diploma. Students will take STAAR with or without allowable accommodations.	8/2026 - 5/2027	High School Principal - Chris Nickleberry Elementary Principal - Lee Ann Masterson Middle School Principal - Bryant Latham	Local Funds - Time Contributions of Staff		504 students receiving an equitable education compared to their non-504 peers.	Documents :Counselor Records- 05/27: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy:						
Gifted and Talented (G/T) Program - Timpson ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	State - Gifted & Talented Adjusted Allotment - G/T Allotment **$10,952.00**	Informal Assessment :Classroom Assessments- 12/26: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Criterion-Referenced Test :STAAR Tests- 05/27: 100% of the G/T students will pass each STAAR assessment instrument taken.
Activity:						
G/T Assessment - New students in grades K - 12 are identified for eligibility and nominated for the G/T program in the fall of each school year. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1). Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program.	8/2026 - 5/2027	Counselor - Charlotte Metcalf Elementary/Middle School Counselors - Lynne Williams, K. Sanford	State and Local Funds - Assessment Instruments		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documents :Counselor Records - - 05/27: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	***TimeLine***	***Person(s) Responsible***	***Resources / Allocation***	***Formative Evaluation***	***Expected Outcome***	***Summative Evaluation***
Activity: Modifications for G/T Students - G/T students are clustered within their regular foundation classroom and are provided a differentiated instructional program by a certified G/T teacher. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas.	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - - Bryant Latham Elementary Principal - Lee Ann Masterson	State and Local Funds - Time Contributions of G/T Staff	Documents :Counselor Records - - 12/26: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - - 05/27: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
Strategy: Ancillary Services - Timpson ISD provides Ancillary Services or "related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Local Funds - Time Contributions of Ancillary Staff	Documents :School Records- 12/26: 80% of students referred for Ancillary Services will have been served as indicated in Campus Records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to help level the playing field.	Informal Assessment :Classroom Assessments- 05/27: 80% of students will pass campus TEKS-based benchmark tests. Criterion-Referenced Test :STAAR Tests – 05/27: 78% of all students in grades 3 – 12 will meet grade-level on all appropriate STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Counseling Services - The School Counselors' responsibilities include: * 1:1 review of STAAR scores with students scoring below district expectations * 1:1 and small group counseling sessions * Focused informal groups—behavior and attendance * Assistance with testing coordination * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues * STAAR presentations * Responsive services * Individual student planning. The Counselors also focus on addressing the needs of students with disabilities. Duties include, but are not limited to: * Diagnostic/Prescriptive Services * Coordination of Services — Academic and Related Services * Child Find Activities * ARDs * Parent Training * Student Planning and Transition Services * Training Foundation Staff on Modifications for Special Education students.	8/2026 - 5/2027	Counselor - Charlotte Metcalf Elementary/Middle School Counselors - Lynne Williams; K. Sanford	State & Local Funds - Time Contributions of Counselors FTE: 2.5 $205,851.91	Documents :School Records - - 12/26: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and have appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Informal Assessment :Classroom Assessments - -05/27: 90% of all students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/27: 78% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.
Activity: Library Services - A Certified Library Aide conduct the Library Media Services. Available resources and programs include: * Full-scale Library facilities available to students * Computers with internet access * Electronic encyclopedias and references * Interactive Language Arts, Math, Science and Social Studies Software.	8/2026 - 5/2027	Library Teacher - Holly Derrick Library Aide - Tina Samford	Local Funds - Time Contributions of Library Teacher FTE: 1.00 $69,844.20 $53,880.00	Documents :Librarian and Teacher Records - - 12/26: All Timpson ISD students have access to the library on a regularly scheduled basis. Librarian and Teacher Records indicate that at least 90% of the students have participated in Library activities.	The Timpson ISD Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documents :Librarian and Teacher Records - - 05/27: Librarian and Teacher Records indicate that 100% of the students have participated in Library activities.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Timpson ISD will be in compliance with federal Homeless regulations.	8/2026 - 5/2027	Homeless Liaison - Kaela Ward	Federal - Title I, Part A - Homeless Resources **$100.00**	Documents :School Records - - 12/26: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	No student will suffer an interruption in his/her education because of homelessness. Increased student achievement.	Documents :School Records - - 05/27: 100% of the homeless students identified received appropriate services based on their needs assessment.

Goal: 3 **Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings. Campus staff will contact parents after a student has had three consecutive absences. The Principals will ensure that the campus attendance procedures are up to date at the beginning of the school year.	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Local Funds - Time Contributions of Staff	Documents :School Records- 08/26: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.	Decrease in unexcused absences and chronic absenteeism.	Documents :Attendance Records- 05/27: Attendance records reflect an attendance rate at 97% or above. Documents :School Records- 05/27: Contact with 100% of parents/guardians of students who have excessive absences.
Strategy: Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten in Timpson ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success. Discipline Disproportionality will be monitored to reduce the overuse of discipline practices that remove students from the classroom (DAEP), including disaggregating by each subgroup of students. A credit Recovery program is available for students to regain failed credits. Activity: Campus staff will conduct a review at the end of each nine weeks to address all DAEP placements.	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Local Funds - Time Contributions of Faculty and Staff	Documents :Attendance Records-12/26: Attendance Records reflect an attendance rate at 97% or above. Each nine weeks DAEP records will be disaggregated by subgroups to ensure a fair and balanced program based on discipline procedures.	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems.	Documents :School Records- 05/27: 90% of students will be promoted to the next grade level or obtain a high school diploma. Documents :School Records - 05/27: Achieve student dropout rate of 0%, as reflected by Campus Records.

Goal: 3 **Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Pregnancy Related Services - These services are available to serve prenatal and postpartum students. Counseling services, assistance in obtaining services from government agencies and community service organizations is available. Instruction related to parenting knowledge and skills, child development, home and family living and appropriate job readiness training is provided as needed and appropriate.	8/2026 - 5/2027	High School Principal - Chris Nickleberry Counselor - Charlotte Metcalf	Local Funds - Time Contributions of Staff and Faculty	Documents : School Records - -12/26: Attendance Records reflect an attendance rate at 97% or above.	Increased student achievement.	Document :School Records - - 05/27: Achieve student dropout rate of 0%, as reflected by Campus Records.
Activity: Socio economic status will be determined by lunch forms for free and reduced lunch.	8/2026 - 5/2027	Nutrition Director - Lynn Kaluza High School Principal - Chris Nickleberry Middle School Principal Bryant Latham Elementary Principal - Lee Ann Masterson		Documents : School Records - -12/26: Lunch Forms and Records reflect the socio economic status.		Document :School Records - - 05/27: Achieve student dropout rate of 0%, as reflected by District Records.
Strategy: Extracurricular Activities - Timpson ISD offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well-rounded individuals in the realm of education, athletics, non-athletic talents, and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available. Extracurricular activities include: * Football * Boys and Girls Basketball * Volleyball * Baseball * Softball * Track/Field * Cross Country * Band * UIL Competitions	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Local Funds - Time Contributions of Extracurricular Staff		Students will become more diversified, goal-oriented, and well-rounded individuals.	Documents :School Records- 05/27: Increase in the number of students participating in extracurricular activities as compared to the previous year.

Goal: 4 **Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Career Guidance and Counseling (SWP CIP) - The counselors will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services. * Career: Need for positive work habits, career awareness and investigations of opportunities. * Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselors will be responsible for disseminating the following information to students, students' teachers, and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.). 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56. 3) The need for students to make informed curriculum choices to be prepared for success beyond high school. 4) Source of information on higher education admissions and financial aid. 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits,	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson Counselor - Charlotte Metcalf Elementary/Middle School Counselor - Lynne Williams	State and Local Funds - Time Contributions of Staff Federal - Title IV, Part A - Dual Credit College Tuition **$19,246.00**		Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documents :Student Records- 05/27: Students complete school with ideas of potential careers and goals to prepare themselves with successful middle school, high school, and post-secondary studies.

Goal: 4 **Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
early graduation, or college credits. The Counselors will be responsible for collaborating with parents, community members, and business representatives to provide students with an opportunity to meet and interact with people working in a variety of exciting careers through Career Day, as well as, to visit technical or academic institutions of higher learning through College Days. Strategy: Career and Technical Education (SWP CIP) -Timpson ISD offers CTE programs at the Middle School and High School levels in line with the State`s CTE Goals and the State`s CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student`s education at the postsecondary level. Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula. Timpson ISD participates in a Carl Perkins Co-Op with Joaquin ISD.	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham	Federal - Perkins V - Student Tuition **$8,275.00** State - Career and Technology Education Block Grant - Time Contributions of Staff **$1,647,124.00** State - CCMR Outcome Bonus - CCMR Outcome Bonus **$22,000.00**	Informal Assessment :Classroom Assessments- 12/26: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.	Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.	Informal Assessment :Classroom Assessments- 05/27: We will maintain at least 65% of seniors enrolled in classes leading to IBCs.

Goal: 5 **Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CIP, EPE)[TEC §4.001 (b)(6)(9)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Professional Development Program (SWP CIP) - Through the DPDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * are tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, students with disabilities, Gifted and Talented (G/T), etc. and * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson Executive Director - Sherry Scruggs	Federal - Title I, Part A - Site Licenses **$10,000.00** Federal - Title I, Part A - PD Travel and Registration **$1,300.00** Federal - Title II, Part A - Contracted PD Region 7 **$1,000.00** Federal - Title II, Part A - Technology Resources **$25,546.00** Federal - Title II, Part A - PD Travel and Registration **$1,000.00** Title I - TEKS Resource site license $5,341.00	Documents :Professional Development Records - 08/26: A PD Program will have been designed that meets the needs of Timpson ISD PD program.	A PD Program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documents :Professional Development Records- 04/27: The Principal and DPDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

Goal: 5 **Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CIP, EPE)[TEC §4.001 (b)(6)(9)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Recruitment and Retention Initiatives (SWP CIP) - The DPDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Administrators representing Timpson ISD will attend college career fairs at surrounding universities to ensure that a diverse pool of applicants are being actively recruited. All applicants are screened prior to the interview process. Recruiting activities will ensure that Timpson ISD has 100% fully certified faculty in each teaching position, as defined by ESSA. Timpson ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their fully certified status. Stipends are available for High Need positions. In response to the COVID-19 pandemic, Timpson ISD will provide all staff with retention stipends to retain fully certified staff and continue to employ existing staff.	8/2026- 5/2027	Superintendent - Dr. Terry Everitt			Fully Certified Faculty.	Documents :School Records- 05/27: 100% Fully Certified Faculty.
Strategy: Evaluation of Professional Development Program (SWP EPE) - The Timpson ISD Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement. Modifications and adjustments will be made as needed to improve student achievement.	May 2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Local Funds - Time Contributions of Staff		Increase in student performance as professional development activities focus on needs of faculty.	Informal Assessment :Classroom Assessments- 05/27 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests – 05/27 78% of all students in grades 3 – 12 will meet grade-level on all appropriate STAAR tests.

Goal: 6 **Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP, EPE) [TEC §4.001 (b)(10)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Integrated Curriculum (SWP CIP) - Timpson ISD classroom teachers are using technology as an instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. Activities include: 1) Using instructional software programs to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Instructional management software tools are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills. In response to the COVID-19 pandemic, Timpson ISD will purchase educational technology to mitigate learning loss due to the COVID-19 pandemic.	8/2026- 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Local Funds - Time Contributions of Staff Federal - Title II, Part A - Technology Resources **$25,456.00** State & Local Funds - Instructional Site Licenses **$23,007.00** State & Local Funds - Technology - Chrome Books **$35,000.00**	Informal Assessment :Classroom Assessments- 12/26: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction. An educational system that is strengthened by utilizing technology as an integral component.	Informal Assessment :Classroom Assessments- 05/27: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - 05/27 78% of all students in grades 3 – 12 will meet grade-level on all appropriate STAAR tests.

Goal: 6 **Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP, EPE) [TEC §4.001 (b)(10)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Acceptable Use Policy - Every Timpson ISD faculty member, student and parent having access to Timpson ISD computers, networked, Internet connected, or not, must have on file an Authorized User Permission (AUP) form. Students` AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form. Timpson ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Timpson ISD has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Timpson ISD School Board Policy CQ (Local).	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Local Funds - Acceptable Use Policy	Documents :School Records- 08/26: 100% of the faculty, students and parents at Timpson ISD that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :Discipline Reports- 05/27: No incidents of students, faculty or parents breaking the Acceptable Use Policy.
Strategy: Evaluation of Technology Program (SWP EPE) - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed in order to improve student achievement.	Annually	Superintendent - Dr. Terry Everitt Executive Director - Sherry Scruggs High School Principal - Chris Nickleberry Middle School Principal - Bryant Lathm Elementary Principal - Lee Ann Masterson	Local Funds - Time Contributions of Staff		All staff and students using technology appropriately and efficiently.	Documents :School Records - 05/27 Principal's classroom observations indicate that 100% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

Goal: 7 **Timpson ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and	8/2026 - 5/2027	Superintendent - Dr. Terry Everitt School Nurse - Jacquelyn Johnson	Local Funds - Time Contirbutions of Staff Local Funds - Contracted Janitorial Services **$235,000.00**	Documents :School Records- 12/26: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Reports- 05/27 An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

Goal: 7 **Timpson ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
social development; and 8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health. In accordance with CDC recommendations, Timpson ISD will contract janitorial services to clean and sanitize the facilities to minimize the spread of infectious diseases due to the COVID-19 pandemic. Activity: Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Timpson ISD offers health services designed to evaluate, safeguard, and advocate health among students. These services include immunizations and routine screenings (e.g., vision, height and weight) for the prevention of illness and the appraisal of students' overall health. The nurse will advise parents of the need of students identified through any screening programs as needing treatment or further examination and refer them to appropriate health agencies.	8/2026 - 5/2027	Superintendent - Dr. Terry Everitt School Nurse - Jacquelyn Johnson	Local & State Funds - Time Contributions of Nurses 2.0 **$66,352.10**		Health and medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the dropout rate for all students and all student groups.	Documents :Nurse Records - - 05/27: Nurse's records indicate all screening has been conducted as required, everyday medical assistance has been provided and students with needs beyond the Nurse's certification have been referred to the appropriate professional(s) for treatment.

Goal: 7 **Timpson ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC), made up of > 50% parents, monitors existing school heath initiatives and recommends new programs to promote student health. Members meet at least four times a year to discuss prevention and intervention strategies concerning health and wellness. The council's duties include recommending: 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction; and 4. Strategies for integrating the curriculum components specified above with the following elements in a coordinated school health program: a. School health services; b. Counseling and guidance services; c. A safe and healthy school environment; and d. School employee wellness. Texas Education Code 28.004(c)	8/2026 - 5/2027	Superintendent - Dr. Terry Everitt	Local Funds - Time Contributions of SHAC Committee Members		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records - - 05/27: Local Board Policies reflect all new mandated medical and health-related policies, as well as Timpson ISD's specific policies.

Goal: 7 **Timpson ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*
Activity: Pregnancy Related Services - These services are available to serve prenatal and postpartum students. Counseling services, assistance in obtaining services from government agencies and community service organizations is available. Instruction related to parenting knowledge and skills, child development, home and family living and appropriate job readiness training is provided as needed and appropriate.	8/2026- 5/2027	High School Principal - Chris Nickleberry Counselor - Charlotte Metcalf	Local Funds - Time Contributions of Staff	Documents :School Records - - 12/26: Campus Records indicate a reduction in absences and an increase in passing six weeks grades.	Students who are pregnant continue to attend school.	Documents :School Records - - 05/27: Campus Records indicate all students graduate from school. Documents :Attendance Records - - 05/27 Attendance rates will meet or exceed 97%.
Activity: School Based Medicaid - Through the School Health and Related Services Program (SHARS), Timpson ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services, and special transportation. In order to be eligible, students must meet the following requirements: * be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA); and * have Individual Education Plans (IEPs) that prescribe the needed services.	8/2026 - 5/2027	Superintendent - Dr. Terry Everitt Special Services - Kaela Ward	Local Funds - Time Contributions of Staff		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records - - 05/27: 90% of eligible students will have access to health-related services and health-related information regarding Medicaid.

Goal: 7 **Timpson ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	***TimeLine***	***Person(s) Responsible***	***Resources / Allocation***	***Formative Evaluation***	***Expected Outcome***	***Summative Evaluation***
Activity: Trauma-Informed Care Program - The Timpson ISD trauma-informed care program (see Board Policy FFBA – Local) will provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by district and campus staff, and providing information about available counseling options for students affected by trauma or grief. Timpson ISD will provide training in trauma-informed care to district educators. Trainings shall be best practice-based programs and research-based practices, as well as, provided as part of any new employee orientation for all new district educators and provided to existing district educators at specific intervals. Timpson ISD will maintain records of all educators who have completed training and provide an annual report to the TEA on the number of employees who have participated in trauma-informed care training. (TEC 38.036)	8/2026 - 5/2027	Superintendent - Dr. Terry Everitt Executive Director - Sherry Scruggs Counselor - Charlotte Metcalf Elementary/Middle School Counselors - Lynne Williams, K. Sanford	Local Funds - Trauma-Informed Care Training	Documents :School Records - - 12/26: Trauma-informed care policy has been implemented and distributed to staff, parents, and students.	Establishing a comprehensive safe and supportive school program that incorporates research-based best practices and procedures for training staff on integrating trauma-informed practices.	Documents :School Records - - 05/27: 100% of district and campus staff have received the required training.

Goal: 7 **Timpson ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Safe Schools Initiatives (SWP CIP) - In an effort to promote "Safe Schools", Timpson ISD will promote special initiatives and activities that support the Safe School environment. Activities may include: * Campus Safety Rules, Campus Dress Code, Campus Discipline Code, Medical Services, Student Assemblies to enhance Drug/Alcohol Awareness, Emergency Response Protocol, Visitor check-in/badges, Dating Violence Policy (see Board Policy FFH-Local) At this time, Timpson ISD employs a School Resource Officer. (TEC §37.081(d)) The SRO's duties include: providing a safer learning environment, reducing criminal offenses, fostering positive relationships with students/ staff, monitor campus safety, serve as a law enforcement resource, enforce criminal law violations, compile and maintain reports and records, and respond and investigate. SRO will follow district safety/emergency procedures. STO will work to counsel students, parents, and staff to resolve issues and prevent future problems. Through the School Safety and Security Grant, Timpson ISD will install perimeter fencing and secure exterior doors.	8/2026 - 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	State and Local Funds - Time Contributions of Staff and Faculty State - School Safety Allotment - Safety Resources **$47,047.00** Federal Grants: SAFE Cycle 1 $167,216.36 SAFE Cycle 2 $22,475.35		Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documents :Discipline Reports- 05/27: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.
Activity: Disciplinary Alternative Education Program (DAEP) - Timpson ISD students who have violated the district code of conduct will be placed in the DAEP. A regular education program with a fully certified teacher in each core subject areas for grades 4 through 12 and counseling services will be provided for any student who is at risk of dropping out of school.	8/2026- 5/2027	High School Principal - Chris Nickleberry Middle School Principal - Bryant Lathm Elementary Principal - Lee Ann Masterson DAEP Coordinator - Victor Villarreall	State - State Compensatory Education (SCE) - DAEP Resources **$1,000.00**	Informal Assessment :Classroom Assessments - - 12/26: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. Maintain classroom assignments through DAEP instructional arrangement.	A safe and disciplined school environment for all students, staff, and community members.	- Informal Assessment :Classroom Assessments -05/27: Final report card grades and STAAR assessments will indicate program`s success.

Goal: 7 **Timpson ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*
Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Timpson ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities. An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselor and Principal, using the data to plan specific programs and activities.	8/2026 - 5/2027	Superintendent - Dr. Terry Everitt High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	State and Local Funds - Time Contributions of Faculty and Staff		A drug-free student body, faculty, and staff.	Documents :Counselor Records - - 05/27: Counselor`s Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.
Activity: Elementary Campus will partner with local 4H to implement the Healthy School Recognized Campus Project. Steps include: 1. Connect with local County Extension Agent and apply 2. Host Walk Across Texas at our school 3. Host at least 1 other program. We will host Learn, Grow, Eat and Go! 4. Host at least 1 adult program 5. Submit proof of program completion to Extension Agent, Feleshia Thompson	8/2026 - 5/2027	Elementary Principal - Lee Ann Masterson				

Goal: 7 **Timpson ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Child Sexual Abuse and Other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school. A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of	7/2026 - 6/2027	Superintendent - Dr. Terry Everitt Counselor - Charlotte Metcalf Elementary/Middle School Counselor - Lynne Williams High School Principal - Chris Nickleberry Middle School Principal - Bryant Latham Elementary Principal - Lee Ann Masterson	Local Funds - Time Contributions of Staff and Faculty	Documents :School Records - - 08/26: Sexual Abuse policy has been distributed to staff, parents and students.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records - - 05/27: Sexual Abuse policy will have been implemented.

Goal: 7 **Timpson ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you. As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp. The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm http://sapn.nonprofitoffice.com http://www.taasa.org/member/materials2.php http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at http://www.txabusehotline.org).						

Goal: 7 **Timpson ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s):

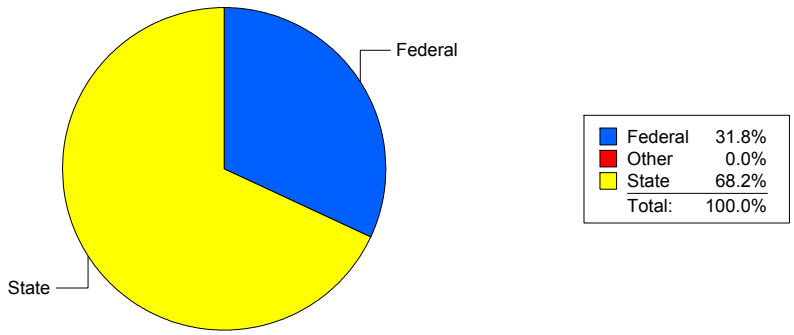
Implementation: Reform Methodologies, Strategies and Activities	***TimeLine***	***Person(s) Responsible***	***Resources / Allocation***	***Formative Evaluation***	***Expected Outcome***	***Summative Evaluation***
Activity: Dating Violence Policy - In accordance with TEC 37.0831, the dating violence is not tolerated in Timpson ISD. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. Students who are victims of child abuse, family violence, dating violence, and sex trafficking should report to the school counselor, principal, Superintendent, or a teacher they are comfortable sharing this information. The principal or designee will notify the parent in a timely manner if a report identifies a student as an alleged victim or perpetrator. The district will provide counseling for victims and perpetrators and training to teachers and administrators. In addition, the district will provide students with age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. For more information see Board Policy FFH (Local).	8/2026 - 5/2027	Superintendent - Dr. Terry Everitt Elementary Principal - Lee Ann Masterson Middle School Principal Bryant Latham High School Principal - Chris Nickleberry Counselor - Charlotte Metcalf Elementary/Middle School Counselors - Lynne Williams; K. Sanford	Local Funds - Time Contributions of Faculty and Staff		Staff, parents, and students have an increased awareness of dating violence.	Documents :School Records - - 05/27: Dating violence policy has been implemented and distributed to staff, parents, and students.

Goal: 7 **Timpson ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	***TimeLine***	***Person(s) Responsible***	***Resources / Allocation***	***Formative Evaluation***	***Expected Outcome***	***Summative Evaluation***
Strategy: Counseling Responsive Services (SWP CIP) - The counselors will conduct responsive services in prevention and intervention areas. Areas of focus will include: * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education The counselors and classroom teachers will deliver age-appropriate guidance curriculum focusing on: * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem–Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior	8/2026 - 5/2027	Counselor - Charlotte Metcalf Elem Counselor - Lynne Williams MS Counselor - Kelli Sanford	State & Local Funds - Time Contributions of Counselors FTE: 2.5	Documents :School Records- 12/26: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	All students get along with their peers with a healthy outlook toward life. Reduction in dropout rates.	Documents :Counselor Records- 05/27: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

Funding Values By Program



Funding Values By Program

Federal	FTE	DollarValue
IDEA-B Formula		
Assessment Instruments	0.00	
Time Contributions of Staff	2.63	$179,455.47
Supplemental Resources	0.00	
Professional Development Travel	0.00	
Contracted Related Services	0.00	$200.00
IDEA-B Preschool		
Contributions of Staff	0.14	$8,991.00
Perkins V		
Student Tuition	0.00	$82750.00
Title I, Part A		
Site Licenses	0.00	$6,500.00
PD Travel and Registration	0.00	$1,300.00
Supplemental Instructional Resources Homeless	0.00	$1,000.00
Resources	0.00	$100.00
SECCA, Inc Consulting Services	0.00	$7,527.00
Time Contributions of Reading Pullout Teacher	.88	$71,080.24
Time Contribution of Reading Aide	1.00	$431617.37
Time Contributions of Math Lab Teacher	.88	$73,945.63
Time Contributions of Math Aide	.85	$50,883.35
Title II, Part A		
Contracted Professional Development	0.00	$1,000.00

Funding Values By Program

Federal	FTE	DollarValue
Title II, Part A		
PD Travel and Registration	0.00	$1,000.00
Professional Development Resources	0.00	
Technology Resources	0.00	$25,546.00
SECCA, Inc Consulting Services	0.00	$1,000.00
Title III, Part A - ELA		
Region VII SSA	0.00	$4,543.00
Title IV, Part A		
STEM Resources	0.00	
Dual Credit College Tuition	0.00	$19,246.00
SECCA, Inc Consulting Services	0.00	$1,000.00

Other	FTE	DollarValue
Local Funds		
Time Contributions of Staff	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
Acceptable Use Policy	0.00	$0.00
Time Contirbutions of Staff	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
Time Contributions of Ancillary Staff	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
Time Contributions of Faculty and Staff	0.00	$0.00

Funding Values By Program

Other	FTE	DollarValue
Local Funds		
Time Contributions of Extracurricular Staff	0.00	$0.00
Time Contributions of Staff and Community	0.00	$0.00
Time Contributions of Staff and Parents	0.00	$0.00
Time Contributions of Staff and Community	0.00	$0.00
Time Contributions of Committee Members	0.00	$0.00
Time Contributions of Committee Members	0.00	$0.00
Assessment Instruments	0.00	$0.00
Time Contributions of Foundation Staff	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
Time Contributions of SHAC Committee Members	0.00	$0.00
Trauma-Informed Care Training	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Faculty and Staff	0.00	$0.00
Time Contributions of Faculty and Staff	0.00	$0.00
Time Contributions of Library Aide	1.00	$0.00
Time Contributions of Nurse	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
Time Contributions of Faculty and Staff	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
State and Local Funds		
Time Contributions of G/T Staff	0.00	$0.00
Time Contributions of Faculty and Staff	0.00	$0.00
Time Contributions of PK Staff	5.00	$0.00

Funding Values By Program

Other	FTE	DollarValue
State and Local Funds		
Assessment Instruments	0.00	$0.00
Child Find Resources	0.00	$0.00
Time Contributions of Faculty and Staff	0.00	$0.00
Assessment Instruments	0.00	$0.00
Time Contributions of ESL Staff and LPAC	0.00	$0.00
Assessment Instruments	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
		$0.00

State	FTE	DollarValue
Career and Technology Education Block Grant		
Time Contributions of Staff	0.00	$1,647,124.00
CCMR Outcome Bonus		
CCMR Outcome Bonus	0.00	$22,000.00
Dyslexia Allotment		
Dyslexia Allotment	0.00	$41,641.00
Early Education Allotment		
Early Education Allotment	0.00	$92,177.00
Gifted & Talented Adjusted Allotment		
G/T Allotment	0.00	$10,952.00
School Safety Allotment		
Safety Resources	0.00	$47,047.00
Bilingual Education Allotment		$27,968.00
Regular Program Allotment		$3,193,578.00
Small & Mid Size Allotment		$1,595,504.00
Transportation Allotment		$72,224.00
Dropout Recovery & Residential Placement Facility Allotment		$688.00

Funding Values By Program

State	FTE	DollarValue
Special Education Block Grant		
Time Contributions of Staff	0.00	$711,384.00
State Compensatory Education (SCE)		
Direct Costs for SCE = $599,724		
Time Contributions of PK Staff	3.75	$146,939.25
Contribution of Math Lab Aide	0.73	$31,936.48
Non Direct Costs - SECCA Consulting Services	0.00	$21,342.00
Supplemental Instructional Resources Time	0.00	$1,500.00
Contributions of ESL Teacher	0.75	$54,603.10
Time Contributions of CSR Teachers Time DAEP	4.34	$244,847.92
DAEP Resources		
Extended Learning (Summer School/Tutorials)	0.00	$1,000.00
		$73,593.00
		$2,683,387.86
	Grand Total:	**$3,936,967.69**

Teacher Incentive Allotment	**$842,682.00**
Teacher Retention Allotment	**$496,000.00**
Support Staff Allotment	**$ 34,676.00**
Allotment for Basic Costs	**$ 73,670.00**
Special Ed Evaluation Allotment	**$ 25,000.00**
College Prep & Career Readiness Assessment Reimb.	**$ 2,562.00**
Certification Exam Reimb.	**$ 2,125.00**
410 Instructional Materials & Technology Fund	**$ 0**
Total Allotment for Bienium (25-26, 26-27)	**$132,764.19**
Total SCE Indirect Costs	**$135,622.00**

2024-25 Texas Academic Performance Report (TAPR)

District Name: TIMPSON ISD

District Number: 210905

2025 District Accountability Score: B

2025 Special Education Determination Status:

Meets Requirements

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	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	**98%**	100%	90%	100%	-	-	-	*	100%	*	97%	100%	96%	88%
	2024	74%	76%	**80%**	83%	91%	71%	-	-	-	*	83%	*	83%	78%	82%	86%
At Meets Grade Level or Above	2025	52%	51%	**76%**	67%	50%	88%	-	-	-	*	67%	*	76%	78%	65%	63%
	2024	48%	48%	**46%**	67%	45%	43%	-	-	-	*	33%	*	39%	56%	44%	57%
At Masters Grade Level	2025	23%	20%	**45%**	33%	10%	64%	-	-	-	*	67%	*	39%	67%	23%	25%
	2024	21%	18%	**7%**	17%	0%	10%	-	-	-	*	8%	*	9%	6%	3%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	72%	**95%**	100%	100%	92%	-	-	-	*	86%	*	97%	89%	93%	100%
	2024	70%	70%	**62%**	83%	64%	50%	-	-	-	*	67%	*	61%	63%	57%	71%
At Meets Grade Level or Above	2025	46%	46%	**77%**	83%	80%	77%	-	-	-	*	57%	*	76%	78%	70%	100%
	2024	42%	41%	**31%**	33%	27%	27%	-	-	-	*	33%	*	26%	37%	29%	29%
At Masters Grade Level	2025	19%	18%	**42%**	0%	20%	62%	-	-	-	*	14%	*	35%	67%	22%	38%
	2024	15%	14%	**7%**	0%	0%	14%	-	-	-	*	8%	*	4%	11%	3%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	**86%**	83%	85%	87%	-	-	-	*	67%	*	81%	91%	86%	75%
	2024	81%	81%	**83%**	55%	*	91%	-	*	-	*	59%	*	84%	82%	77%	*
At Meets Grade Level or Above	2025	54%	52%	**48%**	50%	62%	43%	-	-	-	*	17%	*	43%	52%	43%	50%
	2024	51%	49%	**48%**	36%	*	53%	-	*	-	*	29%	*	45%	55%	45%	*
At Masters Grade Level	2025	24%	20%	**18%**	17%	15%	22%	-	-	-	*	8%	*	19%	17%	11%	25%
	2024	23%	20%	**20%**	9%	*	26%	-	*	-	*	12%	*	16%	27%	18%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	69%	**64%**	83%	69%	54%	-	-	-	*	46%	*	62%	67%	58%	63%
	2024	69%	68%	**65%**	27%	*	77%	-	*	-	*	47%	*	61%	73%	59%	*
At Meets Grade Level or Above	2025	47%	46%	**49%**	67%	46%	42%	-	-	-	*	31%	*	43%	54%	42%	50%
	2024	46%	44%	**40%**	18%	*	49%	-	*	-	*	24%	*	34%	50%	34%	*
At Masters Grade Level	2025	24%	22%	**18%**	33%	0%	21%	-	-	-	*	8%	*	14%	21%	8%	0%
	2024	21%	19%	**13%**	0%	*	19%	-	*	-	*	12%	*	11%	18%	11%	*
Grade 5 Reading																	

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	76%	**78%**	67%	57%	85%	-	*	-	*	33%	83%	80%	75%	67%	60%
	2024	79%	77%	**78%**	73%	*	81%	-	-	-	*	0%	-	84%	71%	67%	*
At Meets Grade Level or Above	2025	58%	55%	**61%**	42%	57%	68%	-	*	-	*	28%	67%	58%	67%	53%	60%
	2024	55%	49%	**48%**	18%	*	55%	-	-	-	*	0%	-	48%	48%	40%	*
At Masters Grade Level	2025	30%	26%	**30%**	17%	29%	34%	-	*	-	*	11%	50%	30%	29%	30%	20%
	2024	29%	23%	**26%**	9%	*	32%	-	-	-	*	0%	-	20%	33%	23%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	73%	**72%**	50%	57%	78%	-	*	-	*	39%	67%	70%	75%	60%	60%
	2024	77%	74%	**80%**	64%	*	84%	-	-	-	*	25%	-	84%	76%	73%	*
At Meets Grade Level or Above	2025	47%	45%	**42%**	8%	14%	56%	-	*	-	*	17%	50%	48%	33%	30%	40%
	2024	50%	46%	**48%**	36%	*	52%	-	-	-	*	0%	-	48%	48%	37%	*
At Masters Grade Level	2025	22%	20%	**14%**	0%	0%	22%	-	*	-	*	6%	17%	15%	13%	12%	0%
	2024	19%	16%	**9%**	0%	*	10%	-	-	-	*	0%	-	0%	19%	7%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	66%	**76%**	45%	71%	83%	-	*	-	*	53%	83%	74%	79%	69%	60%
	2024	58%	58%	**61%**	36%	*	71%	-	-	-	*	0%	-	56%	67%	43%	*
At Meets Grade Level or Above	2025	31%	32%	**37%**	18%	14%	49%	-	*	-	*	24%	50%	38%	33%	29%	0%
	2024	28%	26%	**35%**	9%	*	42%	-	-	-	*	0%	-	24%	48%	20%	*
At Masters Grade Level	2025	12%	12%	**16%**	0%	0%	24%	-	*	-	*	12%	33%	18%	13%	14%	0%
	2024	11%	10%	**13%**	0%	*	16%	-	-	-	*	0%	-	8%	19%	7%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	76%	**87%**	82%	100%	86%	-	-	-	*	33%	*	93%	79%	88%	*
	2024	77%	76%	**80%**	80%	*	82%	-	*	-	*	33%	-	85%	72%	77%	*
At Meets Grade Level or Above	2025	56%	53%	**58%**	64%	67%	54%	-	-	-	*	22%	*	55%	63%	56%	*
	2024	57%	55%	**62%**	20%	*	68%	-	*	-	*	0%	-	59%	67%	57%	*
At Masters Grade Level	2025	29%	25%	**21%**	9%	17%	23%	-	-	-	*	0%	*	10%	33%	22%	*
	2024	26%	22%	**20%**	0%	*	24%	-	*	-	*	0%	-	11%	33%	17%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	74%	**91%**	91%	100%	89%	-	-	-	*	56%	*	90%	92%	88%	*
	2024	72%	71%	**91%**	80%	*	91%	-	*	-	*	56%	-	89%	94%	87%	*

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	38%	**55%**	55%	50%	54%	-	-	-	*	33%	*	45%	67%	53%	*
	2024	39%	36%	**47%**	20%	*	50%	-	*	-	*	0%	-	37%	61%	43%	*
At Masters Grade Level	2025	16%	14%	**19%**	0%	17%	23%	-	-	-	*	0%	*	10%	29%	16%	*
	2024	14%	11%	**11%**	0%	*	12%	-	*	-	*	0%	-	7%	17%	10%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	74%	**81%**	78%	*	84%	-	*	-	*	40%	-	83%	80%	78%	*
	2024	74%	75%	**59%**	33%	71%	71%	-	-	-	*	15%	*	62%	50%	50%	*
At Meets Grade Level or Above	2025	54%	50%	**56%**	44%	*	59%	-	*	-	*	10%	-	45%	68%	44%	*
	2024	54%	53%	**36%**	20%	29%	48%	-	-	-	*	8%	*	35%	40%	31%	*
At Masters Grade Level	2025	27%	24%	**19%**	0%	*	24%	-	*	-	*	0%	-	10%	28%	8%	*
	2024	29%	26%	**16%**	0%	0%	33%	-	-	-	*	8%	*	18%	10%	11%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	56%	**46%**	44%	*	48%	-	-	-	*	20%	-	48%	43%	45%	-
	2024	56%	60%	**47%**	31%	29%	67%	-	-	-	*	15%	*	44%	55%	38%	*
At Meets Grade Level or Above	2025	33%	34%	**11%**	0%	*	10%	-	-	-	*	0%	-	4%	21%	10%	-
	2024	34%	37%	**20%**	0%	0%	43%	-	-	-	*	8%	*	21%	18%	14%	*
At Masters Grade Level	2025	11%	11%	**0%**	0%	*	0%	-	-	-	*	0%	-	0%	0%	0%	-
	2024	11%	12%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	80%	**81%**	63%	86%	91%	-	-	-	*	50%	*	76%	100%	75%	*
	2024	81%	79%	**72%**	40%	*	82%	-	-	-	*	43%	-	54%	100%	67%	*
At Meets Grade Level or Above	2025	58%	56%	**60%**	38%	57%	74%	-	-	-	*	20%	*	51%	90%	53%	*
	2024	56%	53%	**51%**	20%	*	64%	-	-	-	*	29%	-	42%	65%	42%	*
At Masters Grade Level	2025	32%	29%	**26%**	6%	14%	39%	-	-	-	*	10%	*	16%	60%	19%	*
	2024	29%	26%	**16%**	0%	*	21%	-	-	-	*	0%	-	15%	18%	6%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	65%	**84%**	56%	100%	94%	-	*	-	*	40%	-	78%	95%	78%	*
	2024	72%	67%	**78%**	70%	*	86%	-	-	-	*	71%	-	77%	79%	77%	*
At Meets Grade Level or Above	2025	47%	41%	**49%**	13%	14%	75%	-	*	-	*	20%	-	38%	70%	35%	*
	2024	43%	37%	**36%**	40%	*	41%	-	-	-	*	29%	-	41%	29%	33%	*

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At Masters Grade Level	2025	18%	14%	**11%**	0%	0%	19%	-	*	-	*	0%	-	5%	20%	5%	*
	2024	16%	12%	**0%**	0%	*	0%	-	-	-	*	0%	-	0%	0%	0%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	69%	**47%**	19%	29%	70%	-	-	-	*	20%	*	41%	70%	39%	*
	2024	70%	66%	**65%**	50%	*	68%	-	-	-	*	43%	-	65%	65%	58%	*
At Meets Grade Level or Above	2025	48%	42%	**17%**	0%	14%	30%	-	-	-	*	10%	*	11%	40%	14%	*
	2024	44%	38%	**33%**	30%	*	36%	-	-	-	*	43%	-	31%	35%	24%	*
At Masters Grade Level	2025	19%	14%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
	2024	17%	12%	**7%**	0%	*	7%	-	-	-	*	0%	-	12%	0%	3%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	54%	**51%**	38%	29%	70%	-	-	-	*	20%	*	46%	70%	44%	*
	2024	60%	55%	**33%**	20%	*	39%	-	-	-	*	29%	-	38%	24%	21%	*
At Meets Grade Level or Above	2025	32%	27%	**13%**	0%	0%	26%	-	-	-	*	10%	*	14%	10%	8%	*
	2024	33%	27%	**14%**	20%	*	11%	-	-	-	*	29%	-	19%	6%	9%	*
At Masters Grade Level	2025	17%	13%	**4%**	0%	0%	9%	-	-	-	*	10%	*	3%	10%	3%	*
	2024	17%	12%	**2%**	0%	*	4%	-	-	-	*	0%	-	4%	0%	0%	*
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	66%	**60%**	36%	*	74%	-	-	-	*	20%	*	56%	68%	53%	*
	2024	70%	70%	**59%**	39%	91%	67%	-	*	-	40%	18%	-	53%	75%	59%	100%
At Meets Grade Level or Above	2025	49%	45%	**43%**	27%	*	58%	-	-	-	*	20%	*	40%	53%	38%	*
	2024	52%	50%	**42%**	18%	82%	55%	-	*	-	0%	9%	-	40%	50%	39%	100%
At Masters Grade Level	2025	15%	11%	**7%**	5%	*	8%	-	-	-	*	10%	*	6%	11%	4%	*
	2024	16%	13%	**10%**	0%	9%	18%	-	*	-	0%	0%	-	12%	5%	8%	13%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	69%	**79%**	63%	91%	87%	-	*	-	60%	33%	-	78%	82%	77%	88%
	2024	75%	74%	**71%**	57%	78%	78%	-	-	-	*	29%	-	64%	86%	72%	*
At Meets Grade Level or Above	2025	55%	50%	**58%**	37%	73%	71%	-	*	-	20%	17%	-	56%	65%	53%	75%
	2024	58%	56%	**49%**	24%	56%	66%	-	-	-	*	14%	-	52%	43%	44%	*

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At Masters Grade Level	2025	8%	6%	**4%**	0%	9%	3%	-	*	-	0%	0%	-	4%	6%	5%	13%
	2024	9%	6%	**5%**	0%	0%	9%	-	-	-	*	0%	-	5%	5%	5%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	69%	**70%**	50%	*	77%	-	-	-	*	29%	*	64%	85%	69%	*
	2024	81%	74%	**87%**	71%	100%	95%	-	-	-	100%	50%	-	85%	90%	81%	100%
At Meets Grade Level or Above	2025	45%	34%	**24%**	25%	*	23%	-	-	-	*	14%	*	24%	23%	28%	*
	2024	43%	36%	**35%**	14%	57%	52%	-	-	-	20%	0%	-	39%	29%	31%	80%
At Masters Grade Level	2025	27%	20%	**4%**	0%	*	6%	-	-	-	*	0%	*	6%	0%	3%	*
	2024	24%	19%	**11%**	0%	0%	24%	-	-	-	20%	0%	-	9%	14%	3%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	90%	**100%**	100%	100%	100%	-	-	-	*	*	*	100%	100%	100%	*
	2024	91%	90%	**95%**	82%	100%	100%	-	-	-	*	*	-	97%	89%	92%	*
At Meets Grade Level or Above	2025	61%	52%	**75%**	60%	88%	80%	-	-	-	*	*	*	71%	100%	64%	*
	2024	56%	49%	**50%**	27%	100%	50%	-	-	-	*	*	-	54%	33%	56%	*
At Masters Grade Level	2025	21%	14%	**14%**	7%	13%	20%	-	-	-	*	*	*	13%	17%	8%	*
	2024	19%	13%	**9%**	9%	0%	12%	-	-	-	*	*	-	11%	0%	8%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	93%	**94%**	94%	100%	94%	-	*	-	*	80%	-	96%	91%	91%	100%
	2024	96%	95%	**85%**	81%	100%	83%	-	-	-	*	57%	*	84%	86%	82%	*
At Meets Grade Level or Above	2025	68%	60%	**46%**	39%	45%	50%	-	*	-	*	20%	-	43%	50%	40%	56%
	2024	69%	65%	**41%**	31%	57%	40%	-	-	-	*	14%	*	38%	45%	26%	*
At Masters Grade Level	2025	37%	28%	**12%**	6%	0%	18%	-	*	-	*	0%	-	13%	9%	9%	0%
	2024	37%	31%	**15%**	6%	29%	14%	-	-	-	*	14%	*	16%	14%	9%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	92%	**85%**	*	*	100%	-	-	-	*	-	-	82%	*	60%	-
	2024	88%	91%	**79%**	*	*	90%	-	-	-	*	-	-	77%	*	75%	-
At Meets Grade Level or Above	2025	59%	56%	**38%**	*	*	63%	-	-	-	*	-	-	27%	*	0%	-
	2024	59%	59%	**43%**	*	*	50%	-	-	-	*	-	-	46%	*	38%	-

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At Masters Grade Level	2025	13%	5%	**0%**	*	*	0%	-	-	-	*	-	-	0%	*	0%	-
	2024	12%	6%	**0%**	*	*	0%	-	-	-	*	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	73%	**77%**	63%	78%	83%	-	100%	-	74%	44%	89%	76%	81%	72%	77%
	2024	75%	73%	**72%**	55%	76%	78%	-	100%	-	73%	41%	83%	70%	75%	65%	74%
At Meets Grade Level or Above	2025	50%	46%	**48%**	32%	46%	55%	-	86%	-	30%	23%	57%	44%	55%	40%	52%
	2024	48%	45%	**41%**	23%	45%	48%	-	100%	-	33%	16%	42%	39%	44%	35%	51%
At Masters Grade Level	2025	21%	18%	**16%**	5%	8%	22%	-	57%	-	12%	8%	31%	13%	21%	11%	13%
	2024	20%	16%	**11%**	2%	3%	15%	-	60%	-	14%	4%	25%	10%	14%	8%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	74%	**80%**	64%	84%	86%	-	*	-	70%	44%	92%	79%	82%	76%	76%
	2024	76%	75%	**72%**	51%	81%	79%	-	*	-	71%	38%	80%	69%	78%	68%	79%
At Meets Grade Level or Above	2025	54%	51%	**57%**	42%	59%	64%	-	*	-	30%	23%	62%	53%	64%	50%	57%
	2024	54%	52%	**48%**	24%	54%	57%	-	*	-	33%	17%	40%	45%	53%	42%	64%
At Masters Grade Level	2025	23%	19%	**20%**	8%	13%	26%	-	*	-	15%	11%	46%	16%	27%	15%	19%
	2024	22%	18%	**14%**	3%	2%	22%	-	*	-	10%	5%	40%	13%	18%	11%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	69%	**76%**	64%	79%	79%	-	*	-	77%	43%	85%	75%	78%	69%	83%
	2024	72%	70%	**73%**	57%	67%	80%	-	*	-	78%	46%	80%	71%	77%	66%	74%
At Meets Grade Level or Above	2025	45%	41%	**44%**	29%	40%	50%	-	*	-	38%	23%	54%	41%	51%	37%	62%
	2024	43%	40%	**37%**	21%	25%	46%	-	*	-	28%	14%	60%	35%	40%	31%	39%
At Masters Grade Level	2025	20%	17%	**15%**	3%	6%	21%	-	*	-	15%	4%	23%	12%	19%	9%	10%
	2024	17%	15%	**8%**	0%	0%	11%	-	*	-	11%	4%	20%	5%	13%	5%	4%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	76%	**74%**	55%	68%	83%	-	*	-	100%	47%	88%	72%	80%	66%	60%
	2024	75%	73%	**74%**	56%	78%	79%	-	-	-	86%	28%	-	76%	70%	63%	*
At Meets Grade Level or Above	2025	47%	43%	**42%**	26%	41%	51%	-	*	-	20%	23%	50%	40%	45%	32%	20%
	2024	43%	39%	**39%**	22%	67%	42%	-	-	-	43%	17%	-	38%	40%	32%	*

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At Masters Grade Level	2025	17%	14%	**10%**	2%	5%	17%	-	*	-	0%	10%	25%	11%	10%	8%	10%
	2024	16%	12%	**10%**	3%	0%	12%	-	-	-	29%	0%	-	10%	9%	6%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	75%	**77%**	68%	72%	84%	-	*	-	60%	40%	*	73%	84%	70%	83%
	2024	78%	75%	**63%**	58%	88%	63%	-	-	-	40%	43%	*	65%	59%	52%	*
At Meets Grade Level or Above	2025	50%	45%	**32%**	21%	28%	40%	-	*	-	20%	13%	*	30%	38%	26%	42%
	2024	51%	46%	**29%**	27%	50%	27%	-	-	-	40%	21%	*	30%	28%	18%	*
At Masters Grade Level	2025	27%	21%	**9%**	3%	0%	14%	-	*	-	0%	7%	*	8%	9%	6%	0%
	2024	27%	22%	**10%**	4%	25%	10%	-	-	-	20%	7%	*	11%	8%	4%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	38%	**67%**	50%	50%	80%	-	-	-	*	67%	*	64%	78%	54%	63%
	2024	35%	33%	**27%**	33%	27%	24%	-	-	-	*	17%	*	26%	28%	24%	29%
Reading and Mathematics Including EOC	2025	39%	38%	**67%**	50%	50%	80%	-	-	-	*	67%	*	64%	78%	54%	63%
	2024	35%	33%	**27%**	33%	27%	24%	-	-	-	*	17%	*	26%	28%	24%	29%
Reading Including EOC	2025	52%	51%	**76%**	67%	50%	88%	-	-	-	*	67%	*	76%	78%	65%	63%
	2024	48%	48%	**46%**	67%	45%	43%	-	-	-	*	33%	*	39%	56%	44%	57%
Math Including EOC	2025	46%	46%	**77%**	83%	80%	77%	-	-	-	*	57%	*	76%	78%	70%	100%
	2024	42%	41%	**31%**	33%	27%	27%	-	-	-	*	33%	*	26%	37%	29%	29%
4th Graders																	
Reading and Mathematics	2025	40%	38%	**41%**	50%	46%	39%	-	-	-	*	17%	*	33%	48%	34%	50%
	2024	38%	36%	**35%**	18%	*	42%	-	*	-	*	24%	*	29%	45%	30%	*
Reading and Mathematics Including EOC	2025	40%	38%	**41%**	50%	46%	39%	-	-	-	*	17%	*	33%	48%	34%	50%
	2024	38%	36%	**35%**	18%	*	42%	-	*	-	*	24%	*	29%	45%	30%	*
Reading Including EOC	2025	54%	52%	**48%**	50%	62%	43%	-	-	-	*	17%	*	43%	52%	43%	50%
	2024	51%	49%	**48%**	36%	*	53%	-	*	-	*	29%	*	45%	55%	45%	*
Math Including EOC	2025	47%	46%	**49%**	67%	46%	42%	-	-	-	*	31%	*	43%	54%	42%	50%
	2024	46%	44%	**40%**	18%	*	49%	-	*	-	*	24%	*	34%	50%	34%	*
5th Graders																	
Reading and Mathematics	2025	42%	39%	**41%**	8%	14%	54%	-	*	-	*	17%	50%	45%	33%	30%	40%
	2024	42%	36%	**37%**	18%	*	42%	-	-	-	*	0%	-	32%	43%	30%	*

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	42%	39%	**41%**	8%	14%	54%	-	*	-	*	17%	50%	45%	33%	30%	40%
	2024	42%	36%	**37%**	18%	*	42%	-	-	-	*	0%	-	32%	43%	30%	*
Reading Including EOC	2025	58%	55%	**61%**	42%	57%	68%	-	*	-	*	28%	67%	58%	67%	53%	60%
	2024	55%	49%	**48%**	18%	*	55%	-	-	-	*	0%	-	48%	48%	40%	*
Math Including EOC	2025	48%	45%	**42%**	8%	14%	56%	-	*	-	*	17%	50%	48%	33%	30%	40%
	2024	51%	46%	**48%**	36%	*	52%	-	-	-	*	0%	-	48%	48%	37%	*
6th Graders																	
Reading and Mathematics	2025	37%	34%	**42%**	45%	17%	43%	-	-	-	*	22%	*	34%	50%	38%	*
	2024	36%	33%	**42%**	20%	*	47%	-	*	-	*	0%	-	33%	56%	37%	*
Reading and Mathematics Including EOC	2025	37%	34%	**42%**	45%	17%	43%	-	-	-	*	22%	*	34%	50%	38%	*
	2024	36%	33%	**42%**	20%	*	47%	-	*	-	*	0%	-	33%	56%	37%	*
Reading Including EOC	2025	56%	53%	**58%**	64%	67%	54%	-	-	-	*	22%	*	55%	63%	56%	*
	2024	57%	55%	**62%**	20%	*	68%	-	*	-	*	0%	-	59%	67%	57%	*
Math Including EOC	2025	41%	38%	**55%**	55%	50%	54%	-	-	-	*	33%	*	45%	67%	53%	*
	2024	40%	37%	**47%**	20%	*	50%	-	*	-	*	0%	-	37%	61%	43%	*
7th Graders																	
Reading and Mathematics	2025	36%	33%	**26%**	0%	*	35%	-	*	-	*	0%	-	14%	40%	17%	*
	2024	35%	34%	**20%**	0%	0%	43%	-	-	-	*	8%	*	21%	20%	14%	*
Reading and Mathematics Including EOC	2025	38%	33%	**26%**	0%	*	35%	-	*	-	*	0%	-	14%	40%	17%	*
	2024	36%	34%	**20%**	0%	0%	43%	-	-	-	*	8%	*	21%	20%	14%	*
Reading Including EOC	2025	54%	50%	**56%**	44%	*	59%	-	*	-	*	10%	-	45%	68%	44%	*
	2024	54%	53%	**36%**	20%	29%	48%	-	-	-	*	8%	*	35%	40%	31%	*
Math Including EOC	2025	43%	38%	**33%**	0%	*	41%	-	*	-	*	0%	-	21%	48%	25%	*
	2024	40%	39%	**20%**	0%	0%	43%	-	-	-	*	8%	*	21%	18%	14%	*
8th Graders																	
Reading and Mathematics	2025	30%	30%	**30%**	13%	14%	56%	-	-	-	*	10%	-	23%	56%	18%	*
	2024	28%	27%	**28%**	20%	*	36%	-	-	-	*	29%	-	27%	29%	23%	*
Reading and Mathematics Including EOC	2025	44%	40%	**30%**	13%	14%	48%	-	-	-	*	10%	*	24%	50%	22%	*
	2024	41%	37%	**40%**	20%	*	50%	-	-	-	*	29%	-	38%	41%	30%	*
Reading Including EOC	2025	59%	56%	**60%**	38%	57%	74%	-	-	-	*	20%	*	51%	90%	53%	*
	2024	57%	53%	**51%**	20%	*	64%	-	-	-	*	29%	-	42%	65%	42%	*

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2025	51%	47%	**34%**	13%	14%	57%	-	-	-	*	20%	*	30%	50%	28%	*
	2024	49%	44%	**47%**	40%	*	54%	-	-	-	*	29%	-	50%	41%	39%	*
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	35%	**40%**	23%	30%	50%	-	*	-	18%	18%	55%	37%	46%	31%	48%
	2024	36%	33%	**32%**	16%	18%	40%	-	*	-	17%	14%	40%	28%	39%	26%	28%
Reading and Mathematics Including EOC	2025	40%	37%	**40%**	23%	30%	49%	-	*	-	18%	18%	50%	37%	46%	31%	48%
	2024	38%	35%	**34%**	16%	18%	42%	-	*	-	23%	14%	40%	29%	41%	27%	28%
Reading Including EOC	2025	55%	53%	**60%**	48%	60%	64%	-	*	-	36%	25%	67%	56%	66%	52%	56%
	2024	54%	51%	**49%**	28%	43%	56%	-	*	-	46%	18%	40%	45%	56%	43%	44%
Math Including EOC	2025	46%	43%	**47%**	30%	43%	54%	-	*	-	45%	24%	58%	44%	53%	40%	63%
	2024	45%	42%	**39%**	22%	18%	47%	-	*	-	38%	17%	60%	35%	44%	32%	28%

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

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	67%	**74%**	67%	73%	79%	-	-	-	*	50%	*	74%	74%	71%	69%	*
	2024	67%	64%	**71%**	50%	*	76%	-	-	-	*	53%	*	70%	73%	66%	*	---
Grade 4 Mathematics	2025	65%	65%	**75%**	75%	69%	76%	-	-	-	*	67%	*	79%	72%	71%	69%	*
	2024	60%	57%	**56%**	41%	*	64%	-	*	-	*	32%	*	45%	75%	49%	*	---
Grade 5 ELA/Reading	2025	69%	67%	**69%**	50%	57%	78%	-	*	-	*	44%	75%	71%	66%	65%	60%	*
	2024	70%	65%	**77%**	73%	*	77%	-	-	-	*	25%	-	76%	78%	74%	*	---
Grade 5 Mathematics	2025	67%	66%	**70%**	54%	64%	74%	-	*	-	*	56%	58%	76%	59%	63%	70%	*
	2024	65%	60%	**62%**	64%	*	57%	-	-	-	*	38%	-	62%	61%	62%	*	---
Grade 6 ELA/Reading	2025	64%	65%	**66%**	61%	100%	61%	-	-	-	*	21%	-	67%	64%	66%	*	*
	2024	61%	61%	**71%**	40%	*	76%	-	*	-	*	33%	-	72%	70%	67%	*	---
Grade 6 Mathematics	2025	56%	58%	**70%**	72%	70%	68%	-	-	-	*	29%	-	60%	82%	71%	*	*
	2024	48%	48%	**63%**	50%	*	65%	-	*	-	*	44%	-	56%	77%	59%	*	---
Grade 7 ELA/Reading	2025	64%	61%	**66%**	72%	*	62%	-	*	-	*	39%	-	57%	77%	61%	*	*
	2024	66%	65%	**56%**	43%	64%	64%	-	-	-	*	35%	*	60%	40%	51%	*	---
Grade 7 Mathematics	2025	50%	50%	**24%**	22%	*	19%	-	-	-	*	6%	-	20%	33%	22%	-	-
	2024	49%	50%	**33%**	13%	21%	55%	-	-	-	*	19%	*	35%	27%	27%	*	---
Grade 8 ELA/Reading	2025	72%	70%	**80%**	63%	79%	91%	-	-	-	*	50%	*	75%	100%	74%	*	*
	2024	69%	66%	**58%**	35%	*	61%	-	-	-	*	43%	-	50%	71%	52%	*	---
Grade 8 Mathematics	2025	68%	64%	**77%**	63%	83%	84%	-	*	-	*	55%	-	76%	79%	72%	*	*
	2024	66%	65%	**78%**	80%	*	84%	-	-	-	*	79%	-	80%	75%	78%	*	---
End of Course English I	2025	63%	59%	**72%**	65%	*	75%	-	-	-	*	58%	*	71%	73%	68%	*	*
	2024	64%	62%	**59%**	29%	80%	77%	-	*	-	*	36%	-	68%	42%	54%	75%	---
End of Course English II	2025	65%	62%	**63%**	64%	70%	57%	-	*	-	*	20%	-	64%	62%	62%	63%	*
	2024	69%	68%	**66%**	53%	71%	70%	-	-	-	*	30%	-	70%	56%	63%	*	---
End of Course Algebra I	2025	74%	65%	**41%**	55%	*	35%	-	-	-	*	33%	*	44%	33%	47%	*	*
	2024	72%	64%	**51%**	37%	71%	61%	-	-	-	30%	36%	-	54%	47%	53%	80%	---
All Grades Both Subjects	2025	65%	63%	**66%**	60%	72%	67%	-	80%	-	72%	44%	58%	65%	68%	63%	69%	85%
	2024	64%	61%	**61%**	45%	65%	68%	-	*	-	47%	38%	75%	61%	63%	57%	67%	---
All Grades ELA/Reading	2025	67%	64%	**70%**	63%	74%	71%	-	*	-	68%	42%	65%	68%	72%	67%	69%	81%
	2024	67%	64%	**65%**	46%	76%	72%	-	*	-	57%	39%	*	67%	63%	61%	75%	---
All Grades Mathematics	2025	64%	61%	**62%**	56%	69%	62%	-	*	-	78%	45%	50%	61%	64%	59%	69%	90%
	2024	60%	57%	**56%**	43%	48%	64%	-	*	-	36%	38%	*	53%	62%	53%	56%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	38%	**50%**	*	*	67%	-	-	-	-	*	-	*	*	50%	*	-
	2024	38%	36%	**55%**	20%	*	69%	-	-	-	-	22%	*	58%	50%	44%	*	---
Grade 4 Mathematics	2025	27%	26%	**19%**	*	*	9%	-	-	-	-	17%	-	13%	25%	20%	*	-
	2024	26%	24%	**26%**	0%	*	46%	-	-	-	*	13%	*	15%	40%	21%	-	---

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
Grade 5 ELA/Reading	2025	25%	22%	**9%**	20%	*	*	-	-	-	-	0%	*	17%	0%	9%	*	-
	2024	35%	32%	**36%**	50%	*	29%	-	-	-	-	0%	-	50%	17%	25%	*	---
Grade 5 Mathematics	2025	35%	36%	**27%**	25%	*	22%	-	-	-	*	0%	*	27%	29%	21%	*	-
	2024	41%	37%	**43%**	20%	*	50%	-	-	-	-	29%	-	43%	43%	36%	-	---
Grade 6 ELA/Reading	2025	27%	27%	**25%**	*	*	17%	-	-	-	-	14%	-	*	20%	20%	*	-
	2024	24%	24%	**13%**	*	-	20%	-	-	-	*	17%	-	*	*	0%	-	---
Grade 6 Mathematics	2025	33%	34%	**57%**	*	-	60%	-	-	-	-	*	-	*	*	60%	-	-
	2024	27%	25%	**50%**	*	-	40%	-	-	-	-	40%	-	*	*	*	-	---
Grade 7 ELA/Reading	2025	25%	24%	**50%**	*	-	40%	-	-	-	*	40%	-	60%	40%	63%	-	-
	2024	23%	25%	**20%**	17%	*	17%	-	-	-	-	8%	-	24%	*	16%	*	---
Grade 7 Mathematics	2025	16%	16%	*	*	-	*	-	-	-	-	*	-	*	*	*	-	-
	2024	14%	15%	**8%**	14%	*	*	-	-	-	-	0%	-	9%	*	8%	*	---
Grade 8 ELA/Reading	2025	40%	38%	**40%**	40%	*	*	-	-	-	-	38%	-	36%	*	40%	*	-
	2024	34%	33%	**18%**	*	*	0%	-	-	-	*	*	-	0%	*	20%	*	---
Grade 8 Mathematics	2025	42%	37%	**68%**	45%	100%	75%	-	-	-	*	38%	-	67%	*	65%	*	-
	2024	44%	40%	**73%**	67%	*	75%	-	-	-	-	*	-	70%	80%	73%	*	---
End of Course English I	2025	23%	20%	**21%**	50%	*	0%	-	-	-	-	*	-	25%	*	25%	*	-
	2024	20%	18%	**14%**	*	*	*	-	-	-	*	20%	-	20%	*	17%	-	---
End of Course English II	2025	29%	26%	**40%**	*	-	*	-	-	-	*	*	-	50%	*	38%	-	-
	2024	29%	28%	**25%**	33%	*	20%	-	-	-	-	*	-	30%	*	29%	-	---
End of Course Algebra I	2025	54%	42%	**17%**	*	-	*	-	-	-	-	*	-	20%	*	20%	-	-
	2024	55%	43%	*	*	-	*	-	-	-	-	*	-	*	-	*	-	---
All Grades Both Subjects	2025	33%	30%	**36%**	35%	45%	33%	-	-	-	50%	17%	*	38%	32%	35%	36%	-
	2024	32%	30%	**33%**	25%	38%	39%	-	-	-	20%	16%	*	30%	39%	28%	38%	---
All Grades ELA/Reading	2025	31%	28%	**33%**	40%	14%	31%	-	-	-	*	18%	*	36%	27%	34%	14%	-
	2024	30%	28%	**29%**	24%	38%	33%	-	-	-	*	11%	*	29%	30%	24%	33%	---
All Grades Mathematics	2025	35%	32%	**39%**	30%	62%	34%	-	-	-	*	16%	*	39%	38%	37%	57%	-
	2024	35%	32%	**37%**	25%	40%	46%	-	-	-	*	24%	*	30%	48%	32%	*	---

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

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	73%	**77%**	-	-	-	-	-	-	75%	91%	70%	77%	*	77%	72%	100%
	2024	75%	73%	**72%**	-	-	-	-	-	-	73%	*	58%	81%	*	71%	72%	100%
At Meets Grade Level or Above	2025	50%	46%	**48%**	-	-	-	-	-	-	48%	55%	49%	41%	*	47%	43%	89%
	2024	48%	45%	**41%**	-	-	-	-	-	-	49%	*	33%	63%	*	40%	49%	86%
At Masters Grade Level	2025	21%	18%	**16%**	-	-	-	-	-	-	10%	0%	17%	0%	*	16%	8%	28%
	2024	20%	16%	**11%**	-	-	-	-	-	-	4%	*	0%	7%	*	11%	8%	14%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	74%	**80%**	-	-	-	-	-	-	73%	*	67%	88%	*	80%	69%	100%
	2024	76%	75%	**72%**	-	-	-	-	-	-	78%	*	64%	86%	*	72%	77%	*
At Meets Grade Level or Above	2025	54%	51%	**57%**	-	-	-	-	-	-	52%	*	43%	63%	*	57%	45%	100%
	2024	54%	52%	**48%**	-	-	-	-	-	-	63%	*	45%	79%	*	46%	62%	*
At Masters Grade Level	2025	23%	19%	**20%**	-	-	-	-	-	-	12%	*	19%	0%	*	20%	14%	38%
	2024	22%	18%	**14%**	-	-	-	-	-	-	4%	*	0%	7%	*	15%	8%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	69%	**76%**	-	-	-	-	-	-	81%	*	72%	100%	*	75%	80%	100%
	2024	72%	70%	**73%**	-	-	-	-	-	-	73%	*	60%	80%	*	73%	71%	*
At Meets Grade Level or Above	2025	45%	41%	**44%**	-	-	-	-	-	-	59%	*	61%	50%	*	43%	56%	80%
	2024	43%	40%	**37%**	-	-	-	-	-	-	36%	*	20%	50%	*	37%	38%	*
At Masters Grade Level	2025	20%	17%	**15%**	-	-	-	-	-	-	11%	*	17%	0%	*	15%	4%	40%
	2024	17%	15%	**8%**	-	-	-	-	-	-	0%	*	0%	0%	*	8%	5%	*
All Grades Science																		

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2025	78%	76%	**74%**	-	-	-	-	-	-	60%	*	60%	*	-	75%	60%	*
	2024	75%	73%	**74%**	-	-	-	-	-	-	*	-	*	*	-	74%	*	*
At Meets Grade Level or Above	2025	47%	43%	**42%**	-	-	-	-	-	-	20%	*	40%	*	-	43%	20%	*
	2024	43%	39%	**39%**	-	-	-	-	-	-	*	-	*	*	-	39%	*	*
At Masters Grade Level	2025	17%	14%	**10%**	-	-	-	-	-	-	10%	*	20%	*	-	10%	10%	*
	2024	16%	12%	**10%**	-	-	-	-	-	-	*	-	*	*	-	10%	*	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	75%	**77%**	-	-	-	-	-	-	80%	*	*	60%	-	76%	75%	*
	2024	78%	75%	**63%**	-	-	-	-	-	-	*	-	-	*	-	63%	*	*
At Meets Grade Level or Above	2025	50%	45%	**32%**	-	-	-	-	-	-	30%	*	*	20%	-	31%	25%	*
	2024	51%	46%	**29%**	-	-	-	-	-	-	*	-	-	*	-	28%	*	*
At Masters Grade Level	2025	27%	21%	**9%**	-	-	-	-	-	-	0%	*	*	0%	-	10%	0%	*
	2024	27%	22%	**10%**	-	-	-	-	-	-	*	-	-	*	-	8%	*	*
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	63%	**66%**	-	-	-	-	-	-	69%	93%	52%	86%	*	66%	65%	88%
	2024	64%	61%	**61%**	-	-	-	-	-	-	65%	*	50%	78%	*	61%	67%	*
All Grades ELA/Reading	2025	67%	64%	**70%**	-	-	-	-	-	-	68%	*	46%	88%	*	70%	65%	83%
	2024	67%	64%	**65%**	-	-	-	-	-	-	74%	*	63%	80%	*	65%	75%	*
All Grades Mathematics	2025	64%	61%	**62%**	-	-	-	-	-	-	71%	*	60%	83%	*	62%	66%	*
	2024	60%	57%	**56%**	-	-	-	-	-	-	53%	*	36%	75%	*	56%	56%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	30%	**36%**	-	-	-	-	-	-	36%	*	13%	80%	-	36%	36%	-
	2024	32%	30%	**33%**	-	-	-	-	-	-	38%	*	*	*	-	32%	38%	-

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2025	31%	28%	**33%**	-	-	-	-	-	-	14%	*	*	*	-	35%	14%	-
	2024	30%	28%	**29%**	-	-	-	-	-	-	33%	*	*	*	-	29%	33%	-
All Grades Mathematics	2025	35%	32%	**39%**	-	-	-	-	-	-	57%	-	*	*	-	37%	57%	-
	2024	35%	32%	**37%**	-	-	-	-	-	-	*	-	-	*	-	37%	*	-

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

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	100%	-	98%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**94%**	96%	96%	95%	-	100%	-	90%	95%	76%	98%	88%	94%	97%
Not Included in Accountability: Mobile	4%	5%	**5%**	3%	3%	4%	-	0%	-	8%	1%	24%	1%	11%	5%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	1%	-	0%	-	0%	4%	0%	1%	1%	1%	3%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	0%	-	2%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	2%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	91%	**94%**	96%	92%	95%	-	*	-	91%	94%	76%	97%	89%	94%	93%
Not Included in Accountability: Mobile	4%	5%	**5%**	4%	3%	4%	-	*	-	9%	1%	24%	1%	11%	5%	0%
Not Included in Accountability: Other Exclusions	4%	2%	**1%**	0%	5%	1%	-	*	-	0%	5%	0%	2%	1%	2%	8%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	*	-	94%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	93%	**93%**	96%	96%	94%	-	*	-	81%	96%	76%	98%	86%	94%	100%
Not Included in Accountability: Mobile	4%	5%	**6%**	4%	4%	5%	-	*	-	13%	1%	24%	1%	13%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	0%	1%	-	*	-	0%	3%	0%	0%	1%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	*	-	6%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	*	-	6%	0%	0%	0%	1%	0%	0%
Science																
Assessment Participant	99%	98%	**99%**	98%	100%	100%	-	*	-	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	94%	92%	**95%**	93%	100%	94%	-	*	-	100%	97%	80%	98%	87%	94%	100%
Not Included in Accountability: Mobile	4%	5%	**4%**	4%	0%	4%	-	*	-	0%	0%	20%	0%	13%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	0%	1%	-	*	-	0%	3%	0%	1%	0%	1%	0%
Not Tested	1%	2%	**1%**	2%	0%	0%	-	*	-	0%	0%	0%	1%	0%	1%	0%

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	2%	0%	0%	-	*	-	0%	0%	0%	1%	0%	1%	0%
Social Studies																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	92%	**97%**	100%	100%	95%	-	*	-	100%	94%	*	98%	97%	96%	100%
Not Included in Accountability: Mobile	4%	5%	**2%**	0%	0%	3%	-	*	-	0%	0%	*	1%	3%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	0%	2%	-	*	-	0%	6%	*	1%	0%	1%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	86%	**93%**	*	*	100%	-	-	-	*	-	-	100%	*	83%	-
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**98%**	97%	98%	99%	-	100%	-	100%	94%	100%	99%	96%	98%	100%
Included in Accountability	92%	91%	**91%**	95%	87%	91%	-	100%	-	98%	88%	63%	94%	85%	91%	83%
Not Included in Accountability: Mobile	4%	6%	**7%**	2%	10%	6%	-	0%	-	2%	1%	37%	5%	10%	6%	16%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	1%	2%	-	0%	-	0%	5%	0%	0%	2%	1%	1%
Not Tested	1%	2%	**2%**	3%	2%	1%	-	0%	-	0%	6%	0%	1%	4%	2%	0%
Absent	1%	1%	**0%**	1%	0%	0%	-	0%	-	0%	1%	0%	0%	1%	1%	0%
Other	0%	1%	**1%**	2%	2%	1%	-	0%	-	0%	5%	0%	0%	3%	1%	0%
Reading																
Assessment Participant	99%	98%	**98%**	96%	96%	99%	-	*	-	100%	95%	100%	99%	96%	98%	100%
Included in Accountability	91%	90%	**91%**	94%	86%	92%	-	*	-	100%	88%	63%	95%	85%	91%	85%
Not Included in Accountability: Mobile	4%	6%	**6%**	2%	9%	6%	-	*	-	0%	2%	38%	4%	9%	5%	12%
Not Included in Accountability: Other Exclusions	4%	2%	**1%**	0%	2%	2%	-	*	-	0%	4%	0%	1%	2%	1%	3%
Not Tested	1%	2%	**2%**	4%	4%	1%	-	*	-	0%	5%	0%	1%	4%	2%	0%
Absent	1%	1%	**1%**	2%	0%	0%	-	*	-	0%	1%	0%	0%	1%	1%	0%
Other	0%	1%	**1%**	3%	4%	0%	-	*	-	0%	4%	0%	0%	3%	2%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	99%	100%	99%	-	*	-	100%	96%	100%	99%	99%	99%	100%
Included in Accountability	93%	91%	**91%**	96%	88%	91%	-	*	-	100%	93%	63%	93%	87%	93%	85%

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	6%	**7%**	2%	12%	7%	-	*	-	0%	0%	38%	5%	10%	6%	15%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	0%	1%	-	*	-	0%	4%	0%	0%	1%	1%	0%
Not Tested	1%	2%	**1%**	1%	0%	1%	-	*	-	0%	4%	0%	1%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**1%**	1%	0%	1%	-	*	-	0%	4%	0%	1%	1%	1%	0%
Science																
Assessment Participant	99%	98%	**97%**	94%	100%	98%	-	-	-	100%	87%	*	100%	93%	97%	100%
Included in Accountability	93%	91%	**88%**	94%	82%	89%	-	-	-	88%	78%	*	96%	77%	88%	67%
Not Included in Accountability: Mobile	4%	7%	**8%**	0%	18%	6%	-	-	-	13%	0%	*	4%	13%	7%	33%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	0%	2%	-	-	-	0%	9%	*	0%	3%	2%	0%
Not Tested	1%	2%	**3%**	6%	0%	2%	-	-	-	0%	13%	*	0%	7%	3%	0%
Absent	1%	1%	**1%**	3%	0%	0%	-	-	-	0%	0%	*	0%	2%	1%	0%
Other	0%	0%	**2%**	3%	0%	2%	-	-	-	0%	13%	*	0%	5%	2%	0%
Social Studies																
Assessment Participant	99%	98%	**98%**	96%	100%	99%	-	-	-	100%	89%	*	100%	96%	99%	*
Included in Accountability	94%	91%	**91%**	96%	100%	90%	-	-	-	100%	78%	*	95%	85%	91%	*
Not Included in Accountability: Mobile	4%	6%	**5%**	0%	0%	6%	-	-	-	0%	0%	*	5%	7%	5%	*
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	0%	3%	-	-	-	0%	11%	*	0%	4%	3%	*
Not Tested	1%	2%	**2%**	4%	0%	1%	-	-	-	0%	11%	*	0%	4%	1%	*
Absent	1%	2%	**1%**	0%	0%	1%	-	-	-	0%	6%	*	0%	2%	1%	*
Other	0%	0%	**1%**	4%	0%	0%	-	-	-	0%	6%	*	0%	2%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	82%	**93%**	*	*	91%	-	-	-	*	-	-	93%	*	89%	-

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

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2024-25	93.9%	95.0%	**94.8%**	94.8%	96.1%	94.7%	-	*	-	92.8%	94.0%	94.5%	97.3%
2023-24	93.6%	94.9%	**95.0%**	95.5%	95.9%	94.7%	-	*	-	93.0%	94.1%	94.4%	97.9%
Chronic Absenteeism													
2024-25	18.0%	14.0%	**13.7%**	14.4%	10.2%	13.6%	-	*	-	20.5%	17.9%	16.3%	2.6%
2023-24	19.0%	14.1%	**15.8%**	11.3%	18.5%	15.8%	-	*	-	30.0%	19.0%	17.8%	0.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.8%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	2.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	2.0%	1.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	89.4%	**96.5%**	100.0%	100.0%	96.9%	-	-	-	*	100.0%	97.2%	-
Received TxCHSE	0.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	3.1%	5.0%	**3.5%**	0.0%	0.0%	3.1%	-	-	-	*	0.0%	2.8%	-
Dropped Out	5.8%	5.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	91.1%	89.8%	**96.5%**	100.0%	100.0%	96.9%	-	-	-	*	100.0%	97.2%	-
Graduates, TxCHSE, and Continuers	94.2%	94.7%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	100.0%	100.0%	100.0%	-
Class of 2023													
Graduated	90.3%	91.6%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*
Received TxCHSE	0.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	3.1%	3.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.3%	4.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	90.6%	92.0%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	95.7%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	94.2%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*
Received TxCHSE	0.4%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	1.0%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.5%	4.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	92.6%	94.6%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.5%	95.4%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022													
Graduated	91.8%	94.3%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	-	100.0%	100.0%	*
Received TxCHSE	0.4%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	*
Continued HS	1.0%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	*
Dropped Out	6.8%	4.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	*
Graduates and TxCHSE	92.2%	94.7%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.2%	95.5%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	-	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	94.8%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	-	100.0%	100.0%	*
Received TxCHSE	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	*
Continued HS	0.5%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	*
Dropped Out	6.8%	4.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	*
Graduates and TxCHSE	92.7%	95.3%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.2%	95.5%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	-	100.0%	100.0%	*
Class of 2021													
Graduated	92.7%	94.8%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.5%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	95.5%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	95.7%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	89.4%	**96.5%**	100.0%	100.0%	96.9%	-	-	-	*	100.0%	97.2%	-
Class of 2023	90.3%	91.6%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	50.0%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	45.5%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	6.7%	**96.4%**	100.0%	100.0%	96.8%	-	-	-	*	100.0%	97.1%	-
Class of 2023	4.3%	6.1%	**54.5%**	63.6%	72.7%	42.9%	-	-	-	*	*	58.1%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	83.0%	**3.6%**	0.0%	0.0%	3.2%	-	-	-	*	0.0%	2.9%	-
Class of 2023	84.3%	82.8%	**45.5%**	36.4%	27.3%	57.1%	-	-	-	*	*	41.9%	*
Texas First-DLA Graduates (Longitudinal Rate)													

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	0.1%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Class of 2023	0.0%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.7%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2023	88.6%	88.8%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	16.7%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	70.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	6.8%	**96.4%**	100.0%	100.0%	96.8%	-	-	-	*	100.0%	97.1%	-
2022-23	4.4%	6.3%	**54.5%**	63.6%	72.7%	42.9%	-	-	-	*	*	58.1%	*
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	81.7%	**3.6%**	0.0%	0.0%	3.2%	-	-	-	*	0.0%	2.9%	-
2022-23	82.5%	80.9%	**45.5%**	36.4%	27.3%	57.1%	-	-	-	*	*	41.9%	*
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2022-23	0.1%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	88.5%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
2022-23	86.8%	87.2%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	55	100.0%	382,023	100.0%
By Ethnicity:				
African American	15	27.3%	48,064	12.6%
Hispanic	6	10.9%	200,942	52.6%
White	31	56.4%	101,714	26.6%
American Indian	0	0.0%	1,231	0.3%
Asian	0	0.0%	19,746	5.2%
Pacific Islander	0	0.0%	606	0.2%
Two or More Races	3	5.5%	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	0	0.0%	46,183	12.1%
Foundation H.S. Program (Endorsement)	53	96.4%	42,042	11.0%
Foundation H.S. Program (DLA)	2	3.6%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	5	9.1%	35,935	9.4%
Economically Disadvantaged Graduates	35	63.6%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	56,967	14.9%
At-Risk Graduates	19	34.5%	173,035	45.3%
CTE Completers	38	69.1%	127,800	33.5%

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	79.9%	**74.5%**	73.3%	66.7%	74.2%	-	-	-	*	100.0%	74.3%	-
2022-23	76.3%	74.6%	**83.7%**	90.0%	81.8%	81.0%	-	-	-	*	*	83.9%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	61.1%	**60.0%**	60.0%	66.7%	58.1%	-	-	-	*	100.0%	62.9%	-
2022-23	61.9%	53.7%	**62.8%**	60.0%	72.7%	57.1%	-	-	-	*	*	58.1%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	59.3%	**49.1%**	20.0%	66.7%	58.1%	-	-	-	*	0.0%	48.6%	-
2022-23	62.8%	50.4%	**51.2%**	30.0%	36.4%	66.7%	-	-	-	*	*	45.2%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	52.9%	**38.2%**	26.7%	16.7%	45.2%	-	-	-	*	20.0%	28.6%	-
2022-23	54.3%	42.8%	**30.2%**	0.0%	45.5%	33.3%	-	-	-	*	*	19.4%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	45.9%	**30.9%**	13.3%	16.7%	41.9%	-	-	-	*	0.0%	25.7%	-
2022-23	48.4%	37.1%	**27.9%**	0.0%	36.4%	33.3%	-	-	-	*	*	19.4%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	7.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2022-23	20.4%	7.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Associate Degree (Annual Graduates)													
2023-24	3.1%	2.4%	**30.9%**	13.3%	16.7%	38.7%	-	-	-	*	0.0%	31.4%	-
2022-23	2.5%	1.9%	**20.9%**	0.0%	18.2%	28.6%	-	-	-	*	*	16.1%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	28.0%	**50.9%**	33.3%	50.0%	58.1%	-	-	-	*	0.0%	51.4%	-
2022-23	23.6%	28.2%	**53.5%**	50.0%	45.5%	57.1%	-	-	-	*	*	45.2%	*
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	1.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2022-23	4.8%	1.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	7.3%	**9.1%**	26.7%	16.7%	0.0%	-	-	-	*	100.0%	11.4%	-
2022-23	5.6%	6.6%	**9.3%**	10.0%	27.3%	0.0%	-	-	-	*	*	12.9%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	51.0%	**40.0%**	53.3%	33.3%	35.5%	-	-	-	*	80.0%	40.0%	-

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	48.2%	**41.9%**	60.0%	36.4%	38.1%	-	-	-	*	*	51.6%	*
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	47.1%	**27.3%**	33.3%	0.0%	29.0%	-	-	-	*	0.0%	25.7%	-
2022-23	33.4%	45.0%	**30.2%**	50.0%	9.1%	33.3%	-	-	-	*	*	35.5%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.8%	**5.5%**	0.0%	16.7%	6.5%	-	-	-	*	0.0%	2.9%	-
2022-23	0.8%	0.6%	**4.7%**	0.0%	9.1%	4.8%	-	-	-	*	*	6.5%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	3.9%	**7.3%**	20.0%	16.7%	0.0%	-	-	-	*	80.0%	11.4%	-
2022-23	2.7%	3.2%	**9.3%**	10.0%	27.3%	0.0%	-	-	-	*	*	12.9%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	1.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2022-23	0.6%	1.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*

- Indicates there are no students in the group.

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

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

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2023-24	20.1%	23.6%	**47.3%**	20.0%	66.7%	54.8%	-	-	-	*	0.0%	45.7%	-
	2022-23	21.0%	25.3%	**50.0%**	27.3%	36.4%	66.7%	-	-	-	*	*	45.2%	*
Mathematics	2023-24	21.3%	21.7%	**38.2%**	26.7%	16.7%	45.2%	-	-	-	*	20.0%	28.6%	-
	2022-23	19.9%	21.0%	**27.3%**	0.0%	36.4%	33.3%	-	-	-	*	*	16.1%	*
Both Subjects	2023-24	12.7%	14.9%	**30.9%**	13.3%	16.7%	41.9%	-	-	-	*	0.0%	25.7%	-
	2022-23	12.5%	14.4%	**25.0%**	0.0%	27.3%	33.3%	-	-	-	*	*	16.1%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	26.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
	2022-23	18.2%	16.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Mathematics	2023-24	29.5%	27.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
	2022-23	20.2%	17.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Both Subjects	2023-24	20.2%	19.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
	2022-23	12.5%	11.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	11.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
	2023	24.2%	10.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
English Language Arts	2024	14.6%	5.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
	2023	13.8%	6.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Mathematics	2024	9.6%	3.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
	2023	7.4%	2.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Science	2024	10.9%	3.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
	2023	10.3%	3.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Social Studies	2024	13.7%	4.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
	2023	13.1%	4.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	50.0%	**-**	-	-	-	-	-	-	-	-	-	-
	2023	53.3%	47.6%	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2024	48.8%	44.7%	**-**	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	48.1%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2024	53.4%	53.2%	**-**	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	48.0%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2024	46.1%	48.2%	**-**	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	49.7%	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	47.4%	**-**	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	32.7%	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	49.0%	**60.0%**	53.3%	50.0%	67.7%	-	-	-	*	20.0%	57.1%	-
	2022-23	79.3%	51.8%	**56.8%**	54.5%	45.5%	61.9%	-	-	-	*	*	51.6%	*
At/Above Criterion for All Examinees	2023-24	28.8%	27.1%	**15.2%**	0.0%	*	23.8%	-	-	-	*	*	5.0%	-
	2022-23	28.9%	26.4%	**12.0%**	0.0%	60.0%	0.0%	-	-	-	*	-	18.8%	-
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	991	**925**	812	*	975	-	-	-	*	*	886	-
	2022-23	978	992	**972**	842	1143	967	-	-	-	1130	-	985	-
English Language Arts and Writing	2023-24	496	504	**472**	417	*	497	-	-	-	*	*	452	-
	2022-23	497	504	**503**	447	593	493	-	-	-	610	-	507	-
Mathematics	2023-24	479	486	**453**	395	*	478	-	-	-	*	*	434	-
	2022-23	482	488	**469**	395	550	474	-	-	-	520	-	478	-
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	18.9	**20.2**	*	*	21.1	-	-	-	*	-	19.7	-
	2022-23	19.2	18.8	**19.3**	14.7	23.3	18.7	-	-	-	23.0	-	20.9	-
English Language Arts	2023-24	19.0	18.7	**20.4**	*	*	21.2	-	-	-	*	-	20.3	-
	2022-23	18.8	18.5	**20.4**	15.8	24.3	19.6	-	-	-	25.5	-	22.3	-
Mathematics	2023-24	19.0	18.7	**18.4**	*	*	19.3	-	-	-	*	-	17.6	-
	2022-23	18.9	18.6	**17.0**	14.0	21.0	16.1	-	-	-	18.0	-	18.8	-
Science	2023-24	19.6	19.1	**21.1**	*	*	22.1	-	-	-	*	-	20.0	-
	2022-23	19.5	19.2	**19.3**	12.7	22.5	19.8	-	-	-	22.0	-	20.0	-

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

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2023-24	45.7%	39.4%	**71.3%**	71.7%	80.0%	72.4%	-	*	-	33.3%	44.4%	67.4%	72.7%
	2022-23	45.4%	38.1%	**63.1%**	50.0%	58.1%	70.2%	-	-	-	71.4%	48.0%	60.6%	50.0%
English Language Arts	2023-24	17.8%	14.1%	**40.4%**	33.3%	52.0%	42.1%	-	*	-	22.2%	9.1%	36.9%	54.5%
	2022-23	17.4%	14.3%	**27.1%**	16.7%	23.3%	33.9%	-	-	-	16.7%	8.3%	22.7%	16.7%
Mathematics	2023-24	19.4%	16.1%	**28.6%**	26.3%	23.1%	31.9%	-	*	-	20.0%	16.0%	26.7%	0.0%
	2022-23	19.5%	17.2%	**30.6%**	23.9%	41.4%	30.5%	-	-	-	33.3%	16.7%	29.8%	20.0%
Science	2023-24	21.9%	22.9%	**50.3%**	57.4%	44.0%	50.5%	-	*	-	30.0%	42.9%	49.6%	18.2%
	2022-23	21.5%	21.7%	**41.2%**	34.7%	39.3%	43.2%	-	-	-	66.7%	41.7%	44.8%	20.0%
Social Studies	2023-24	24.5%	13.8%	**20.5%**	10.3%	13.3%	27.3%	-	-	-	*	0.0%	12.5%	*
	2022-23	24.0%	13.2%	**25.2%**	10.8%	27.3%	33.3%	-	-	-	0.0%	0.0%	20.2%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	47.6%	46.4%	**42.2%**	42.9%	14.3%	45.7%	-	*	-	-	20.0%	32.6%	*
	2021-22	46.7%	46.0%	**46.7%**	70.0%	11.1%	48.0%	-	-	-	*	33.3%	40.0%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	53.6%	49.9%	**51.9%**	33.3%	*	62.5%	-	*	-	-	*	35.7%	-
	2021-22	53.6%	50.2%	**75.0%**	57.1%	*	81.8%	-	-	-	*	*	66.7%	-

- Indicates there are no students in the group.
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? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
*** TX IHE data not yet available.

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**755**	**100.0%**	**5,530,499**	**100.0%**	**756**	**100.0%**	**5,544,255**	**100.0%**
Students by Grade								
Early Childhood Education	0	0.0%	18,464	0.3%	1	0.1%	26,099	0.5%
Pre-Kindergarten	51	6.8%	249,407	4.5%	51	6.7%	249,875	4.5%
Pre-Kindergarten: 3-year Old	21	2.8%	43,727	0.8%	21	2.8%	43,914	0.8%
Pre-Kindergarten: 4-year Old	30	4.0%	205,680	3.7%	30	4.0%	205,961	3.7%
Kindergarten	40	5.3%	359,286	6.5%	40	5.3%	359,871	6.5%
Grade 1	56	7.4%	377,900	6.8%	56	7.4%	378,335	6.8%
Grade 2	57	7.5%	389,823	7.0%	57	7.5%	390,170	7.0%
Grade 3	49	6.5%	406,424	7.3%	49	6.5%	406,747	7.3%
Grade 4	50	6.6%	405,454	7.3%	50	6.6%	405,715	7.3%
Grade 5	68	9.0%	404,900	7.3%	68	9.0%	405,128	7.3%
Grade 6	56	7.4%	404,802	7.3%	56	7.4%	404,988	7.3%
Grade 7	55	7.3%	407,375	7.4%	55	7.3%	407,512	7.4%
Grade 8	49	6.5%	410,722	7.4%	49	6.5%	410,871	7.4%
Grade 9	51	6.8%	459,854	8.3%	51	6.7%	460,045	8.3%
Grade 10	56	7.4%	439,300	7.9%	56	7.4%	439,519	7.9%
Grade 11	59	7.8%	410,245	7.4%	59	7.8%	410,503	7.4%
Grade 12	58	7.7%	386,543	7.0%	58	7.7%	388,877	7.0%
Ethnic Distribution								
African American	159	21.1%	706,216	12.8%	159	21.0%	707,648	12.8%
Hispanic	101	13.4%	2,961,084	53.5%	101	13.4%	2,967,187	53.5%
White	456	60.4%	1,347,596	24.4%	457	60.4%	1,352,852	24.4%
American Indian	0	0.0%	18,175	0.3%	0	0.0%	18,224	0.3%
Asian	4	0.5%	307,983	5.6%	4	0.5%	308,431	5.6%
Pacific Islander	0	0.0%	8,729	0.2%	0	0.0%	8,744	0.2%
Two or More Races	35	4.6%	180,716	3.3%	35	4.6%	181,169	3.3%
Sex								
Female	375	49.7%	2,702,798	48.9%	375	49.6%	2,707,618	48.8%
Male	380	50.3%	2,827,701	51.1%	381	50.4%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	498	66.0%	3,346,090	60.5%	498	65.9%	3,349,612	60.4%
Non-Educationally Disadvantaged	257	34.0%	2,184,409	39.5%	258	34.1%	2,194,643	39.6%
Section 504 Students	75	9.9%	375,297	6.8%	75	9.9%	375,601	6.8%
EB Students/EL	47	6.2%	1,343,669	24.3%	47	6.2%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	22	2.8%	122,515	2.1%				
Students w/ Dyslexia	65	8.6%	356,584	6.4%	65	8.6%	356,830	6.4%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	5	0.7%	11,656	0.2%	5	0.7%	11,713	0.2%
Homeless	10	1.3%	77,954	1.4%	10	1.3%	78,060	1.4%
Immigrant	0	0.0%	193,676	3.5%	0	0.0%	193,831	3.5%
Migrant	0	0.0%	13,377	0.2%	0	0.0%	13,426	0.2%
Title I	754	99.9%	3,683,060	66.6%	755	99.9%	3,689,382	66.5%
Military Connected	0	0.0%	229,259	4.1%	0	0.0%	229,370	4.1%
At-Risk	414	54.8%	2,960,262	53.5%	414	54.8%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	53	7.0%	1,344,546	24.3%	53	7.0%	1,345,594	24.3%
Career and Technical Education	275	36.4%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	196	87.5%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	25	3.3%	483,301	8.7%	25	3.3%	483,373	8.7%
Special Education	125	16.6%	846,876	15.3%	126	16.7%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**125**		**843,012**					
Students with Intellectual Disabilities	68	54.4%	407,120	48.3%				
Students with Physical Disabilities	23	18.4%	143,568	17.0%				
Students with Autism	12	9.6%	141,526	16.8%				
Students with Behavioral Disabilities	22	17.6%	137,182	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	**90**	**13.1%**	**882,523**	**16.4%**				
African American	9	1.3%	180,657	3.3%				
Hispanic	22	3.2%	481,794	8.9%				
White	53	7.7%	157,650	2.9%				
American Indian	0	0.0%	3,546	0.1%				
Asian	0	0.0%	27,084	0.5%				
Pacific Islander	0	0.0%	1,905	0.0%				
Two or More Races	6	0.9%	29,887	0.6%				
Special Ed Students who are Mobile	10	7.9%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	4	10.3%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	53	11.4%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**54**	**8.2%**	**765,408**	**18.0%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	2.8%	1.3%	0.0%	3.6%
Grade 1	9.8%	1.9%	0.0%	3.0%
Grade 2	0.0%	1.1%	0.0%	1.4%
Grade 3	0.0%	0.6%	0.0%	0.6%
Grade 4	0.0%	0.4%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	0.0%	7.3%	0.0%	11.0%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	3	0.9%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	15.1	18.9
Grade 1	22.4	19.2
Grade 2	18.1	19.4
Grade 3	17.7	20.1
Grade 4	18.6	20.0
Grade 5	23.5	21.3
Grade 6	20.6	19.8
Secondary		
English/Language Arts	12.8	16.4
Foreign Languages	16.6	18.9
Mathematics	11.2	17.8
Science	15.6	18.9
Social Studies	17.9	18.9

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**125.3**	**100.0%**	**764,857.7**	**100.0%**
Professional Staff	86.1	68.7%	487,682.3	63.8%
Teachers	71.8	57.3%	369,689.2	48.3%
Professional Support	6.8	5.4%	82,751.4	10.8%
Campus Administration (School Leadership)	5.0	4.0%	25,687.5	3.4%
Central Administration	2.5	2.0%	9,554.2	1.2%
Educational Aides	11.8	9.4%	81,972.7	10.7%
Auxiliary Staff	27.4	21.9%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	4,125.0	n/a
Part-time Librarians	0.0	n/a	583.0	n/a
Full-time Counselors	1.0	n/a	13,704.0	n/a
Part-time Counselors	1.0	n/a	1,298.0	n/a
Total Minority Staff	**26.5**	**21.1%**	**423,307.3**	**55.3%**
Teachers by Ethnicity				
African American	10.5	14.6%	47,165.6	12.8%
Hispanic	2.0	2.8%	114,597.9	31.0%
White	59.3	82.6%	193,115.3	52.2%
American Indian	0.0	0.0%	1,235.8	0.3%
Asian	0.0	0.0%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	0.0	0.0%	4,812.6	1.3%
Teachers by Sex				
Males	20.0	27.9%	90,958.2	24.6%
Females	51.8	72.1%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	4.2	5.8%	8,698.9	2.4%
Bachelors	51.1	71.2%	264,052.9	71.4%
Masters	15.5	21.6%	93,864.5	25.4%
Doctorate	1.0	1.4%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	7.2	10.0%	26,999.3	7.3%
1-5 Years Experience	8.0	11.1%	104,446.4	28.3%
6-10 Years Experience	14.0	19.5%	72,857.4	19.7%
11-20 Years Experience	24.7	34.3%	101,940.9	27.6%
21-30 Years Experience	15.5	21.6%	52,207.3	14.1%
Over 30 Years Experience	2.5	3.5%	11,237.9	3.0%
Number of Students per Teacher	10.5	n/a	15.0	n/a

Staff Information	District	State
Average Years Experience of Campus Staff		
Principals	7.0	6.0
Principals with District	1.7	5.1
Assistant Principals	4.7	5.1
Assistant Principals with District	4.7	4.3
Teachers	13.2	11.2
Teachers with District	5.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$40,081	$55,689
1-5 Years Experience	$47,185	$59,266
6-10 Years Experience	$52,137	$62,607
11-20 Years Experience	$59,237	$66,353
21-30 Years Experience	$63,144	$70,976
Over 30 Years Experience	$61,755	$75,042
Average Actual Salaries (regular duties only)		
Teachers	$55,525	$63,751
Professional Support	$79,780	$75,909
Campus Administration (School Leadership)	$89,394	$88,786
Central Administration	$122,540	$118,447
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7
Others		
Instructional Staff Percent	65.7%	64.8%
Turnover Rate for Teachers	22.2%	18.8%

	District		State	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment				
Recognized	11	$7,409	12,718	$5,567
Exemplary	12	$14,817	16,951	$11,062
Master	6	$26,695	10,103	$20,910

	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	1.0	1.4%	23,158.4	6.3%
Career and Technical Education	8.3	11.6%	20,492.0	5.5%
Compensatory Education	3.0	4.2%	9,612.7	2.6%
Gifted and Talented Education	0.0	0.0%	5,840.0	1.6%
Regular Education	52.2	72.7%	255,127.2	69.0%
Special Education	7.3	10.1%	42,195.7	11.4%
Other	0.0	0.0%	13,272.1	3.6%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

Board of Trustees
Agenda Item Background

Meeting Date: November 10, 2026

Agenda Item Subject: Consider and Take Possible Action to Approve a One-Time Employee Retention Stipend

Agenda Placement:

- ☐ **Consent Agenda**
- ☑ **Action Item**
- ☐ **Information Item**
- ☐ **Public Hearing/Workshop**

Background Information:

Timpson ISD is recommending a one-time $500 retention stipend for eligible employees in recognition of their continued service and commitment to the district. The Board-approved 2026–2027 Employee Compensation Plan includes this stipend, and the adopted district budget allocated the necessary funds.

The stipend is a one-time payment and does not increase employees' base salaries or create an ongoing financial obligation for the district.

Administration's Recommendation:
Approve the one-time employee stipend as presented.

Agenda Item Presented By: Dr. Terry Everitt & Railey Cagle

Board Approval Required:

- ☑ Yes
- ☐ No

Board of Trustees
Agenda Item Background

Meeting Date: November 10, 2026

Agenda Item Subject: Consider and Take Possible Action to Approve the Timpson ISD Clear Bag Policy for Events Held at District Athletic Facilities.

Agenda Placement:

- ☐ **Consent Agenda**
- ☑ **Action Item**
- ☐ **Information Item**
- ☐ **Public Hearing/Workshop**

Background Information:

To enhance safety and security at district athletic events, Timpson ISD recommends adopting a Clear Bag Policy for events held at the football stadium and Event Center. The policy is intended to improve security screening, streamline entry procedures, and provide a safer environment for students, staff, and spectators. If approved, the policy will take effect November 17, 2026. The district will communicate the requirements to parents, students, staff, and the community prior to implementation.

Administration's Recommendation:
Approve the District Clear Bag Policy as presented.

Agenda Item Presented By: Dr. Terry Everitt & Chief Billy Lusk

Board Approval Required:

- ☑ Yes
- ☐ No