



**Agenda of TAPR Public Hearing
February 19, 2024
The Board of Trustees
Wichita Falls Independent School District**

In Compliance with the Texas Government Code, Chapter 551, Subchapter C, the Board of Trustees of the Wichita Falls Independent School District will meet for a TAPR Public Hearing at 5:30 PM, on February 19, 2024, in the Board Room at the Education Center, 1104 Broad St, Wichita Falls, TX 76301.

The subjects to be discussed, considered, or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

I. Call to Order

II. Texas Academic Performance Report (TAPR)

2

III. Public Comments on the TAPR Report

IV. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on Friday, February 16, 2024 at 2:00 pm.

For the Board of Trustees

WICHITA FALLS ISD BOARD OF TRUSTEES
February 19, 2024

Agenda Item:	Texas Education Agency Annual Report
Administrator Responsible:	Debbie Dipprey, Executive Director of School Administration
Attachments:	No Attachments

Action Needed Future Action Presentation Report

Administrative Information:

Texas Education Code Chapter 39 requires each district's board of trustees to publish an annual report that includes the Texas Academic Performance Report (TAPR), campus performance objectives, a report of violent or criminal incidents, and information received under Texas Education Code 51.403 (e) from the Texas Higher Education Coordinating Board (THECB). The board of trustees shall hold a hearing for public discussion of the report, and they shall widely disseminate the report within the district.

Presented on
February 19, 2024



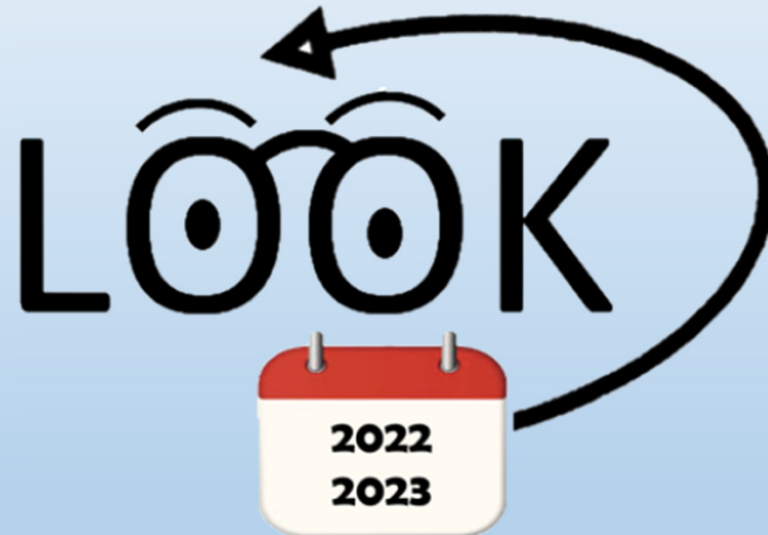
2022-2023 Annual Report Public Hearing

Wichita Falls Independent School District
Education Center Board Room

District Annual Report

A look back at the 2022-23 school year.

- Compilation of District and campus information from various sources



- A final report for the 2022-2023 school year

9 Sections to the District Annual Report

Texas Academic Performance Report

District & each campus

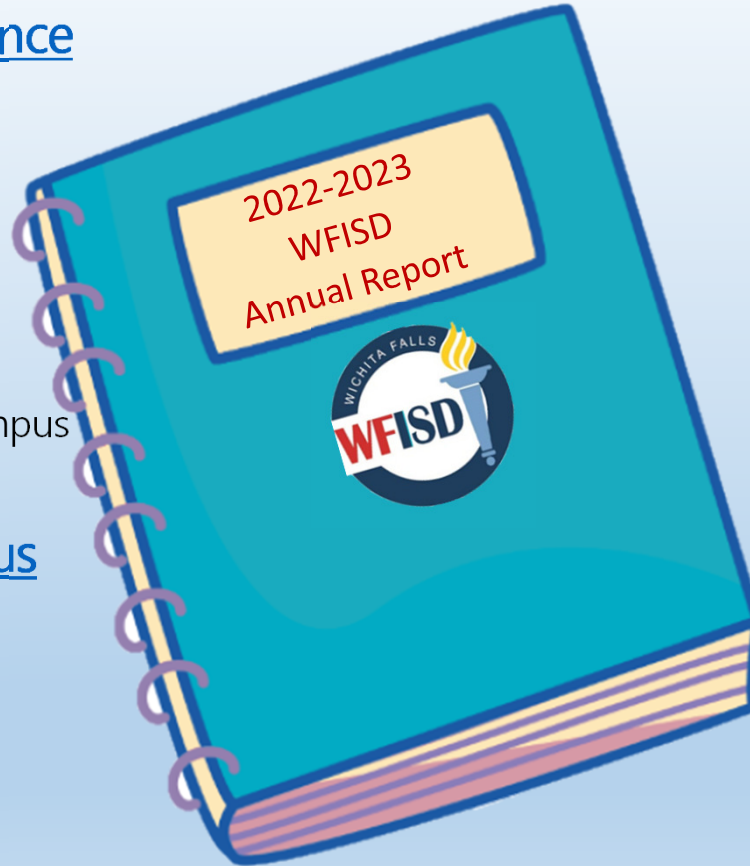
PEIMS Financial Standard Report

2021-22 Financial Actual Report
For the District and each Campus
in the District

District Accreditation Status

Campus Performance Objectives

Special Education Determination Status



Report on Violent or Criminal Incidents on Campuses

Student Performance in Postsecondary Institutions

For each High School Campus in
the District

Progress Toward Board-adopted HB 3 Goals

For the District and each Campus
in the District

2022-23 TAPR Glossary

Section 1: 2022-2023 Texas Academic Performance Report (TAPR)

Link → <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

Section 1

2022-23 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - PEIMS
 - Student Assessment Data
- 2022-23 TAPR is published as a PDF
 - Includes a wide range of information on the performance of students in each district and campus in the state
 - Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
 - Provides extensive information on school and district staff, programs, and student demographics

Section 1

2022-23 Texas Academic Performance Report (TAPR)

Cover Page – District & Campus Information

- Typically, the Cover Page includes the following information:
 - Accountability Rating
 - Special Education Determination Status (District TAPR only)
 - Distinction Designations

Section 1

2022-23 Texas Academic Performance Report (TAPR)

Cover Page

- This year, it only includes district or campus name and number.

- According to 2022-23 TAPR Glossary

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

Section 1

2022-23 Texas Academic Performance Report (TAPR)

STAAR Performance – HOW DID OUR STUDENTS DO?

All 3 performance rates

- *Approaches Grade Level or Above*
- *Meets Grade Level or Above*
- *Masters Grade Level*

Please note that the *Does Not Meet Grade Level* performance level is not included within the TAPR report.

Section 1

2022-23 Texas Academic Performance Report (TAPR)

STAAR Performance

Reported for

- ✓ Each Assessment (including SAT/ACT for Accelerated Testers)
- ✓ Each grade and each subject
- ✓ All grades and all subjects
- ✓ All grades by each subject

Section 1

2022-23 Texas Academic Performance Report (TAPR) STAAR Performance

Meets Grade Level or Above for Gr 3-8

- By grade level
 - ✓ Reading and Math Combined
 - ✓ Reading and Math Combined (including EOCs)
 - ✓ Reading Only
 - ✓ Reading Only (including EOCs)
 - ✓ Math Only
 - ✓ Math Only (including EOCs)

Section 1

2022-23 Texas Academic Performance Report (TAPR) School Progress (Academic Growth)

- ✓ Annual Growth
 - Reported by Grade and Subject of assessment (RLA and Math)
- ✓ Accelerated Learning (4545 Performance)
 - Reported by Grade and Subject of assessment (RLA and Math)
- X *Academic Growth (Domain II-A in Accountability) which is a combination of Annual Growth and Accelerated Learning is NOT reported*

Section 1

2022-23 Texas Academic Performance Report (TAPR) School Progress (Academic Growth)

Typically reported for the past 2 years. However, due to change in methodology for calculating Academic Growth, this year's report only reflects information for spring 2023.

Section 1

2022-23 Texas Academic Performance Report (TAPR)

Bilingual Education (BE) / English as a Second Language (ESL)

- Disaggregated data for various BE/ESL program instructional models and groups:
 1. Total Bilingual Education
 - ~~2. Bilingual Education Transition Early Exit~~
 3. Bilingual Education Transition Late Exit
 - ~~4. Bilingual Education Dual Two-Way~~
 - ~~5. Bilingual Education Dual One-Way~~
 6. Alternative Language Program (ALP)
Bilingual (Exception)
 7. Total ESL (English as a Second Language)
 8. Alternative Language Program ESL
(Waiver)
 9. English as a Second Language Content Based
 10. English as a Second Language Pull-Out

Section 1

2022-23 Texas Academic Performance Report (TAPR)

Bilingual Education (BE) / English as a Second Language (ESL)

- STAAR Performance – reported for 2023 and 2022
 - ✓ All Grades All Subjects
 - ✓ All Grades (RLA)
 - ✓ All Grades (Math)
 - ✓ All Grades (Science)
 - ✓ All Grades (Social Studies)

Section 1

2022-23 Texas Academic Performance Report (TAPR)

Bilingual Education (BE) / English as a Second Language (ESL)

- **Annual Growth** - reported only for 2023
 - ✓ All Grades Both Subjects
 - ✓ All Grades (RLA)
 - ✓ All Grades (Math)
- **Accelerated Learning** - reported only for 2023
 - ✓ All Grades Both Subjects
 - ✓ All Grades (RLA)
 - ✓ All Grades (Math)

Section 1

2022-23 Texas Academic Performance Report (TAPR)

STAAR Participation – How Many Students Tested?

- Data reported
 - Assessment Participant
 - Included in Accountability
 - Not Included in Accountability: Mobile
 - Not Included in Accountability: Other
 - Exclusions
 - Not Tested
 - Absent
 - Other
- Reported for All Tests, by Subject Area, and for Accelerated Testers

Section 1

2022-23 Texas Academic Performance Report (TAPR)

Attendance, Graduation, and Dropout Rates – reported for 2021-22 and 2020-21 (the most recent years for which data have been reported to TEA)

- Attendance Rate
- Chronic Absenteeism
- Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
- 4-year Longitudinal Graduation Rate
- 5-year Extended Longitudinal Graduation Rate
- 6-year Extended Longitudinal Graduation Rate
- 4-Year Federal Graduation Rate without Exclusions
- Graduation Plan Rates (Longitudinal and Annual)
 - RHSP/DAP Graduates, FHSP-E Graduates, FHSP-DLA Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates

Section 1

2022-23 Texas Academic Performance Report (TAPR)

Graduation Profile – 2021-22 Graduates

- Total Graduates
- By Ethnicity
- By Graduation Type
- By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

Section 1

2022-23 Texas Academic Performance Report (TAPR)

College, Career and Military Readiness (CCMR) – reported for 2021-22 and 2020-21 graduates

- CCMR Graduates
- College Ready Graduates (overall and by specific college ready indicator)
- Career/Military Ready Graduates (overall and by specific career/military ready indicator)

Section 1

2022-23 Texas Academic Performance Report (TAPR) CCMR-Related Indicators

- TSIA Results
- Completed and Received Credit for College Prep Courses
- AP/IB Results
- SAT/ACT Results

Section 1

2022-23 Texas Academic Performance Report (TAPR)

Other Postsecondary Indicators – 2020-21 and 2019-20 school years

- Advanced Dual-Credit Course Completion
- Graduates Enrolled in Texas Institutions of Higher Education (TX IHE)
- Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course

Section 1

2022-23 Texas Academic Performance Report (TAPR)

Student Information

- ✓ Enrollment
 - grade level
 - ethnicity
 - certain student identification indicators
 - students with disabilities by primary eligibility category
- ✓ Other student information including
 - graduation information
 - retention rates
 - class size information
 - mobility
 - student attrition

Section 1

2022-23 Texas Academic Performance Report (TAPR)

Staff Information

- Total staff
- Staff by classification
- Teachers by ethnicity and gender
- Teachers by highest degree held and years of experience
- Experience of campus leadership
- Staff salary
- Teacher turnover rate information

Program Information

- Student Enrollment by Program
- Teachers by Program (population served)

Section 2

PEIMS Financial Standard Reports

(2021-22 Financial Actual Reports)

LINK → <http://tea.texas.gov/financialstandardreports/>

Section 2

PEIMS Financial Standard Reports (2021-22 Financial Actual Reports)

2021-22 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements

➤ Tax Rates

➤ Fund Balance

2021-22 is the most recent year for which these data are available.

2021-22 Actual Financial Data (Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

Section 3

2022-2023 Accreditation Status

LINK → <https://tea.texas.gov/texas-schools/accountability/accreditation/accreditation-status>

Section 3

2022-23 District Accreditation Status

Generally, each year TEA assigns one of four accreditation statuses to each district in the state:

- 1. Accredited*
- 2. Accredited-Warned*
- 3. Accredited-Probation*
- 4. Not Accredited-Revoked*

Section 3

2022-23 District Accreditation Status

In assigning an accreditation status to a district, TEA considers

- Academic accountability ratings
- Financial accountability ratings
- Data integrity
- Program-area deficiencies identified through Results Driven Accountability (RDA)

Section 3

2022-23 District Accreditation Status

The District's 2022-23 Accreditation Status is:

ACCREDITED

Section 4

Campus Performance Objectives

LINK → <https://www.wfisd.net/departments/state-federal-programs/22-23-campus-improvement-plans>

Section 4

Campus Performance Objectives

Campus Improvement Plans (CIPs)

- Each campus has developed and is implementing a CIP, as required by TEC §11.253
- Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
- Each campus **periodically measures progress** toward its performance objectives
- Updated CIPs for the 2022-23 school year (which show both the **objectives of each campus** and each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

Section 5

Special Education

Determination Status

Needs Assistance

Section 6

Report on Violent & Criminal Incidents

Section 6

Report on Violent or Criminal Incidents

TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus

Section 6

Report on Violent or Criminal Incidents

The report must include

- Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)
- Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
- Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act

Section 6

Report on Violent or Criminal Incidents

The district's report for the 2022-23 school year is available for review at the district's central office and at each campus in the district

Section 7

Student Performance in Post-Secondary Institutions

Link → <http://www.txhighereddata.org/index.cfm?objectid=5BFD5120-D971-11E8-BB650050560100A9>

Section 7

Student Performance in Postsecondary Institutions (2019-2020)

TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school

These data are compiled by the Texas Higher Education Coordinating Board (THECB)

Section 7

Student Performance in Postsecondary Institutions (2019-2020)

The most current report is for 2019-20 High School Graduates

- Student performance is measured by the Grade Point Average (GPA) earned by 2019-20 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2021
- For each student, the grade points and college-level semester credit hours earned by the student in Fall 2020, Spring 2021, and Summer 2021 are added together and averaged to determine the GPA

NOTE: The THECB anticipates releasing an updated report for 2020-21 High School Graduates in mid-January 2024. That report, when available, will be posted at: [THECB Website](#)

Section 8

Progress of the District and Each Campus Toward Meeting Board- adopted HB 3 Goals

Section 8

Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals

TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:

- early childhood literacy and mathematics proficiency plans adopted under TEC §11.185
- CCMR plans adopted under TEC §11.186

The progress made by the district and each campus is summarized in the HB 3 Progress Report provided to the Board

Section 9 TAPR Glossary

LINK → <https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/index.html>

Section 8

TAPR Glossary

Each year, TEA prepares and publishes a *TAPR Glossary*

The *TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR

The glossary is available in both English and Spanish.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

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

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

Other Important Information:

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

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

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

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

STAAR Performance (2022–23)

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

Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

Name	Cyndy Kohl
Position	Director of Student Evaluation & Accountability
Phone	940-235-1030
Email	ckohl@wfisd.net

2022-2023 Annual Report



**Wichita Falls
Independent School District**

1104 Broad Street
Wichita Falls, TX 76301
www.WFISD.net

2022-2023 Annual Report

Wichita Falls Independent School District

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2022-2023 Texas Academic Performance Report



Section 1

[https://tea.texas.gov/texas-schools/accountability/
academic-accountability/performance-reporting/
texas-academic-performance-reports](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports)

2022-23 Texas Academic Performance Report (TAPR)

District Name: WICHITA FALLS ISD

District Number: 243905

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	School Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	76%	70%	52%	63%	82%	*	86%	*	72%	43%	72%	69%	73%	64%	67%
	2022	76%	73%	67%	56%	58%	79%	*	85%	-	72%	45%	62%	66%	71%	58%	45%
At Meets Grade Level or Above	2023	50%	45%	39%	23%	31%	52%	*	64%	*	42%	21%	40%	40%	38%	31%	32%
	2022	51%	44%	41%	32%	31%	55%	*	62%	-	40%	24%	38%	40%	48%	30%	21%
At Masters Grade Level	2023	20%	14%	12%	5%	7%	18%	*	50%	*	11%	2%	4%	11%	13%	7%	12%
	2022	30%	24%	22%	15%	15%	30%	*	38%	-	22%	9%	27%	20%	29%	12%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	70%	65%	42%	60%	77%	*	86%	*	66%	39%	72%	65%	62%	58%	79%
	2022	71%	69%	63%	52%	55%	74%	*	77%	-	68%	36%	73%	62%	67%	53%	55%
At Meets Grade Level or Above	2023	45%	38%	36%	12%	29%	50%	*	64%	*	35%	21%	40%	35%	37%	27%	38%
	2022	43%	36%	30%	23%	23%	39%	*	46%	-	29%	18%	35%	29%	35%	21%	18%
At Masters Grade Level	2023	19%	13%	13%	3%	12%	19%	*	50%	*	6%	6%	12%	13%	12%	8%	17%
	2022	21%	15%	13%	9%	11%	19%	*	15%	-	5%	7%	23%	12%	19%	7%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	75%	70%	62%	61%	81%	*	91%	*	80%	44%	65%	70%	71%	61%	59%
	2022	77%	74%	67%	59%	59%	73%	*	100%	*	68%	40%	66%	67%	67%	58%	65%
At Meets Grade Level or Above	2023	48%	41%	37%	30%	28%	49%	*	73%	*	41%	22%	45%	36%	42%	24%	16%
	2022	54%	47%	40%	19%	31%	50%	*	84%	*	41%	21%	28%	40%	40%	29%	39%
At Masters Grade Level	2023	22%	16%	14%	12%	9%	20%	*	18%	*	13%	6%	20%	12%	18%	6%	4%
	2022	28%	21%	17%	6%	12%	24%	*	42%	*	14%	4%	6%	17%	17%	10%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	65%	60%	50%	51%	70%	*	90%	*	70%	35%	75%	59%	62%	50%	58%
	2022	70%	70%	63%	48%	56%	72%	*	100%	*	62%	37%	66%	63%	64%	54%	59%
At Meets Grade Level or Above	2023	48%	41%	36%	27%	30%	44%	*	40%	*	38%	17%	45%	35%	39%	26%	34%
	2022	43%	40%	35%	22%	27%	44%	*	58%	*	39%	19%	22%	35%	37%	26%	28%
At Masters Grade Level	2023	22%	16%	13%	6%	9%	22%	*	20%	*	4%	4%	25%	13%	13%	7%	9%
	2022	23%	21%	16%	7%	10%	23%	*	26%	*	19%	7%	9%	16%	15%	10%	9%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	School Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	80%	73%	62%	68%	80%	*	94%	*	74%	43%	63%	73%	74%	65%	73%
	2022	81%	78%	75%	64%	69%	82%	100%	88%	-	82%	45%	82%	74%	81%	69%	63%
At Meets Grade Level or Above	2023	57%	53%	44%	32%	35%	53%	*	89%	*	47%	19%	33%	43%	46%	32%	44%
	2022	58%	52%	48%	36%	39%	58%	40%	82%	-	51%	21%	49%	48%	50%	39%	35%
At Masters Grade Level	2023	28%	24%	20%	7%	14%	27%	*	56%	*	26%	5%	8%	20%	19%	13%	19%
	2022	36%	30%	28%	18%	23%	36%	20%	47%	-	26%	7%	33%	28%	30%	20%	18%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	83%	76%	69%	71%	81%	*	94%	*	74%	54%	77%	77%	71%	70%	74%
	2022	77%	75%	71%	61%	66%	78%	80%	100%	-	69%	44%	78%	71%	71%	64%	62%
At Meets Grade Level or Above	2023	51%	50%	42%	34%	34%	52%	*	71%	*	38%	21%	27%	43%	39%	32%	38%
	2022	48%	45%	39%	25%	30%	48%	40%	88%	-	43%	15%	31%	39%	39%	29%	27%
At Masters Grade Level	2023	21%	19%	15%	7%	9%	22%	*	35%	*	13%	5%	9%	17%	10%	9%	11%
	2022	25%	21%	18%	10%	11%	24%	20%	71%	-	18%	5%	11%	18%	16%	10%	12%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	62%	45%	56%	71%	*	76%	*	65%	37%	57%	62%	61%	54%	59%
	2022	66%	66%	63%	42%	56%	71%	80%	94%	-	76%	32%	62%	62%	66%	56%	50%
At Meets Grade Level or Above	2023	36%	37%	32%	18%	22%	43%	*	41%	*	38%	19%	26%	32%	31%	23%	27%
	2022	38%	37%	36%	19%	26%	46%	40%	71%	-	40%	16%	31%	36%	34%	27%	29%
At Masters Grade Level	2023	16%	16%	13%	8%	6%	22%	*	24%	*	10%	6%	4%	14%	11%	7%	8%
	2022	18%	16%	15%	5%	10%	22%	20%	35%	-	15%	6%	11%	16%	15%	10%	10%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	73%	66%	56%	63%	69%	100%	95%	-	75%	36%	86%	65%	71%	60%	66%
	2022	70%	66%	55%	31%	47%	67%	40%	86%	*	60%	20%	65%	54%	60%	43%	41%
At Meets Grade Level or Above	2023	52%	45%	37%	22%	29%	47%	60%	79%	-	43%	15%	37%	37%	39%	27%	27%
	2022	43%	38%	29%	12%	21%	38%	40%	57%	*	38%	10%	45%	28%	35%	18%	19%
At Masters Grade Level	2023	22%	16%	12%	4%	8%	18%	0%	37%	-	8%	3%	14%	12%	13%	6%	8%
	2022	23%	19%	14%	7%	10%	18%	20%	38%	*	24%	4%	25%	13%	19%	7%	7%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	70%	52%	66%	76%	80%	100%	-	73%	43%	91%	70%	67%	62%	68%
	2022	73%	75%	67%	42%	63%	75%	60%	90%	*	72%	43%	80%	67%	64%	55%	51%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	School Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	39%	35%	20%	28%	44%	40%	79%	-	40%	16%	40%	35%	35%	26%	29%
	2022	39%	38%	32%	10%	24%	42%	20%	62%	*	46%	11%	50%	32%	34%	19%	20%
At Masters Grade Level	2023	16%	12%	12%	2%	6%	19%	20%	47%	-	13%	6%	9%	12%	12%	6%	9%
	2022	16%	14%	12%	6%	6%	16%	0%	33%	*	20%	4%	15%	10%	16%	5%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	78%	67%	41%	66%	73%	60%	95%	*	75%	33%	74%	66%	70%	56%	60%
	2022	80%	78%	68%	52%	68%	74%	57%	88%	-	68%	36%	68%	69%	66%	63%	57%
At Meets Grade Level or Above	2023	55%	50%	39%	19%	30%	47%	40%	80%	*	47%	10%	52%	37%	43%	25%	29%
	2022	56%	52%	41%	24%	35%	51%	29%	69%	-	47%	20%	38%	41%	41%	34%	30%
At Masters Grade Level	2023	27%	23%	17%	8%	12%	21%	20%	45%	*	25%	0%	17%	16%	18%	9%	13%
	2022	37%	31%	24%	11%	18%	32%	14%	56%	-	29%	5%	16%	25%	23%	18%	18%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	69%	63%	43%	54%	73%	40%	95%	*	72%	38%	61%	63%	60%	51%	43%
	2022	61%	64%	57%	35%	50%	70%	57%	100%	-	58%	31%	57%	58%	53%	48%	43%
At Meets Grade Level or Above	2023	37%	44%	41%	15%	32%	53%	40%	75%	*	47%	16%	48%	41%	40%	25%	31%
	2022	31%	34%	30%	10%	23%	41%	29%	75%	-	32%	14%	16%	31%	25%	21%	23%
At Masters Grade Level	2023	11%	14%	14%	7%	9%	20%	0%	45%	*	13%	2%	26%	15%	12%	8%	10%
	2022	13%	14%	13%	4%	8%	18%	14%	56%	-	24%	4%	8%	14%	10%	8%	10%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	76%	55%	76%	84%	71%	94%	-	72%	46%	73%	76%	75%	69%	68%
	2022	83%	81%	73%	65%	68%	79%	*	83%	-	80%	38%	87%	74%	70%	65%	58%
At Meets Grade Level or Above	2023	58%	56%	43%	24%	38%	53%	71%	81%	-	44%	24%	38%	45%	35%	33%	31%
	2022	58%	53%	45%	37%	36%	53%	*	70%	-	56%	20%	61%	46%	42%	35%	23%
At Masters Grade Level	2023	28%	24%	16%	6%	12%	22%	14%	50%	-	19%	4%	8%	17%	14%	9%	4%
	2022	37%	32%	25%	13%	17%	34%	*	52%	-	31%	7%	30%	25%	25%	18%	10%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	81%	73%	58%	75%	79%	60%	100%	-	67%	54%	67%	74%	70%	70%	72%
	2022	71%	74%	61%	53%	57%	68%	*	57%	-	75%	37%	63%	61%	63%	57%	52%
At Meets Grade Level or Above	2023	46%	51%	41%	34%	38%	47%	20%	50%	-	44%	28%	54%	41%	40%	35%	36%
	2022	40%	40%	25%	18%	21%	32%	*	29%	-	27%	16%	19%	22%	37%	22%	16%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	School Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	17%	16%	8%	3%	7%	11%	0%	17%	-	4%	8%	0%	8%	7%	6%	5%
	2022	14%	13%	5%	2%	5%	8%	*	0%	-	5%	3%	13%	4%	10%	4%	4%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	77%	72%	51%	69%	80%	71%	100%	-	73%	45%	81%	71%	73%	65%	65%
	2022	74%	74%	67%	47%	60%	79%	*	83%	-	78%	35%	74%	67%	67%	60%	55%
At Meets Grade Level or Above	2023	47%	46%	43%	20%	37%	56%	43%	81%	-	35%	28%	46%	44%	39%	33%	30%
	2022	45%	43%	38%	22%	29%	48%	*	65%	-	42%	13%	22%	37%	40%	28%	23%
At Masters Grade Level	2023	17%	13%	13%	2%	9%	18%	0%	44%	-	19%	4%	0%	13%	10%	9%	10%
	2022	24%	19%	16%	6%	9%	23%	*	52%	-	25%	6%	9%	16%	17%	11%	7%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	64%	54%	29%	49%	68%	43%	88%	-	57%	35%	58%	56%	49%	44%	44%
	2022	61%	61%	55%	45%	45%	67%	*	70%	-	64%	28%	61%	56%	54%	47%	38%
At Meets Grade Level or Above	2023	33%	32%	27%	12%	22%	37%	14%	63%	-	27%	18%	23%	28%	23%	20%	20%
	2022	31%	29%	25%	12%	19%	32%	*	48%	-	35%	15%	22%	24%	31%	17%	13%
At Masters Grade Level	2023	16%	15%	14%	5%	12%	18%	14%	25%	-	16%	9%	4%	14%	11%	9%	8%
	2022	18%	16%	15%	8%	9%	19%	*	43%	-	20%	7%	22%	13%	20%	9%	6%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	73%	62%	54%	56%	72%	83%	88%	-	69%	30%	57%	65%	52%	55%	48%
	2022	65%	65%	59%	45%	54%	69%	78%	83%	*	67%	21%	36%	60%	55%	50%	38%
At Meets Grade Level or Above	2023	52%	52%	41%	28%	33%	52%	67%	75%	-	48%	16%	39%	42%	34%	31%	23%
	2022	47%	46%	39%	20%	32%	53%	56%	63%	*	49%	14%	21%	40%	35%	29%	18%
At Masters Grade Level	2023	13%	12%	7%	1%	4%	13%	17%	38%	-	10%	5%	4%	7%	8%	4%	2%
	2022	11%	7%	5%	1%	2%	9%	0%	29%	*	6%	5%	7%	5%	7%	3%	3%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	67%	49%	61%	80%	100%	85%	*	76%	33%	45%	69%	60%	59%	49%
	2022	72%	72%	64%	46%	60%	74%	*	79%	*	72%	20%	67%	65%	62%	55%	36%
At Meets Grade Level or Above	2023	54%	55%	46%	24%	39%	60%	75%	69%	*	60%	20%	36%	47%	41%	36%	21%
	2022	55%	56%	49%	30%	43%	61%	*	71%	*	53%	13%	44%	50%	47%	37%	18%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	School Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	9%	7%	7%	1%	2%	13%	13%	27%	*	9%	4%	9%	6%	8%	3%	2%
	2022	9%	7%	8%	3%	4%	11%	*	42%	*	10%	3%	0%	9%	5%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	81%	71%	66%	67%	77%	80%	95%	-	71%	48%	65%	74%	63%	65%	62%
	2022	76%	79%	72%	65%	67%	78%	80%	96%	*	71%	42%	76%	74%	64%	66%	70%
At Meets Grade Level or Above	2023	43%	44%	33%	19%	26%	44%	80%	79%	-	39%	15%	29%	36%	25%	25%	25%
	2022	43%	46%	35%	21%	29%	45%	40%	80%	*	38%	18%	29%	36%	31%	27%	25%
At Masters Grade Level	2023	23%	22%	16%	6%	13%	22%	40%	53%	-	18%	3%	12%	17%	11%	10%	12%
	2022	27%	27%	19%	8%	13%	26%	20%	64%	*	24%	8%	14%	20%	15%	11%	15%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	90%	84%	75%	81%	91%	*	88%	-	95%	71%	85%	86%	80%	80%	74%
	2022	83%	85%	79%	66%	75%	89%	100%	86%	*	79%	53%	67%	79%	80%	73%	61%
At Meets Grade Level or Above	2023	56%	55%	46%	30%	35%	61%	*	79%	-	60%	21%	55%	47%	41%	34%	22%
	2022	55%	56%	47%	27%	39%	62%	100%	76%	*	53%	23%	25%	48%	46%	37%	25%
At Masters Grade Level	2023	21%	17%	17%	8%	9%	29%	*	54%	-	23%	5%	20%	18%	16%	8%	5%
	2022	21%	17%	17%	6%	11%	26%	25%	48%	*	21%	5%	8%	16%	17%	11%	8%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	92%	87%	80%	81%	94%	100%	100%	*	93%	67%	73%	86%	91%	82%	76%
	2022	89%	88%	83%	70%	79%	90%	*	89%	*	88%	55%	67%	82%	84%	77%	65%
At Meets Grade Level or Above	2023	70%	67%	57%	39%	46%	72%	100%	83%	*	71%	29%	36%	56%	59%	48%	32%
	2022	68%	68%	61%	38%	56%	72%	*	87%	*	68%	27%	56%	61%	62%	51%	37%
At Masters Grade Level	2023	38%	34%	29%	11%	21%	42%	33%	65%	*	46%	10%	27%	28%	34%	21%	10%
	2022	42%	38%	38%	19%	30%	51%	*	76%	*	39%	10%	33%	38%	39%	26%	14%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	97%	96%	78%	98%	98%	*	100%	-	*	-	-	95%	100%	98%	*
	2022	92%	99%	98%	100%	94%	99%	-	100%	*	100%	-	-	98%	*	92%	-
At Meets Grade Level or Above	2023	61%	76%	77%	56%	75%	79%	*	100%	-	*	-	-	78%	57%	80%	*
	2022	64%	79%	74%	80%	72%	72%	-	83%	*	80%	-	-	74%	*	70%	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	School Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	12%	8%	10%	0%	3%	13%	*	27%	-	*	-	-	10%	0%	12%	*
	2022	13%	7%	7%	0%	3%	9%	-	8%	*	20%	-	-	8%	*	3%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	77%	70%	55%	65%	78%	69%	92%	87%	74%	43%	71%	70%	68%	62%	63%
	2022	74%	74%	67%	53%	61%	76%	69%	87%	83%	72%	37%	69%	67%	67%	59%	53%
At Meets Grade Level or Above	2023	49%	47%	40%	25%	33%	51%	49%	74%	80%	44%	20%	40%	41%	39%	30%	29%
	2022	48%	45%	39%	23%	32%	49%	45%	70%	50%	43%	18%	33%	39%	40%	29%	24%
At Masters Grade Level	2023	20%	17%	14%	5%	9%	21%	12%	41%	13%	15%	5%	11%	14%	14%	8%	9%
	2022	23%	20%	17%	8%	12%	24%	14%	45%	8%	19%	6%	16%	17%	18%	11%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	76%	69%	54%	63%	77%	77%	91%	86%	74%	39%	70%	69%	67%	61%	60%
	2022	75%	73%	66%	51%	60%	74%	65%	85%	80%	72%	34%	69%	66%	65%	57%	50%
At Meets Grade Level or Above	2023	53%	50%	41%	25%	33%	52%	54%	76%	86%	46%	19%	40%	41%	40%	30%	27%
	2022	53%	49%	42%	26%	34%	53%	41%	70%	40%	47%	18%	41%	42%	42%	32%	26%
At Masters Grade Level	2023	20%	17%	13%	5%	8%	19%	10%	40%	14%	15%	4%	11%	12%	13%	7%	7%
	2022	25%	21%	17%	8%	12%	24%	9%	43%	0%	20%	5%	21%	17%	18%	11%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	69%	55%	64%	77%	55%	95%	83%	71%	44%	74%	70%	65%	61%	66%
	2022	72%	73%	66%	52%	60%	75%	61%	93%	80%	68%	39%	70%	66%	64%	57%	57%
At Meets Grade Level or Above	2023	45%	44%	38%	23%	31%	49%	38%	72%	67%	39%	19%	41%	39%	36%	28%	33%
	2022	42%	41%	33%	19%	26%	43%	29%	68%	40%	37%	16%	28%	33%	34%	24%	23%
At Masters Grade Level	2023	19%	16%	13%	5%	9%	19%	10%	41%	17%	10%	5%	13%	14%	11%	8%	11%
	2022	20%	18%	14%	7%	9%	19%	13%	40%	20%	16%	6%	13%	14%	15%	8%	9%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	79%	73%	59%	70%	80%	69%	88%	*	76%	48%	74%	73%	72%	67%	66%
	2022	76%	75%	71%	54%	65%	80%	88%	87%	*	78%	40%	66%	70%	72%	64%	55%
At Meets Grade Level or Above	2023	47%	47%	40%	23%	32%	53%	46%	68%	*	44%	22%	42%	41%	37%	30%	26%
	2022	47%	46%	41%	24%	32%	53%	75%	70%	*	45%	18%	28%	41%	40%	31%	26%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	School Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	18%	16%	15%	6%	8%	23%	8%	42%	*	16%	5%	7%	15%	13%	8%	8%
	2022	21%	17%	16%	6%	10%	24%	25%	46%	*	20%	5%	10%	16%	16%	11%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	78%	72%	58%	67%	82%	75%	95%	*	78%	50%	62%	71%	75%	64%	61%
	2022	75%	75%	70%	60%	64%	80%	83%	82%	*	76%	42%	63%	70%	73%	63%	52%
At Meets Grade Level or Above	2023	52%	50%	44%	27%	35%	55%	63%	74%	*	54%	23%	27%	43%	46%	35%	26%
	2022	50%	49%	45%	27%	40%	54%	67%	72%	*	51%	21%	31%	44%	50%	36%	25%
At Masters Grade Level	2023	27%	25%	22%	9%	17%	31%	25%	49%	*	34%	9%	11%	22%	25%	15%	9%
	2022	30%	27%	28%	14%	21%	37%	17%	64%	*	30%	8%	25%	27%	32%	18%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	30%	28%	11%	20%	41%	*	64%	*	26%	14%	24%	27%	29%	20%	24%
	2022	36%	29%	25%	19%	19%	33%	*	46%	-	21%	16%	31%	23%	33%	15%	13%
Reading and Mathematics Including EOC	2023	37%	30%	28%	11%	20%	41%	*	64%	*	26%	14%	24%	27%	29%	20%	24%
	2022	36%	29%	25%	19%	19%	33%	*	46%	-	21%	16%	31%	23%	33%	15%	13%
Reading Including EOC	2023	50%	45%	39%	23%	31%	52%	*	64%	*	42%	21%	40%	40%	38%	31%	32%
	2022	51%	44%	41%	32%	31%	55%	*	62%	-	40%	24%	38%	40%	48%	30%	21%
Math Including EOC	2023	45%	38%	36%	12%	29%	50%	*	64%	*	35%	21%	40%	35%	37%	27%	38%
	2022	43%	36%	30%	23%	23%	39%	*	46%	-	29%	18%	35%	29%	35%	21%	18%
4th Graders																	
Reading and Mathematics	2023	38%	31%	26%	21%	17%	38%	*	30%	*	24%	15%	35%	24%	32%	15%	9%
	2022	36%	31%	26%	12%	18%	36%	*	58%	*	28%	14%	22%	26%	27%	17%	20%
Reading and Mathematics Including EOC	2023	38%	31%	26%	21%	17%	38%	*	30%	*	24%	15%	35%	24%	32%	15%	9%
	2022	36%	31%	26%	12%	18%	36%	*	58%	*	28%	14%	22%	26%	27%	17%	20%
Reading Including EOC	2023	48%	41%	37%	30%	28%	49%	*	73%	*	41%	22%	45%	36%	42%	24%	16%
	2022	54%	47%	40%	19%	31%	50%	*	84%	*	41%	21%	28%	40%	40%	29%	39%
Math Including EOC	2023	48%	41%	36%	27%	30%	44%	*	40%	*	38%	18%	45%	35%	39%	26%	35%
	2022	43%	40%	35%	22%	27%	44%	*	58%	*	39%	19%	22%	35%	37%	26%	28%
5th Graders																	
Reading and Mathematics	2023	43%	40%	34%	23%	25%	42%	*	71%	*	36%	16%	23%	34%	32%	23%	31%
	2022	41%	36%	32%	19%	23%	41%	40%	76%	-	37%	10%	29%	32%	32%	23%	22%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	School Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	40%	34%	23%	25%	42%	*	71%	*	36%	16%	23%	34%	32%	23%	31%
	2022	41%	36%	32%	19%	23%	41%	40%	76%	-	37%	10%	29%	32%	32%	23%	22%
Reading Including EOC	2023	57%	53%	44%	32%	35%	53%	*	89%	*	47%	19%	33%	43%	46%	32%	44%
	2022	58%	52%	48%	36%	39%	58%	40%	82%	-	52%	21%	49%	48%	50%	39%	35%
Math Including EOC	2023	51%	50%	42%	34%	34%	52%	*	71%	*	38%	21%	27%	43%	39%	32%	38%
	2022	48%	45%	39%	25%	30%	48%	40%	88%	-	43%	15%	31%	39%	39%	29%	27%
6th Graders																	
Reading and Mathematics	2023	35%	31%	27%	15%	19%	35%	40%	68%	-	30%	12%	20%	27%	25%	17%	20%
	2022	31%	28%	23%	8%	16%	30%	20%	43%	*	34%	9%	35%	22%	26%	12%	14%
Reading and Mathematics Including EOC	2023	35%	31%	27%	15%	19%	35%	40%	68%	-	30%	12%	20%	27%	25%	17%	20%
	2022	31%	28%	23%	8%	16%	30%	20%	43%	*	34%	9%	35%	22%	26%	12%	14%
Reading Including EOC	2023	52%	45%	37%	22%	29%	47%	60%	79%	-	43%	15%	37%	37%	39%	27%	27%
	2022	43%	38%	29%	12%	21%	38%	40%	57%	*	38%	10%	45%	28%	35%	18%	19%
Math Including EOC	2023	40%	39%	35%	20%	28%	44%	40%	79%	-	40%	16%	40%	35%	35%	26%	29%
	2022	40%	38%	32%	10%	24%	42%	20%	62%	*	46%	11%	50%	32%	34%	19%	20%
7th Graders																	
Reading and Mathematics	2023	37%	37%	31%	13%	23%	39%	40%	70%	*	38%	8%	39%	31%	31%	17%	21%
	2022	32%	30%	23%	9%	16%	31%	29%	69%	-	26%	12%	11%	24%	19%	16%	15%
Reading and Mathematics Including EOC	2023	38%	38%	31%	13%	23%	39%	40%	70%	*	38%	8%	39%	31%	31%	17%	21%
	2022	33%	30%	23%	9%	16%	31%	29%	69%	-	26%	12%	11%	24%	19%	16%	15%
Reading Including EOC	2023	55%	50%	39%	19%	30%	47%	40%	80%	*	47%	10%	52%	37%	43%	25%	29%
	2022	56%	52%	41%	24%	35%	51%	29%	69%	-	47%	20%	38%	41%	41%	34%	30%
Math Including EOC	2023	43%	46%	41%	15%	32%	53%	40%	75%	*	47%	16%	48%	41%	40%	25%	31%
	2022	37%	35%	30%	10%	23%	41%	29%	75%	-	32%	14%	16%	31%	25%	21%	23%
8th Graders																	
Reading and Mathematics	2023	31%	38%	24%	18%	20%	30%	20%	50%	-	15%	21%	29%	25%	19%	19%	14%
	2022	27%	30%	17%	16%	14%	21%	*	0%	-	20%	12%	13%	15%	25%	14%	4%
Reading and Mathematics Including EOC	2023	44%	44%	37%	22%	31%	46%	43%	75%	-	31%	21%	35%	39%	25%	27%	25%
	2022	41%	38%	31%	21%	23%	40%	*	61%	-	33%	12%	30%	30%	32%	22%	12%
Reading Including EOC	2023	58%	56%	43%	24%	38%	53%	71%	81%	-	44%	24%	38%	45%	35%	33%	31%
	2022	58%	53%	45%	37%	36%	53%	59	70%	-	56%	20%	61%	46%	42%	35%	23%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	School Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	55%	52%	37%	48%	60%	43%	81%	-	56%	28%	58%	54%	46%	43%	45%
	2022	48%	46%	39%	25%	31%	51%	*	74%	-	38%	16%	39%	38%	46%	30%	24%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	35%	28%	17%	21%	38%	26%	63%	67%	29%	14%	28%	28%	29%	19%	20%
	2022	34%	31%	25%	14%	18%	33%	24%	54%	*	28%	12%	23%	24%	27%	16%	15%
Reading and Mathematics Including EOC	2023	39%	36%	30%	18%	22%	40%	32%	66%	67%	31%	14%	28%	30%	29%	20%	22%
	2022	36%	32%	27%	15%	19%	35%	26%	59%	*	29%	12%	25%	26%	28%	17%	16%
Reading Including EOC	2023	53%	48%	40%	25%	32%	50%	44%	79%	83%	44%	19%	41%	40%	41%	29%	30%
	2022	53%	48%	41%	27%	32%	51%	35%	71%	*	45%	20%	43%	41%	42%	31%	28%
Math Including EOC	2023	47%	45%	40%	24%	34%	51%	32%	71%	67%	41%	20%	43%	40%	39%	30%	36%
	2022	43%	40%	34%	19%	26%	44%	26%	68%	*	38%	16%	30%	34%	36%	24%	23%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
WICHITA FALLS ISD (243905) - WICHITA COUNTY

	School Year	State	Region09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	53%	53%	53%	51%	54%	*	64%	-	54%	46%	45%	52%	57%	47%	52%
Grade 4 Mathematics	2023	63%	58%	56%	47%	54%	62%	*	55%	-	58%	46%	66%	56%	56%	51%	63%
Grade 5 ELA/Reading	2023	65%	66%	62%	49%	60%	66%	*	82%	*	65%	50%	52%	63%	60%	57%	67%
Grade 5 Mathematics	2023	71%	73%	72%	73%	68%	73%	*	88%	*	72%	66%	63%	71%	73%	68%	73%
Grade 6 ELA/Reading	2023	51%	46%	39%	38%	38%	40%	50%	59%	-	39%	31%	50%	38%	42%	36%	45%
Grade 6 Mathematics	2023	54%	54%	56%	51%	53%	59%	80%	65%	-	54%	52%	67%	55%	58%	53%	60%
Grade 7 ELA/Reading	2023	71%	70%	63%	50%	65%	65%	60%	85%	*	65%	46%	66%	64%	62%	57%	62%
Grade 7 Mathematics	2023	56%	64%	64%	54%	60%	70%	50%	90%	*	63%	51%	59%	65%	61%	56%	58%
Grade 8 ELA/Reading	2023	63%	65%	58%	53%	57%	61%	86%	73%	-	38%	50%	50%	58%	58%	53%	50%
Grade 8 Mathematics	2023	74%	81%	79%	77%	79%	79%	60%	100%	-	76%	66%	75%	78%	80%	77%	78%
End of Course English I	2023	57%	57%	51%	42%	46%	57%	*	68%	-	53%	30%	39%	52%	45%	44%	41%
End of Course English II	2023	74%	78%	72%	56%	70%	79%	93%	89%	*	75%	50%	50%	74%	66%	68%	60%
End of Course Algebra I	2023	76%	74%	69%	65%	66%	71%	*	89%	-	67%	65%	75%	69%	65%	64%	66%
All Grades Both Subjects	2023	64%	64%	61%	54%	59%	64%	68%	78%	83%	60%	50%	59%	61%	60%	56%	60%
All Grades ELA/Reading	2023	63%	62%	57%	49%	55%	60%	73%	75%	70%	56%	44%	51%	57%	56%	51%	54%
All Grades Mathematics	2023	66%	67%	65%	61%	63%	69%	61%	81%	*	64%	57%	67%	65%	65%	61%	66%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	36%	34%	30%	32%	38%	*	*	-	47%	18%	33%	35%	30%	30%	42%
Grade 4 Mathematics	2023	27%	21%	21%	16%	20%	23%	*	*	-	35%	12%	40%	22%	20%	20%	24%
Grade 5 ELA/Reading	2023	37%	37%	33%	28%	29%	40%	*	-	-	35%	18%	43%	30%	45%	28%	34%
Grade 5 Mathematics	2023	48%	52%	46%	46%	42%	51%	*	*	-	45%	33%	75%	48%	41%	45%	48%
Grade 6 ELA/Reading	2023	26%	26%	21%	22%	23%	14%	-	*	-	20%	15%	*	20%	25%	22%	40%
Grade 6 Mathematics	2023	35%	37%	30%	27%	32%	32%	*	-	-	17%	22%	71%	29%	31%	28%	33%
Grade 7 ELA/Reading	2023	39%	44%	32%	16%	38%	32%	*	*	*	35%	21%	33%	33%	28%	27%	38%
Grade 7 Mathematics	2023	22%	25%	21%	27%	14%	23%	*	*	*	36%	18%	17%	22%	18%	19%	12%
Grade 8 ELA/Reading	2023	39%	46%	39%	27%	41%	47%	*	*	-	22%	27%	29%	39%	39%	34%	40%
Grade 8 Mathematics	2023	49%	60%	57%	42%	63%	62%	*	*	-	45%	38%	44%	59%	50%	55%	63%
End of Course English I	2023	26%	28%	24%	21%	22%	25%	*	*	-	55%	13%	*	26%	16%	20%	14%
End of Course English II	2023	41%	46%	35%	21%	32%	46%	*	-	-	58%	23%	29%	37%	27%	34%	23%
End of Course Algebra I	2023	58%	54%	43%	51%	40%	45%	*	*	-	27%	34%	*	43%	45%	40%	39%
All Grades Both Subjects	2023	38%	40%	34%	29%	34%	38%	30%	63%	*	37%	22%	44%	35%	33%	32%	36%
All Grades ELA/Reading	2023	35%	38%	32%	23%	31%	36%	42%	45%	*	39%	19%	36%	32%	30%	28%	34%
All Grades Mathematics	2023	40%	42%	37%	35%	36%	40%	18%	88%	*	35%	25%	54%	38%	35%	35%	38%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) ANNUAL REPORT PAGE 16
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	School Year	State	Region 09	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
STAAR Performance Rate by Subject and Performance Level																			
All Grades All Subjects																			
At Approaches Grade Level or Above	2023	76%	77%	70%	67%	-	70%	-	-	64%	61%	61%	60%	65%	62%	70%	62%	90%	
	2022	74%	74%	67%	51%	-	51%	-	-	-	52%	-	52%	-	58%	69%	52%	88%	
At Meets Grade Level or Above	2023	49%	47%	40%	29%	-	31%	-	-	26%	27%	21%	27%	27%	34%	42%	28%	68%	
	2022	48%	45%	39%	23%	-	23%	-	-	-	22%	-	22%	-	35%	41%	22%	71%	
At Masters Grade Level	2023	20%	17%	14%	10%	-	11%	-	-	8%	7%	5%	7%	7%	12%	15%	7%	32%	
	2022	23%	20%	17%	7%	-	7%	-	-	-	8%	-	8%	-	18%	18%	8%	34%	
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2023	77%	76%	69%	66%	-	67%	-	-	65%	57%	63%	57%	61%	63%	70%	59%	89%	
	2022	75%	73%	66%	45%	-	45%	-	-	-	49%	-	49%	-	56%	68%	48%	88%	
At Meets Grade Level or Above	2023	53%	50%	41%	23%	-	25%	-	-	20%	27%	13%	27%	26%	31%	43%	26%	71%	
	2022	53%	49%	42%	25%	-	25%	-	-	-	22%	-	22%	-	41%	44%	23%	72%	
At Masters Grade Level	2023	20%	17%	13%	6%	-	8%	-	-	3%	6%	4%	6%	5%	13%	13%	6%	25%	
	2022	25%	21%	17%	6%	-	6%	-	-	-	8%	-	8%	-	22%	18%	8%	24%	
All Grades Mathematics																			
At Approaches Grade Level or Above	2023	75%	75%	69%	72%	-	77%	-	-	66%	62%	63%	62%	67%	68%	69%	65%	86%	
	2022	72%	73%	66%	57%	-	57%	-	-	-	55%	-	55%	-	57%	67%	56%	88%	
At Meets Grade Level or Above	2023	45%	44%	38%	35%	-	38%	-	-	33%	30%	29%	30%	35%	43%	39%	32%	59%	
	2022	42%	41%	33%	22%	-	22%	-	-	-	20%	-	20%	-	25%	35%	21%	66%	
At Masters Grade Level	2023	19%	16%	13%	14%	-	16%	-	-	11%	8%	4%	8%	7%	14%	14%	9%	33%	
	2022	20%	18%	14%	8%	-	8%	-	-	-	8%	-	8%	-	11%	15%	8%	31%	
All Grades Science																			
At Approaches Grade Level or Above	2023	77%	79%	73%	55%	-	38%	-	-	60%	68%	50%	68%	71%	50%	74%	65%	95%	
	2022	76%	75%	71%	-	-	-	-	-	-	53%	-	53%	-	60%	72%	53%	89%	
At Meets Grade Level or Above	2023	47%	47%	40%	25%	-	23%	-	-	26%	24%	25%	25%	24%	30%	42%	25%	67%	
	2022	47%	46%	41%	-	-	-	-	-	-	22%	-	22%	-	40%	42%	23%	76%	
At Masters Grade Level	2023	18%	16%	15%	9%	-	0%	-	-	12%	5%	13%	5%	10%	10%	16%	6%	33%	
	2022	21%	17%	16%	-	-	-	-	-	-	6%	-	6%	-	20%	17%	7%	35%	
All Grades Social Studies																			
At Approaches Grade Level or Above	2023	78%	78%	72%	-	-	-	-	-	-	59%	-	57%	74%	*	73%	59%	91%	
	2022	75%	75%	70%	-	-	-	-	-	-	49%	-	49%	-	*	72%	50%	88%	
At Meets Grade Level or Above	2023	52%	50%	44%	-	-	-	-	-	-	25%	-	26%	17%	*	45%	24%	72%	
	2022	50%	49%	45%	-	-	-	-	-	-	22%	-	22%	-	*	46%	23%	72%	
At Masters Grade Level	2023	27%	25%	22%	-	-	-	-	-	-	8%	-	8%	9%	*	24%	8%	43%	
	2022	30%	27%	28%	-	-	-	-	-	-	8%	-	8%	-	*	29%	8%	57%	
School Progress - Annual Growth																			
All Grades Both Subjects	2023	64%	64%	61%	62%	-	51%	62	-	-	72%	58%	48%	58%	61%	59%	61%	59%	76%
All Grades ELA/Reading	2023	63%	62%	57%	56%	-	44%	-	-	67%	53%	41%	53%	57%	46%	57%	53%	73%	

	School Year	State	Region 09	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	67%	65%	68%	-	58%	-	-	76%	65%	56%	65%	67%	72%	65%	66%	83%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	34%	45%	-	34%	-	-	52%	33%	31%	33%	27%	52%	34%	36%	50%
All Grades ELA/Reading	2023	35%	38%	32%	49%	-	41%	-	-	54%	30%	33%	30%	27%	42%	31%	34%	*
All Grades Mathematics	2023	40%	42%	37%	42%	-	24%	-	-	50%	36%	29%	37%	26%	64%	37%	38%	*

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

- Indicates there are no students in the group.

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

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	99%	99%	100%	99%	100%	99%	99%	99%	99%	99%	99%	100%
Included in Accountability	93%	95%	94%	93%	95%	95%	95%	94%	100%	93%	96%	84%	98%	81%	96%	90%
Not Included in Accountability: Mobile	4%	4%	4%	6%	3%	4%	5%	4%	0%	6%	2%	14%	1%	15%	2%	3%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	0%	0%	1%	0%	0%	0%	0%	0%	2%	1%	7%
Not Tested	1%	1%	1%	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	1%	1%	0%
Absent	1%	0%	1%	1%	0%	1%	0%	0%	0%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	98%	100%	99%	100%	100%	100%	99%	98%	99%	99%	99%	99%	100%
Included in Accountability	92%	94%	94%	93%	94%	94%	95%	94%	100%	93%	95%	83%	98%	81%	95%	87%
Not Included in Accountability: Mobile	4%	4%	4%	5%	3%	4%	5%	4%	0%	6%	2%	15%	1%	15%	2%	3%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	3%	1%	0%	1%	0%	0%	1%	0%	1%	3%	1%	10%
Not Tested	1%	1%	1%	2%	0%	1%	0%	0%	0%	1%	2%	1%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	0%	1%	0%	0%	0%	1%	2%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	99%	100%	99%	99%	100%	99%	100%	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	94%	95%	95%	94%	95%	94%	97%	95%	100%	94%	97%	84%	99%	81%	96%	93%
Not Included in Accountability: Mobile	5%	4%	4%	6%	3%	4%	3%	4%	0%	6%	3%	16%	1%	16%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	0%	1%	0%	1%	1%	0%	1%	0%	0%	0%	0%	1%	1%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	99%	100%	99%	100%	100%	*	100%	100%	99%	100%	99%	100%	100%
Included in Accountability	93%	95%	95%	93%	96%	95%	93%	95%	*	92%	97%	86%	99%	81%	96%	93%
Not Included in Accountability: Mobile	4%	4%	4%	6%	3%	4%	7%	3%	*	8%	2%	13%	1%	16%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	0%	2%	*	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	1%	0%	1%	0%	1%	0%	0%	*	0%	0%	1%	0%	1%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	0%	1%	0%	1%	0%	0%	*	0%	0%	1%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	98%	99%	99%	100%	98%	*	100%	99%	95%	99%	98%	99%	100%
Included in Accountability	94%	95%	95%	91%	96%	96%	94%	93%	*	92%	96%	88%	99%	82%	96%	93%
Not Included in Accountability: Mobile	4%	4%	4%	7%	3%	3%	6%	2%	*	8%	3%	7%	1%	14%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	0%	2%	*	0%	0%	0%	0%	2%	0%	4%
Not Tested	1%	1%	1%	2%	1%	1%	0%	2%	*	0%	1%	5%	1%	2%	1%	0%
Absent	1%	1%	1%	2%	0%	1%	0%	2%	*	0%	1%	5%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	91%	88%	100%	78%	91%	*	100%	-	80%	-	-	89%	88%	79%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	99%	99%	99%	100%	99%	100%	100%	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	93%	95%	94%	93%	95%	94%	91%	96%	80%	94%	94%	91%	98%	81%	95%	91%
Not Included in Accountability: Mobile	5%	5%	5%	6%	3%	5%	7%	2%	13%	5%	5%	9%	1%	17%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	1%	2%	7%	0%	1%	0%	0%	2%	0%	5%
Not Tested	1%	0%	1%	1%	1%	0%	1%	0%	0%	0%	1%	0%	0%	1%	1%	0%
Absent	1%	0%	0%	1%	1%	0%	1%	0%	0%	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	99%	99%	99%	100%	97%	100%	100%	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	92%	94%	94%	93%	94%	94%	87%	94%	71%	94%	93%	90%	98%	80%	95%	88%
Not Included in Accountability: Mobile	5%	5%	5%	6%	3%	5%	8%	2%	14%	5%	5%	10%	1%	17%	4%	3%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	0%	3%	4%	14%	1%	1%	0%	1%	2%	1%	9%
Not Tested	1%	0%	1%	1%	1%	0%	3%	0%	0%	0%	1%	0%	0%	1%	1%	0%
Absent	1%	0%	1%	1%	1%	0%	3%	0%	0%	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	99%	100%	99%	99%	100%	99%	100%	100%	100%	100%	99%	99%	100%	100%
Included in Accountability	93%	95%	95%	94%	96%	94%	91%	96%	83%	94%	95%	92%	99%	81%	96%	94%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	5%	5%	3%	5%	9%	2%	17%	5%	5%	8%	1%	17%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	0%	1%	0%	1%	1%	0%	1%	0%	0%	0%	0%	1%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	99%	99%	99%	100%	100%	100%	*	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	93%	95%	94%	92%	96%	94%	94%	98%	*	94%	93%	88%	99%	80%	95%	94%
Not Included in Accountability: Mobile	4%	4%	5%	7%	3%	6%	6%	0%	*	6%	6%	12%	1%	18%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	2%	*	0%	0%	0%	0%	1%	0%	3%
Not Tested	2%	0%	1%	1%	1%	0%	0%	0%	*	0%	1%	0%	0%	1%	1%	0%
Absent	1%	0%	0%	1%	1%	0%	0%	0%	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	99%	99%	100%	100%	100%	100%	*	98%	99%	100%	99%	99%	99%	100%
Included in Accountability	94%	96%	95%	92%	96%	94%	100%	97%	*	93%	94%	89%	99%	82%	95%	94%
Not Included in Accountability: Mobile	4%	4%	4%	7%	3%	5%	0%	2%	*	5%	5%	11%	1%	16%	4%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	2%	*	0%	0%	0%	0%	1%	0%	3%
Not Tested	2%	0%	1%	1%	0%	0%	0%	0%	*	2%	1%	0%	1%	1%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	2%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	90%	85%	83%	80%	86%	-	92%	*	83%	-	-	85%	*	82%	*

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

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.7%	92.8%	92.2%	92.6%	93.0%	92.8%	96.1%	93.6%	92.7%	91.9%	92.0%	94.4%
2020-21	95.0%	95.5%	94.9%	93.7%	94.5%	95.5%	93.6%	98.5%	90.1%	94.8%	94.0%	93.9%	95.6%
Chronic Absenteeism													
2021-22	25.7%	20.3%	25.2%	31.4%	25.0%	24.0%	17.9%	8.5%	30.0%	27.2%	31.1%	29.3%	16.7%
2020-21	15.0%	12.4%	14.9%	21.7%	16.1%	11.7%	21.7%	2.2%	23.1%	16.3%	18.7%	19.6%	11.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.2%	0.3%	0.3%	0.3%	0.5%	0.0%	0.0%	-	0.0%	0.3%	0.3%	0.0%
2020-21	0.9%	0.2%	0.3%	0.0%	0.1%	0.4%	0.0%	4.3%	*	0.8%	0.0%	0.2%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.7%	0.6%	1.9%	0.5%	0.3%	0.0%	0.0%	*	0.5%	0.2%	0.7%	0.3%
2020-21	2.4%	0.8%	0.2%	0.3%	0.1%	0.3%	0.0%	0.0%	0.0%	0.5%	0.0%	0.3%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	95.7%	96.2%	88.5%	97.2%	97.5%	100.0%	96.4%	*	100.0%	90.4%	95.5%	100.0%
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	1.8%	2.4%	5.7%	1.5%	2.2%	0.0%	3.6%	*	0.0%	9.6%	2.5%	0.0%
Dropped Out	6.4%	2.4%	1.4%	5.7%	1.2%	0.3%	0.0%	0.0%	*	0.0%	0.0%	2.1%	0.0%
Graduates and TxCHSE	90.0%	95.8%	96.2%	88.5%	97.2%	97.5%	100.0%	96.4%	*	100.0%	90.4%	95.5%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	97.6%	98.6%	94.3%	98.8%	99.7%	100.0%	100.0%	*	100.0%	100.0%	97.9%	100.0%
Class of 2021													
Graduated	90.0%	95.5%	96.7%	98.4%	97.5%	95.8%	100.0%	100.0%	*	91.5%	92.9%	97.9%	100.0%
Received TxCHSE	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	2.4%	2.6%	0.8%	2.2%	3.4%	0.0%	0.0%	*	6.4%	7.1%	1.0%	0.0%
Dropped Out	5.8%	2.0%	0.7%	0.8%	0.3%	0.8%	0.0%	0.0%	*	2.1%	0.0%	1.2%	0.0%
Graduates and TxCHSE	90.3%	95.6%	96.7%	98.4%	97.5%	95.8%	100.0%	100.0%	*	91.5%	92.9%	97.9%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	98.0%	99.3%	99.2%	99.7%	99.2%	100.0%	100.0%	*	97.9%	100.0%	98.8%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	97.3%	98.5%	99.2%	99.1%	97.7%	100.0%	100.0%	*	97.9%	94.5%	98.6%	100.0%
Received TxCHSE	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.6%	0.8%	0.0%	0.6%	1.4%	0.0%	0.0%	*	0.0%	5.5%	0.2%	0.0%
Dropped Out	6.3%	2.0%	0.7%	0.8%	0.3%	0.8%	0.0%	0.0%	*	2.1%	0.0%	1.2%	0.0%
Graduates and TxCHSE	92.7%	97.4%	98.5%	99.2%	99.1%	97.7%	100.0%	100.0%	*	97.9%	94.5%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	98.0%	99.3%	99.2%	99.7%	99.2%	100.0%	100.0%	*	97.9%	100.0%	98.8%	100.0%

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	97.3%	99.3%	99.2%	100.0%	99.5%	100.0%	100.0%	*	93.2%	99.3%	99.4%	100.0%
Received TxCHSE	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.8%	0.3%	0.8%	0.0%	0.0%	0.0%	0.0%	*	4.5%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.7%	0.3%	0.0%	0.0%	0.5%	0.0%	0.0%	*	2.3%	0.7%	0.6%	0.0%
Graduates and TxCHSE	92.7%	97.5%	99.3%	99.2%	100.0%	99.5%	100.0%	100.0%	*	93.2%	99.3%	99.4%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.3%	99.7%	100.0%	100.0%	99.5%	100.0%	100.0%	*	97.7%	99.3%	99.4%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.5%	99.7%	100.0%	100.0%	99.5%	100.0%	100.0%	*	97.7%	99.3%	99.4%	100.0%
Received TxCHSE	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.7%	0.3%	0.0%	0.0%	0.5%	0.0%	0.0%	*	2.3%	0.7%	0.6%	0.0%
Graduates and TxCHSE	93.2%	97.8%	99.7%	100.0%	100.0%	99.5%	100.0%	100.0%	*	97.7%	99.3%	99.4%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.3%	99.7%	100.0%	100.0%	99.5%	100.0%	100.0%	*	97.7%	99.3%	99.4%	100.0%
Class of 2019													
Graduated	92.6%	97.7%	99.5%	99.1%	99.7%	99.4%	100.0%	100.0%	*	100.0%	99.0%	99.5%	100.0%
Received TxCHSE	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.2%	0.2%	0.0%	0.3%	0.3%	0.0%	0.0%	*	0.0%	1.0%	0.2%	0.0%
Dropped Out	6.2%	1.9%	0.2%	0.9%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Graduates and TxCHSE	93.2%	97.9%	99.5%	99.1%	99.7%	99.4%	100.0%	100.0%	*	100.0%	99.0%	99.5%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.1%	99.8%	99.1%	100.0%	99.7%	100.0%	100.0%	*	100.0%	100.0%	99.8%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	95.7%	96.0%	88.5%	97.2%	96.9%	100.0%	96.4%	*	100.0%	89.5%	95.3%	100.0%
Class of 2021	90.0%	95.5%	96.5%	97.6%	97.5%	95.5%	100.0%	100.0%	*	91.5%	91.2%	97.6%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	5.8%	0.2%	0.9%	0.0%	0.0%	0.0%	0.0%	*	2.6%	0.0%	0.2%	0.0%
Class of 2021	3.8%	4.4%	0.5%	0.0%	1.0%	0.3%	0.0%	0.0%	*	0.0%	0.0%	1.0%	2.2%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	83.9%	89.6%	75.0%	90.3%	93.3%	85.7%	100.0%	*	87.2%	47.9%	85.6%	87.5%
Class of 2021	81.9%	81.5%	88.1%	78.5%	87.8%	91.8%	83.3%	100.0%	*	81.4%	31.7%	83.9%	71.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	89.6%	89.8%	75.9%	90.3%	93.3%	85.7%	100.0%	*	89.7%	47.9%	85.8%	87.5%
Class of 2021	85.7%	85.9%	88.6%	78.5%	88.8%	92.1%	83.3%	100.0%	*	81.4%	31.7%	84.9%	73.3%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	*	-	*	-	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	5.9%	0.1%	0.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
2020-21	3.8%	4.6%	0.7%	0.0%	1.0%	0.6%	0.0%	0.0%	*	2.2%	0.0%	1.2%	2.3%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	82.6%	88.9%	74.1%	89.9%	92.6%	100.0%	100.0%	*	81.4%	45.5%	85.2%	86.0%
2020-21	80.4%	81.7%	87.4%	78.7%	89.1%	89.0%	71.4%	100.0%	*	82.2%	31.5%	82.8%	72.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	88.5%	89.0%	75.0%	89.9%	92.6%	100.0%	100.0%	*	81.4%	45.5%	85.4%	86.0%
2020-21	84.1%	86.2%	88.1%	78.7%	89.8%	89.6%	71.4%	100.0%	*	84.4%	31.8%	83.8%	74.4%

Texas Education Agency
2022-23 Graduation Profile (TAPR)
WICHITA FALLS ISD (243905) - WICHITA COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	827	100.0%	368,686	100.0%
By Ethnicity:				
African American	108	13.1%	45,227	12.3%
Hispanic	316	38.2%	191,125	51.8%
White	325	39.3%	103,171	28.0%
American Indian	6	0.7%	1,159	0.3%
Asian	28	3.4%	18,794	5.1%
Pacific Islander	1	0.1%	569	0.2%
Two or More Races	43	5.2%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	91	11.0%	51,023	13.8%
Foundation H.S. Program (Endorsement)	1	0.1%	14,179	3.8%
Foundation H.S. Program (DLA)	735	88.9%	302,917	82.2%
Other Graduates:				
Special Education Graduates	99	12.0%	32,447	8.8%
Economically Disadvantaged Graduates	465	56.2%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	50	6.0%	40,398	11.0%
At-Risk Graduates	378	45.7%	159,689	43.3%
CTE Completers	259	31.3%	107,502	29.2%

Academic Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	69.6%	60.9%	47.2%	55.1%	68.6%	83.3%	75.0%	*	67.4%	80.8%	52.9%	52.0%
2020-21	65.2%	62.6%	54.3%	40.2%	42.2%	66.3%	28.6%	87.5%	*	68.9%	63.6%	43.3%	30.2%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	47.2%	35.9%	19.4%	28.5%	45.5%	33.3%	67.9%	*	37.2%	4.0%	21.9%	14.0%
2020-21	52.7%	45.7%	38.5%	22.1%	27.6%	50.1%	14.3%	83.3%	*	46.7%	1.8%	27.4%	16.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	55.2%	49.7%	32.4%	40.8%	61.8%	50.0%	67.9%	*	53.5%	7.1%	38.1%	14.0%
2020-21	56.1%	55.5%	50.0%	28.7%	38.4%	63.7%	28.6%	91.7%	*	62.2%	3.6%	38.3%	14.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	41.9%	31.9%	12.0%	22.8%	44.0%	16.7%	64.3%	*	37.2%	4.0%	18.5%	10.0%
2020-21	45.7%	39.2%	35.7%	17.2%	26.0%	47.6%	0.0%	75.0%	*	44.4%	2.7%	24.5%	9.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	39.4%	30.2%	10.2%	21.2%	42.2%	16.7%	64.3%	*	34.9%	3.0%	16.3%	6.0%
2020-21	40.4%	37.1%	33.3%	15.6%	22.9%	45.2%	0.0%	75.0%	*	42.2%	0.9%	21.7%	9.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	10.1%	14.8%	7.4%	9.5%	20.6%	16.7%	42.9%	*	7.0%	1.0%	8.4%	6.0%
2020-21	21.3%	8.6%	12.8%	6.6%	8.6%	15.9%	14.3%	54.2%	*	13.3%	0.9%	6.7%	9.3%
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	27.2%	14.8%	9.3%	13.3%	18.5%	16.7%	17.9%	*	9.3%	0.0%	7.7%	6.0%
2020-21	25.9%	29.1%	16.4%	9.8%	10.8%	23.6%	0.0%	25.0%	*	13.3%	0.9%	9.5%	2.3%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	3.3%	7.1%	2.8%	1.9%	11.7%	0.0%	28.6%	*	9.3%	0.0%	2.6%	0.0%
2020-21	4.4%	2.4%	4.4%	0.0%	3.5%	6.1%	0.0%	12.5%	*	6.7%	0.9%	1.9%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	36.5%	33.7%	31.5%	32.9%	33.2%	66.7%	28.6%	*	48.8%	80.8%	37.8%	44.0%
2020-21	24.2%	26.1%	23.3%	19.7%	20.6%	27.1%	14.3%	12.5%	*	31.1%	63.6%	21.2%	14.0%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	30.0%	27.3%	18.5%	27.2%	28.6%	50.0%	25.0%	*	39.5%	27.3%	29.5%	34.0%

Academic Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	18.7%	16.0%	7.4%	14.9%	20.2%	14.3%	8.3%	*	20.0%	6.4%	13.6%	4.7%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	3.2%	4.1%	11.1%	2.8%	3.4%	0.0%	0.0%	*	4.7%	34.3%	5.2%	6.0%
2020-21	2.4%	3.6%	3.9%	9.0%	2.5%	3.5%	0.0%	0.0%	*	6.7%	30.9%	5.2%	7.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	7.0%	5.4%	3.7%	6.0%	4.6%	33.3%	3.6%	*	9.3%	45.5%	6.9%	6.0%
2020-21	4.4%	5.5%	4.1%	4.9%	3.5%	4.0%	0.0%	4.2%	*	6.7%	31.8%	3.3%	2.3%

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	Academic Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	45.4%	47.6%	28.7%	39.6%	60.0%	50.0%	60.7%	*	51.2%	6.1%	36.8%	14.0%
	2020-21	25.9%	47.3%	47.3%	25.4%	37.5%	60.2%	28.6%	83.3%	*	57.8%	3.6%	36.2%	11.6%
Mathematics	2021-22	18.7%	30.4%	30.5%	11.1%	22.2%	41.8%	16.7%	64.3%	*	32.6%	4.0%	17.6%	10.0%
	2020-21	19.4%	30.9%	34.3%	15.6%	26.0%	45.5%	0.0%	66.7%	*	42.2%	2.7%	24.3%	9.3%
Both Subjects	2021-22	12.6%	26.8%	27.6%	6.5%	19.9%	39.1%	16.7%	60.7%	*	27.9%	2.0%	14.8%	6.0%
	2020-21	14.4%	27.6%	31.2%	13.9%	21.9%	42.4%	0.0%	66.7%	*	40.0%	0.9%	21.0%	7.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	7.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2020-21	8.6%	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	7.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2020-21	10.3%	3.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	5.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2020-21	4.9%	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	11.2%	15.8%	5.9%	10.0%	22.9%	0.0%	54.4%	*	6.4%	0.5%	7.2%	2.5%
	2021	21.1%	10.4%	13.9%	7.2%	8.3%	18.1%	14.3%	54.9%	*	15.2%	0.9%	7.5%	6.4%
English Language Arts	2022	13.2%	6.4%	9.9%	5.9%	4.8%	14.9%	0.0%	31.6%	*	5.1%	0.5%	4.6%	0.8%
	2021	12.1%	5.8%	8.8%	4.0%	5.1%	11.8%	7.1%	31.4%	*	12.0%	0.5%	4.6%	4.3%
Mathematics	2022	6.9%	3.7%	5.5%	2.1%	3.1%	7.2%	0.0%	29.8%	*	3.8%	0.5%	2.3%	1.7%
	2021	6.1%	3.5%	4.1%	3.6%	2.1%	4.6%	7.1%	19.6%	*	7.6%	0.5%	2.6%	3.2%
Science	2022	9.6%	5.0%	7.7%	3.8%	3.8%	11.5%	0.0%	29.8%	*	2.6%	0.0%	3.1%	0.0%
	2021	8.7%	5.1%	8.0%	3.2%	4.2%	10.6%	0.0%	41.2%	*	9.8%	0.0%	4.0%	3.2%
Social Studies	2022	12.5%	4.8%	8.7%	4.6%	3.8%	13.6%	0.0%	31.6%	*	2.6%	0.5%	3.6%	0.0%
	2021	11.6%	4.1%	6.8%	3.6%	2.9%	9.5%	7.1%	33.3%	*	8.7%	0.0%	2.7%	3.2%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	59.6%	59.8%	71.4%	54.4%	62.0%	-	54.8%	-	60.0%	*	63.5%	*
	2021	48.6%	57.9%	64.3%	50.0%	63.6%	63.1%	*	78.6%	*	57.1%	*	53.7%	83.3%
English Language Arts	2022	53.2%	66.5%	65.1%	42.9%	54.5%	71.7%	-	61.1%	-	*	*	57.4%	*
	2021	42.7%	56.3%	57.6%	70.0%	52.9%	60.0%	*	56.3%	*	45.5%	*	46.3%	*
Mathematics	2022	50.4%	45.7%	46.4%	40.0%	28.6%	60.8%	-	35.3%	-	*	*	30.4%	*
	2021	49.4%	47.5%	56.8%	33.3%	42.9%	60.6%	*	80.0%	-	71.4%	*	52.2%	*
Science	2022	44.7%	41.9%	32.4%	44.4%	11.5%	36.6%	-	35.3%	-	*	-	37.5%	-
	2021	41.4%	41.2%	40.6%	37.5%	35.7%	34.2%	-	71.4%	*	33.3%	-	25.0%	*

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
WICHITA FALLS ISD (243905) - WICHITA COUNTY

	Academic Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	44.6%	46.1%	81.8%	38.5%	45.4%	-	44.4%	-	*	*	51.4%	-
	2021	42.2%	58.3%	64.8%	55.6%	52.6%	69.1%	*	70.6%	-	50.0%	-	54.2%	*
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	55.9%	42.1%	43.5%	34.8%	46.2%	33.3%	71.4%	*	39.5%	9.1%	33.1%	22.0%
	2020-21	70.8%	55.5%	34.1%	28.7%	23.8%	41.8%	14.3%	79.2%	*	40.0%	8.2%	25.4%	20.9%
At/Above Criterion for All Examinees	2021-22	32.1%	31.9%	38.5%	12.8%	26.4%	52.0%	*	60.0%	*	41.2%	0.0%	20.8%	0.0%
	2020-21	32.9%	31.3%	44.6%	22.9%	26.7%	55.9%	*	63.2%	*	50.0%	0.0%	27.4%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1034	1035	910	972	1108	*	1114	*	1029	762	953	841
	2020-21	1002	1039	1071	944	1009	1120	830	1210	1200	1031	801	995	884
English Language Arts and Writing	2021-22	506	525	529	469	490	572	*	566	*	509	382	486	419
	2020-21	504	527	541	478	510	569	370	596	620	518	398	505	431
Mathematics	2021-22	496	509	506	441	482	536	*	548	*	521	380	467	422
	2020-21	498	513	529	466	498	551	460	614	580	513	403	491	453
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.6	19.7	14.1	18.0	22.5	-	*	-	*	*	17.0	*
	2020-21	20.0	19.9	21.7	17.3	19.0	22.4	-	27.6	21.0	19.2	16.5	18.5	16.5
English Language Arts	2021-22	19.2	19.3	19.3	12.8	17.6	22.6	-	*	-	*	*	16.1	*
	2020-21	19.6	19.5	21.4	16.7	18.1	22.5	-	27.4	22.5	17.7	14.8	18.0	15.3
Mathematics	2021-22	19.3	19.4	19.4	15.9	17.9	21.3	-	*	-	*	*	17.3	*
	2020-21	19.9	19.8	21.5	17.6	18.8	21.9	-	28.3	21.0	20.4	18.5	18.1	17.3
Science	2021-22	19.8	19.9	20.2	14.4	18.5	22.8	-	*	-	*	*	18.0	*
	2020-21	20.3	20.5	22.0	17.4	20.3	22.4	-	27.0	19.0	21.4	16.5	19.4	17.3

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	Academic Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	36.4%	33.2%	24.0%	29.6%	38.2%	26.3%	54.1%	*	34.3%	11.7%	27.4%	21.8%
	2020-21	42.5%	36.3%	34.2%	24.0%	31.3%	39.1%	40.0%	51.4%	66.7%	33.7%	12.3%	27.8%	22.2%
English Language Arts	2021-22	16.6%	12.0%	12.0%	5.3%	7.8%	17.9%	5.3%	28.4%	*	6.2%	0.2%	6.1%	2.3%
	2020-21	16.3%	12.0%	11.5%	7.4%	8.0%	15.1%	10.0%	27.0%	33.3%	10.5%	0.5%	5.9%	3.7%
Mathematics	2021-22	19.9%	17.6%	16.2%	8.5%	12.1%	21.8%	5.3%	31.4%	*	16.3%	1.1%	9.9%	9.7%
	2020-21	19.3%	18.5%	16.6%	8.3%	12.0%	21.8%	10.5%	39.0%	60.0%	18.9%	1.2%	9.9%	6.4%
Science	2021-22	21.1%	26.8%	30.2%	22.5%	27.5%	34.2%	21.1%	48.1%	*	31.6%	11.5%	25.3%	18.6%
	2020-21	20.6%	26.7%	30.9%	23.7%	28.5%	34.2%	33.3%	47.2%	66.7%	30.6%	10.1%	25.6%	18.3%
Social Studies	2021-22	22.8%	13.2%	12.0%	3.7%	7.8%	18.4%	0.0%	26.2%	*	8.4%	0.3%	5.9%	1.2%
	2020-21	22.8%	13.0%	11.0%	6.7%	7.3%	15.5%	5.6%	22.9%	40.0%	8.3%	0.3%	5.1%	2.2%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	43.6%	40.1%	36.9%	32.7%	46.1%	0.0%	70.8%	*	42.2%	16.4%	31.9%	25.6%
	2019-20	46.1%	43.4%	36.8%	27.0%	34.2%	40.2%	42.9%	54.3%	*	37.5%	12.5%	26.6%	17.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)
WICHITA FALLS ISD (243905) - WICHITA COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	13,286	100.0%	5,504,150	100.0%	13,296	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	52	0.4%	17,201	0.3%	62	0.5%	25,110	0.5%
Pre-Kindergarten	840	6.3%	243,493	4.4%	840	6.3%	244,284	4.4%
Pre-Kindergarten: 3-year Old	228	1.7%	40,199	0.7%	228	1.7%	40,535	0.7%
Pre-Kindergarten: 4-year Old	612	4.6%	203,294	3.7%	612	4.6%	203,749	3.7%
Kindergarten	995	7.5%	367,180	6.7%	995	7.5%	367,633	6.7%
Grade 1	984	7.4%	399,048	7.2%	984	7.4%	399,419	7.2%
Grade 2	1,043	7.9%	395,639	7.2%	1,043	7.8%	395,969	7.2%
Grade 3	999	7.5%	393,583	7.2%	999	7.5%	393,871	7.1%
Grade 4	973	7.3%	393,765	7.2%	973	7.3%	394,020	7.1%
Grade 5	989	7.4%	395,111	7.2%	989	7.4%	395,384	7.2%
Grade 6	895	6.7%	399,341	7.3%	895	6.7%	399,557	7.2%
Grade 7	887	6.7%	409,362	7.4%	887	6.7%	409,566	7.4%
Grade 8	909	6.8%	425,589	7.7%	909	6.8%	425,758	7.7%
Grade 9	1,002	7.5%	477,875	8.7%	1,002	7.5%	478,101	8.7%
Grade 10	942	7.1%	436,752	7.9%	942	7.1%	437,002	7.9%
Grade 11	902	6.8%	385,894	7.0%	902	6.8%	386,246	7.0%
Grade 12	874	6.6%	364,317	6.6%	874	6.6%	366,512	6.6%
Ethnic Distribution:								
African American	1,849	13.9%	705,310	12.8%	1,849	13.9%	706,775	12.8%
Hispanic	5,179	39.0%	2,915,219	53.0%	5,180	39.0%	2,921,416	52.9%
White	4,951	37.3%	1,410,571	25.6%	4,959	37.3%	1,416,240	25.7%
American Indian	57	0.4%	17,920	0.3%	57	0.4%	17,976	0.3%
Asian	280	2.1%	280,306	5.1%	280	2.1%	280,742	5.1%
Pacific Islander	13	0.1%	8,696	0.2%	13	0.1%	8,718	0.2%
Two or More Races	957	7.2%	166,128	3.0%	958	7.2%	166,565	3.0%
Sex:								
Female	6,367	47.9%	2,688,496	48.8%	6,373	47.9%	2,693,780	48.8%
Male	6,919	52.1%	2,815,654	51.2%	6,923	52.1%	2,824,652	51.2%
Economically Disadvantaged	8,929	67.2%	3,415,987	62.1%	8,929	67.2%	3,421,217	62.0%
Non-Educationally Disadvantaged	4,357	32.8%	2,088,163	37.9%	4,367	32.8%	2,097,215	38.0%
Section 504 Students	1,227	9.2%	407,619	7.4%	1,227	9.2%	407,904	7.4%
EB Students/EL	1,505	11.3%	1,269,408	23.1%	1,505	11.3%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	371	2.6%	87,162	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
WICHITA FALLS ISD (243905) - WICHITA COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	897	6.8%	302,409	5.5%	897	6.7%	302,615	5.5%
Foster Care	33	0.2%	13,415	0.2%	33	0.2%	13,453	0.2%
Homeless	104	0.8%	72,534	1.3%	104	0.8%	72,654	1.3%
Immigrant	103	0.8%	122,390	2.2%	103	0.8%	122,504	2.2%
Migrant	2	0.0%	13,769	0.3%	2	0.0%	13,810	0.3%
Title I	12,220	92.0%	3,555,650	64.6%	12,228	92.0%	3,563,890	64.6%
Military Connected	1,106	8.3%	199,203	3.6%	1,106	8.3%	199,325	3.6%
At-Risk	7,292	54.9%	2,935,164	53.3%	7,292	54.8%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	1,486	11.2%	1,278,846	23.2%	1,486	11.2%	1,279,697	23.2%
Career and Technical Education	2,708	20.4%	1,459,380	26.5%	2,708	20.4%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	2,692	72.4%	1,203,083	72.3%	2,692	72.4%	1,203,363	72.2%
Gifted and Talented Education	784	5.9%	453,585	8.2%	784	5.9%	453,689	8.2%
Special Education	2,277	17.1%	693,061	12.6%	2,287	17.2%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	2,277		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	925	40.6%	305,800	44.1%				
Students with Physical Disabilities	373	16.4%	138,820	20.0%				
Students with Autism	334	14.7%	107,586	15.5%				
Students with Behavioral Disabilities	568	24.9%	130,018	18.8%				
Students with Non-Categorical Early Childhood	77	3.4%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	2,244	17.6%	893,031	16.8%				
By Ethnicity:								
African American	409	3.2%	176,665	3.3%				
Hispanic	760	5.9%	462,284	8.7%				
White	874	6.8%	180,620	3.4%				
American Indian	15	0.1%	3,221	0.1%				
Asian	29	0.2%	38,716	0.7%				
Pacific Islander	3	0.0%	2,067	0.0%				
Two or More Races	154	1.2%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	450	19.6%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	160	12.4%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	1,494	18.1%	604,295	18.7%				
Student Attrition (2021-22):								
77								
Total Student Attrition	1,921	18.6%	751,495	18.1%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	2.2%	1.5%	0.7%	4.5%
Grade 1	1.6%	2.5%	1.6%	3.6%
Grade 2	1.6%	1.6%	1.3%	2.0%
Grade 3	0.1%	0.8%	0.5%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.1%	0.3%	0.0%	0.4%
Grade 6	0.1%	0.3%	0.0%	0.4%
Grade 7	0.3%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	2.0%	0.5%
Grade 9	6.9%	8.7%	6.2%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	3	0.0%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	18.2	18.7
Grade 1	17.8	19.1
Grade 2	18.6	19.1
Grade 3	19.2	19.3
Grade 4	19.1	19.4
Grade 5	19.5	20.8
Grade 6	19.9	19.2
Secondary:		
English/Language Arts	18.4	16.2
Foreign Languages	27.8	18.8
Mathematics	20.1	17.5
Science	78	21.6
Social Studies	23.4	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	1,682.7	100.0%	763,729.4	100.0%
Professional Staff:	1,195.7	71.1%	489,326.8	64.1%
Teachers	952.7	56.6%	371,646.7	48.7%
Professional Support	172.6	10.3%	82,878.8	10.9%
Campus Administration (School Leadership)	59.2	3.5%	25,300.5	3.3%
Central Administration	11.2	0.7%	9,500.8	1.2%
Educational Aides:	264.4	15.7%	86,185.9	11.3%
Auxiliary Staff:	222.6	13.2%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	9.0	n/a	4,258.0	n/a
Part-time Librarians	7.0	n/a	646.0	n/a
Full-time Counselors	47.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	413.6	24.6%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	61.0	6.4%	44,033.4	11.8%
Hispanic	106.9	11.2%	110,015.9	29.6%
White	750.9	78.8%	203,967.5	54.9%
American Indian	6.0	0.6%	1,274.2	0.3%
Asian	6.0	0.6%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	22.0	2.3%	4,531.1	1.2%
Teachers by Sex:				
Males	255.8	26.9%	90,752.5	24.4%
Females	696.9	73.1%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	41.3	4.3%	7,591.2	2.0%
Bachelors	678.9	71.3%	268,238.6	72.2%
Masters	225.5	23.7%	92,878.9	25.0%
Doctorate	7.0	0.7%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	39.8	4.2%	36,179.6	9.7%
1-5 Years Experience	259.7	27.3%	97,667.0	26.3%
6-10 Years Experience	208.2	21.9%	76,209.5	20.5%
11-20 Years Experience	255.7	26.8%	101,173.2	27.2%

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Texas Education Agency
2022-23 Staff Information (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	150.4	15.8%	49,550.0	13.3%
Over 30 Years Experience	38.9	4.1%	10,867.4	2.9%
Number of Students per Teacher	13.9	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.2	6.1
Average Years Experience of Principals with District	6.2	5.3
Average Years Experience of Assistant Principals	4.7	5.2
Average Years Experience of Assistant Principals with District	4.2	4.4
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	12.1	11.0
Average Years Experience of Teachers with District:	8.9	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$46,694	\$53,300
1-5 Years Experience	\$49,118	\$56,516
6-10 Years Experience	\$51,229	\$59,732
11-20 Years Experience	\$56,766	\$63,389
21-30 Years Experience	\$62,789	\$67,876
Over 30 Years Experience	\$69,173	\$72,560
Average Actual Salaries (regular duties only):		
Teachers	\$54,508	\$60,717
Professional Support	\$64,764	\$72,022
Campus Administration (School Leadership)	\$78,886	\$85,167
Central Administration	\$114,592	\$112,702
Instructional Staff Percent:		
Instructional Staff Percent:	76.6%	65.1%
Turnover Rate for Teachers:		
Turnover Rate for Teachers:	21.8%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	1.0	389.8
Contracted Instructional Staff:		
Contracted Instructional Staff:	80	2,105.4

Texas Education Agency
2022-23 Staff Information (TAPR)
 WICHITA FALLS ISD (243905) - WICHITA COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	37	\$5,433	5,474	\$5,974
Exemplary	36	\$10,697	4,862	\$11,898
Master	20	\$21,176	2,224	\$21,920

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	18.1	1.9%	22,050.2	5.9%
Career and Technical Education	36.6	3.8%	19,907.7	5.4%
Compensatory Education	67.1	7.0%	11,928.5	3.2%
Gifted and Talented Education	3.1	0.3%	6,181.8	1.7%
Regular Education	656.1	68.9%	262,398.5	70.6%
Special Education	124.7	13.1%	36,110.2	9.7%
Other	46.9	4.9%	13,069.7	3.5%

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

Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-2022 PEIMS Financial Standard Report



Section 2

<https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-standard-reports>

2021 - 2022 Actual Financial Data
Totals for WICHITA FALLS ISD (243905)
Total Enrolled Membership: 13,371

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$46,547,257	37.91%	\$3,481	\$46,547,257	28.80%	\$3,481	\$26,795,122,749	39.67%	\$4,960
State Operating Funds	\$68,100,867	55.46%	\$5,093	\$69,212,037	42.83%	\$5,176	\$24,396,897,632	36.12%	\$4,516
Federal Funds	\$7,231,973	5.89%	\$541	\$43,094,458	26.66%	\$3,223	\$14,103,811,039	20.88%	\$2,611
Other Local	\$912,078	0.74%	\$68	\$2,761,729	1.71%	\$207	\$2,250,851,644	3.33%	\$417
Total Operating Revenue	\$122,792,175	100.00%	\$9,183	\$161,615,481	100.00%	\$12,087	\$67,546,683,064	100.00%	\$12,504
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$20,784,901	96.32%	\$1,554	\$8,860,960,306	86.81%	\$1,640
State Assistance for Debt Service	\$0	0.00%	\$0	\$331,173	1.53%	\$25	\$319,288,915	3.13%	\$59
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$9,271	0.04%	\$1	\$75,078,438	0.74%	\$14
Other Receipts (excluding debt service financing)	\$312,525	100.00%	\$23	\$453,958	2.10%	\$34	\$952,245,471	9.33%	\$176
Total Other Revenue	\$312,525	100.00%	\$23	\$21,579,303	100.00%	\$1,614	\$10,207,573,130	100.00%	\$1,890
Subtotal: Operating and Other Revenue	\$123,104,700	100.00%	\$9,207	\$183,194,784	100.00%	\$13,701	\$77,754,256,194	100.00%	\$14,394
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	100.00%	\$556
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	100.00%	\$556
Subtotal: Operating, Other and Recaptured Revenue	\$123,104,700	100.00%	\$9,207	\$183,194,784	100.00%	\$13,701	\$80,756,295,511	100.00%	\$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,864,835,809	65.96%	\$901
Estimated State TRS Contributions	\$6,959,466	100.00%	\$520	\$6,964,123	100.00%	\$521	\$2,510,251,870	34.04%	\$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$6,959,466	100.00%	\$520	\$6,964,123	100.00%	\$521	\$7,375,087,679	100.00%	\$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$130,064,166	100.00%	\$9,727	\$190,158,907	100.00%	\$14,222	\$85,129,343,873	100.00%	\$15,759

Expenditures

Operating Expenditures by Object (61xx-64xx only)

**2021 - 2022 Actual Financial Data
Totals for WICHITA FALLS ISD (243905)
Total Enrolled Membership: 13,371**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Payroll Expenditures (Object 61xx)	\$102,829,007	84.18%	\$7,690	\$121,622,030	77.10%	\$9,096	\$50,301,683,879	77.97%	\$9,312
Professional & Contracted Services (Object 62xx)	\$13,100,737	10.72%	\$980	\$22,882,874	14.51%	\$1,711	\$6,402,537,996	9.92%	\$1,185
Supplies & Materials (Object 63xx)	\$3,800,163	3.11%	\$284	\$10,016,891	6.35%	\$749	\$5,961,153,130	9.24%	\$1,104
Other Operating Expenditures (Object 64xx)	\$2,428,719	1.99%	\$182	\$3,228,903	2.05%	\$241	\$1,852,436,057	2.87%	\$343
Total Operating Expenditures by Object	\$122,158,626	100.00%	\$9,136	\$157,750,698	100.00%	\$11,798	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$1,500	0.05%	\$0	\$1,500	0.00%	\$0	\$46,451,211	0.23%	\$9
Debt Services (Object 65xx)	\$1,325,260	41.07%	\$99	\$20,741,168	30.28%	\$1,551	\$9,844,903,533	48.41%	\$1,822
Capital Outlay (Object 66xx)	\$1,900,239	58.89%	\$142	\$47,763,190	69.72%	\$3,572	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Object	\$3,226,999	100.00%	\$241	\$68,505,858	100.00%	\$5,123	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	\$125,385,625	100.00%	\$9,377	\$226,256,556	100.00%	\$16,921	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$73,370,854	60.06%	\$5,487	\$93,858,533	59.50%	\$7,020	\$36,035,016,731	55.85%	\$6,671
Instructional Resources & Media Services (Function 12)	\$1,583,022	1.30%	\$118	\$1,674,938	1.06%	\$125	\$646,159,944	1.00%	\$120
Curriculum & Staff Development (Function 13)	\$1,318,793	1.08%	\$99	\$2,202,826	1.40%	\$165	\$1,570,292,996	2.43%	\$291
Instructional Leadership (Function 21)	\$2,716,555	2.22%	\$203	\$3,472,974	2.20%	\$260	\$1,113,087,133	1.73%	\$206
School Leadership (Function 23)	\$8,070,548	6.61%	\$604	\$8,328,969	5.28%	\$623	\$3,715,762,954	5.76%	\$688
Guidance Counseling Services (Function 31)	\$5,799,791	4.75%	\$434	\$8,943,351	5.67%	\$669	\$2,527,496,320	3.92%	\$468
Social Work Services (Function 32)	\$497,243	0.41%	\$37	\$578,145	0.37%	\$43	\$230,790,970	0.36%	\$43
Health Services (Function 33)	\$1,934,530	1.58%	\$145	\$1,963,226	1.24%	\$147	\$753,509,900	1.17%	\$139
Transportation (Function 34)	\$2,731,582	2.24%	\$204	\$2,818,018	1.79%	\$211	\$1,904,677,571	2.95%	\$353
Food Services (Function 35)	\$0	0.00%	\$0	\$8,180,747	5.19%	\$612	\$3,228,715,442	5.00%	\$598
Extracurricular (Function 36)	\$3,672,675	3.01%	\$275	\$3,939,218	2.50%	\$295	\$1,918,276,966	2.97%	\$355
General Administration (Function 41,92)	\$4,327,653	3.54%	\$324	\$4,427,372	2.81%	\$331	\$2,123,586,250	3.29%	\$393
Facilities Maintenance & Operations (Function 51)	\$11,626,395	9.52%	\$870	\$11,755,660	7.45%	\$879	\$6,359,467,682	9.86%	\$1,177
Security & Monitoring Services (Function 52)	\$775,109	0.63%	\$58	\$941,225	0.60%	\$70	\$710,274,203	1.10%	\$131
Data Processing Services (Function 53)	\$3,723,484	3.05%	\$278	\$4,131,277	2.62%	\$309	\$1,330,336,046	2.06%	\$246
Community Services (Function 61)	\$10,392	0.01%	\$1	\$534,219	0.34%	\$40	\$326,634,310	0.51%	\$60

**2021 - 2022 Actual Financial Data
Totals for WICHITA FALLS ISD (243905)
Total Enrolled Membership: 13,371**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$23,725,644	0.04%	\$4
Total Operating Expenditures by Function	\$122,158,626	100.00%	\$9,136	\$157,750,698	100.00%	\$11,798	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$1,500	0.05%	\$0	\$1,500	0.00%	\$0	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$1,325,260	41.07%	\$99	\$20,741,168	30.28%	\$1,551	\$9,844,903,533	48.41%	\$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$1,900,239	58.89%	\$142	\$47,763,190	69.72%	\$3,572	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Function	\$3,226,999	100.00%	\$241	\$68,505,858	100.00%	\$5,123	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	\$125,385,625	100.00%	\$9,377	\$226,256,556	100.00%	\$16,921	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$60,268,640	49.34%	\$4,507	\$73,223,951	46.42%	\$5,476	\$26,146,309,896	40.53%	\$4,840
Gifted and Talented (PIC 21)	\$202,625	0.17%	\$15	\$202,625	0.13%	\$15	\$395,634,789	0.61%	\$73
Career and Technical (PIC 22)	\$4,125,726	3.38%	\$309	\$4,274,708	2.71%	\$320	\$2,129,549,811	3.30%	\$394
Students with Disabilities (PICs 23,33,43)	\$20,378,994	16.68%	\$1,524	\$24,730,729	15.68%	\$1,850	\$7,957,924,392	12.33%	\$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	\$7,360,191	6.03%	\$550	\$15,402,226	9.76%	\$1,152	\$6,383,291,216	9.89%	\$1,182
Bilingual (PICs 25,35)	\$476,074	0.39%	\$36	\$656,898	0.42%	\$49	\$731,950,646	1.13%	\$135
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,905,874	0.02%	\$2
PreKindergarten (PIC 32)	\$383,481	0.31%	\$29	\$383,481	0.24%	\$29	\$522,860,562	0.81%	\$97
Early Education Allotment (PIC 36)	\$2,439,428	2.00%	\$182	\$2,607,398	1.65%	\$195	\$1,241,323,456	1.92%	\$230
Dyslexia or Related Disorder Services (PIC 37)	\$42,579	0.03%	\$3	\$42,579	0.03%	\$3	\$348,794,218	0.54%	\$65
College, Career, and Military Readiness (CCMR) (PIC 38)	\$868,559	0.71%	\$65	\$868,559	0.55%	\$65	\$340,365,348	0.53%	\$63
Athletics/Related Activities (PIC 91)	\$3,237,715	2.65%	\$242	\$3,237,715	2.05%	\$242	\$1,264,746,717	1.96%	\$234
Un-Allocated (PIC 99)	\$22,374,614	18.32%	\$1,673	\$32,119,829	20.36%	\$2,402	\$17,044,154,137	26.42%	\$3,155
Total Operating Expenditures by Program Intent Code (PIC)	\$122,158,626	100.00%	\$9,136	\$157,750,698	100.00%	\$11,798	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$1,500	0.05%	\$0	\$1,500	0.00%	\$0	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$1,325,260	41.07%	\$99	\$20,741,168	30.28%	\$1,551	\$9,844,903,533	48.41%	\$1,822

**2021 - 2022 Actual Financial Data
Totals for WICHITA FALLS ISD (243905)
Total Enrolled Membership: 13,371**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$1,900,239	58.89%	\$142	\$47,763,190	69.72%	\$3,572	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$3,226,999	100.00%	\$241	\$68,505,858	100.00%	\$5,123	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$125,385,625	100.00%	\$9,377	\$226,256,556	100.00%	\$16,921	\$84,854,165,916	100.00%	\$15,708

Disbursements
Total Disbursements

Operating Expenditures	\$122,158,626	93.53%	\$9,136	\$157,750,698	68.03%	\$11,798	\$64,517,811,062	71.92%	\$11,943
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	3.35%	\$556
Total Other Uses	\$4,467,186	3.42%	\$334	\$4,747,389	2.05%	\$355	\$1,174,039,601	1.31%	\$217
Intergovernmental Charge	\$758,238	0.58%	\$57	\$878,237	0.38%	\$66	\$681,506,755	0.76%	\$126
Capital Outlay (Object 61xx-64xx)	\$1,500	0.00%	\$0	\$1,500	0.00%	\$0	\$46,451,211	0.05%	\$9
Debt Service (Object 65xx)	\$1,325,260	1.01%	\$99	\$20,741,168	8.94%	\$1,551	\$9,844,903,533	10.97%	\$1,822
Capital Projects (Object 66xx)	\$1,900,239	1.45%	\$142	\$47,763,190	20.60%	\$3,572	\$10,445,000,110	11.64%	\$1,934
Total Disbursements	\$130,611,049	100.00%	\$9,768	\$231,882,182	100.00%	\$17,342	\$89,711,751,589	100.00%	\$16,607

Tax Rates

2021 - 2022 (current tax year) Tax Rates

Maintenance & Operations Tax Rate				0.9401			0.9543		
Interest & Sinking Tax Rate				0.4250			0.2270		
Total Tax Rate				1.3651			1.1813		

Tax Detail

Maximum Compressed Tax Rate (MCR)				0.8901			0.8616		
Tier I Tax Rate				0.8901			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.0500			0.0928		

Fund Balance**
Fund Balance

2021 - 2022 Actual Financial Data
Totals for WICHITA FALLS ISD (243905)
Total Enrolled Membership: 13,371

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Nonspendable Fund Balance	\$481,844		\$36	\$481,844		\$36	\$390,605,886		\$78
Restricted Fund Balance	\$468,676		\$35	\$253,135,461		\$18,932	\$24,753,496,577		\$4,926
Committed Fund Balance	\$1,234,803		\$92	\$2,121,445		\$159	\$4,412,645,483		\$878
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$4,020,147,608		\$800
Unassigned Fund Balance	\$23,591,917		\$1,764	\$23,100,780		\$1,728	\$17,164,429,624		\$3,416
Total Fund Balance**	\$25,777,240		\$1,928	\$278,839,530		\$20,854	\$50,741,325,178		\$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	\$26,303,300		\$1,936	\$299,931,682		\$22,075			
2021-2022 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$0		\$0	\$-7,094,836,097		\$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$13,356,331,866		\$2,658
2021-2022 Uncommon Items	\$-526,060		\$-39	\$-21,092,152		\$-1,577			
2021-2022 Total Fund Balance	\$25,777,240		\$1,928	\$278,839,530		\$20,854			

2022-2023 District Accreditation Status



Section 3

<http://tea.texas.gov/accredstatus/>



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / Accreditation Status

2022-2023 Accreditation Statuses

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

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

Show/Hide columns:

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

Show entries

Search:

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
243905	WICHITA FALLS ISD	9	A - Superior Achievement	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries)

Previous Next

2022-2023 District Performance Objectives



Section 4

<https://www.wfisd.net/departments/state-federal-programs/22-23-district-improvement-plan>

Wichita Falls Independent School District

District Improvement Plan

GOALS SUMMARY

2022-2023

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1:

The District will increase teacher retention rate to 85.0% or higher compared to the prior year.

Evaluation Data Sources: TAPR

Progress on meeting goal:

2021-2022 turnover rate: 16.3%

2022-2022 turnover rate: 21.8%

Change: decrease turn-over rate by 5.5% points

Goal 2: Build a foundation of literacy and numeracy.*

Board Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 70% by June 2024.* Board

Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 70% by June 2024.

Performance Objective 1:

The percent of PreK students that score on grade level or above in Letter Knowledge will increase by 35% from BOY to EOY and Math will increase by 5% from BOY to EOY by June 2023 based on EOY Circle. HB3 Goal

Evaluation Data Sources: EOY CIRCLE Assessment

Progress on meeting literacy goal:

Letter Knowledge increased from 39% to 76%

Total Change: 37% increase

Progress on meeting the mathematics goal:

Math increased from 83% to 88%

Total Change: 5% increase

Performance Objective 2:

The percent of K students that score on grade level or above in Literacy will increase by 20% from BOY to EOY on TX-KEA and Math will increase by 17 pts from BOY to EOY by June 2023 based on EOY MAP Assessment. HB3 Goal

Evaluation Data Sources: EOY MAP Assessment

Progress on meeting literacy goal:

Literacy increased from 67% to 79%

Total Change: 12% increase

Progress on meeting mathematics goal:

Math increased from 47% to 69%

Total Change: 22% increase

Performance Objective 3:

The percent of 1st grade students that score on grade level or above in Reading will increase 17.5 pts from BOY to EOY and Math will increase by 16 pts from BOY to EOY by June 2023 based on MAP Assessment. HB3 Goal

Evaluation Data Sources: EOY MAP Assessment

Progress on meeting literacy goal:

Overall Score Change from Beginning of Year to End of Year: 15 pts

Students on Grade Level or Above

Beginning of Year (BOY) Data

Student at national norm: 407

% of students at national norm: 47.6%

End of Year (EOY) Data

Student at national norm: 422

% of students at national norm: 49.4%

Total Change from BOY to EOY: 1.8% Increase

Progress on meeting mathematics goal:

Overall Score Change from Beginning of Year to End of Year: 90 pts

Students on Grade Level or Above

Beginning of Year (BOY) Data

Student at national norm: 447 students

% of students at national norm: 50.6%

End of Year (EOY) Data

Student at national norm: 537 students

% of students at national norm: 60.8%

Total Change from BOY to EOY: 10.2% increase

Performance Objective 4:

The percent of 2nd grade students that score on grade level or above in Reading will increase 13 pts from BOY to EOY and Math will increase by 14 pts from BOY to EOY by June 2023 based on EOY MAP Assessment. HB3 Goal

Evaluation Data Sources: EOY MAP Assessment

Progress on meeting literacy goal:

Overall Score Change from Beginning of Year to End of Year: 3 pts

Students on Grade Level or Above

Beginning of Year (BOY) Data

Student at national norm: 380

% of students at national norm: 39.6%

End of Year (EOY) Data

Student at national norm: 377

% of students at national norm: 39.3

Total Change from BOY to EOY: 0.3% decrease

Progress on meeting mathematics goal:

Overall Score Change from Beginning of Year to End of Year: 79 pts

Students on Grade Level or Above

Beginning of Year (BOY) Data

Student at national norm: 491

% of students at national norm: 48.8%

End of Year (EOY) Data

Student at national norm: 570

% of students at national norm: 56.6%

Total Change from BOY to EOY: 7.8% increase

Performance Objective 5:

The percent of 3rd grade students that score on grade level or above in Reading will increase 11 pts from BOY to EOY and Math will increase by 13 pts from BOY to EOY by June 2023 based on EOY MAP Assessment. HB3 Goal

Evaluation Data Sources: EOY MAP Assessment Report

Progress on meeting literacy goal:

Spring 2022 % of students at *Meets or Above*: 41%

Spring 2023 % of students at *Meets or Above*: 42%

Total Change: increase of 1% point

Progress on meeting mathematics goal:

Spring 2022 % of students at *Meets or Above*: 30%

Spring 2023 % of students at *Meets or Above*: 33%

Total Change: increase of 3% points

Goal 3: Connect high school to career and college.*Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.

Progress on meeting goal:

2021: 59%

2022: 61%

Total Change: increase of 2% points

Performance Objective 1:

The percent of Annual Graduates that Met TSI Criteria in Both Reading and Math will increase from 33% to 50% by August 2023. HB3 Goal

Evaluation Data Sources: 2022-23 accountability report

Progress on meeting goal:

2021: 33%

2022: 30%

Total Change: increase of 3% points

Performance Objective 2:

The percent of AP/IB students (Grades 11-12 and who take the AP/IB exam) that meet the passing criteria (Examinees \geq

Criterion) will increase from 13% to 50% by August 2023. HB3 Goal

Evaluation Data Sources: 2022 College, Career, and Military Readiness Data Table

Progress on meeting goal:

2021: 13%

2022: 68%

Total Change: 55% points

Performance Objective 3:

The percent of Annual Graduates who take the SAT that are At/Above Criterion for SAT Results for Reading will increase from

24% to 50% by August 2023. HB3 Goal

Evaluation Data Sources: 2022 College, Career, and Military Readiness Data Table

Progress on meeting goal:

2021: 24%

2022: 27%

Total Change: increase of 3% points

Performance Objective 4:

The percent of Annual Graduates who take the SAT that are At/Above Criterion for SAT Results for math will increase from 15% to 50% by August 2023. HB3 Goal

Evaluation Data Sources: 2022 College, Career, and Military Readiness Data Table

Progress on meeting goal:

2021: 15%

2022: 16%

Total Change: increase of 1% point

Performance Objective 5:

The percent of Annual Graduates that receive Approved Industry Based Certifications will increase from 16% to 25% by August 2023. HB3 Goal

Evaluation Data Sources: 2022 College, Career, and Military Readiness Data Table

Progress on meeting goal:

2021: 16%

2022: 27%

Total Change: 11% points

Performance Objective 6*: The percent of Annual Graduates that are enrolled in Dual Credit Courses will increase from 16% to 20% by August 2023. **New 22-23 Performance Objective*

Progress on meeting goal:

2021: 16%

2022: 16%

Total Change:

Performance Objective 7*: The percent of Annual Graduates who enroll in dual credit courses and complete the course in any subject will increase to 85% by August 2023. **New 22-23*

Progress on meeting goal:

2022: 90%

Goal 4: Improve low performing schools.**Performance Objective 1:**

Students scoring Meets Grade Level Standard or higher in Reading will increase from 42% in 2022 to 50% by 2023.

Evaluation Data Sources: 2022-23 accountability report

Progress on meeting goal:

2022: 42%

2023: 41%

Total Change: Decrease of 1% point

Performance Objective 2:

Students scoring Meets Grade Level Standard or higher in Math will increase from 33% in 2022 to 44% by 2023.

Evaluation Data Sources: 2022-23 accountability report

Progress on meeting goal:

2022: 33%

2023: 38%

Total Change: Increase of 5%

Performance Objective 3:

Students scoring Meets Grade Level Standard or higher in Science will increase from 41% in 2022 to 50% by 2023.

Evaluation Data Sources: 2022-23 accountability report

Progress on meeting goal:

2022: 41%

2023: 40%

Total Change: Decrease of 1% point

Performance Objective 4:

Students scoring Meets Grade Level Standard or higher in Social Studies will increase from 45% in 2022 to 58% by 2023.

Evaluation Data Sources: 2022-23 accountability report

Progress on meeting goal:

2022: 45%

2023: 44%

Total Change: Decrease of 1% point

Performance Objective 5:

The district overall will have at least 75 Parent & Family Engagement events by the end of the school year.

Evaluation Data Sources: 2022-23 accountability report

Performance Objective 6:

100% of students will be provided instruction during the current pandemic, by funding academic supports, social/emotional supports, health/safety, and continuity of services.

Evaluation Data Sources: Tutorial records

2022-2023 Special Education Determination Status



Section 5

Unavailable as of December 2023

2023 Special Education Determination Status:
Needs Assistance

2022-2023

**Report on Violent
or
Criminal Incidents**



Section 6

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

Wichita Falls Independent School District
Report on
Violent & Criminal Incidents
Safety & Security Information
2021-2022

Wichita Falls ISD Violent and Criminal Statistics is derived from the number, rate and type of violent and criminal incidents that occur on each campus. The report describes criminal behavior that occurred on public school campuses and other properties associated with the WFISD, during school hours, including incidents at auxiliary facilities like Memorial Stadium.

Wichita Falls ISD has numerous programs, policies, and procedures to promote a safe and supportive learning environment for every student. District and Campus Improvement Plans incorporate in their discipline management program and document in their Student and Teacher Handbooks those actions which include student and employee training of the consequences related to:

- sexual harassment and dating violence
- physical and verbal aggression
- suicide prevention
- conflict resolution
- violence prevention and intervention
- bullying in school, on school grounds and in school vehicles
- promoting any of the above activities through technology

The Wichita Falls ISD Safety & Security Committee meet periodically to discuss safety and security concerns within the District. As part of this process, the Emergency Operation Plan is updated annually. Additionally, each campus has identified specific individuals at the campus level that are responsible for safety and security for each campus.

Educational resources in the district which offer information or counseling concerning the prevention of violent or criminal incidents and drug abuse include:

- School Health Advisory Council (SHAC)
- Personal Responsibility Program (A progressive program (grades 4-12) that address students on age-appropriate topics which include self-responsibility curriculum to promote and maintain a healthy lifestyle.) Curriculum covers topics concerning healthy and safe choices, mental health, bullying, character, gender respect, date rape, violence prevention, substance abuse. Throughout the program, the curriculum stresses abstinence.
- Denver as the local DAEP
- Counseling services for student assigned to the alternative education placement
- Professional Development for staff
- Safe Schools
- Local Crime Stoppers on some campuses in the district
- Transition meetings for students who are assigned to any alternative campus to counsel them in future preventative behavior
- Speak Up for anonymous reporting
- Gaggle – Early Notification Program for bullying, fighting, self-harm, suicide, family abuse, child abuse, and dating violence.
- Counseling Sessions provided on each campus to promote responsible student behavior and decrease incidents of bullying, verbal or physical violence, etc.

Campuses provide supervision of students during transition times, on the playground, in the cafeteria, in other shared spaces, and in the classroom. Board policy addresses violence prevention and any threat of violence. Threat assessment and standard response protocol training is provided through the Texas School Safety Center.

Report on Violent or Criminal Incidents

Student Disciplinary Action Incident Counts by Reason Code

2022-2023 School Year

Reason Code	Description	HIRSCHI	RIDER	WFHS	JJAEP	BARWISE	McNIEL	KIRBY	WFISD
		001	002	004	009	046	047	048	243905
11	Used, exhibited, possessed firearm	*	*	*	*	*	*	*	*
12	Used, exhibited possessed illegal knife	*	*	*	*	*	*	*	*
13	Used, exhibited, possessed illegal club	*	*	*	*	*	*	*	*
14	Used, exhibited, possessed prohibited weapon	*	*	*	*	*	*	*	*
16	Arson	*	*	*	*	*	*	*	*
17	Murder, capital murder, criminal attempt to commit murder/capital murder	*	*	*	*	*	*	*	*
18	Indecency with a child	*	*	*	*	*	*	*	*
19	Aggravated kidnapping	*	*	*	*	*	*	*	*
29	Aggravated assault against school district employee/volunteer	*	*	*	*	*	*	*	*
30	Aggravated assault against non-employee/volunteer	*	*	*	*	*	*	*	*
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	*	*	*	*	*	*	*	*
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	*	*	*	*	*	*	*	*
36	Felony controlled substance violation	7	23	12	*	5	*	5	57
37	Felony alcohol violation	*	*	*	*	*	*	*	*
46	Aggravated robbery	*	*	*	*	*	*	*	*
47	Manslaughter	*	*	*	*	*	*	*	*
48	Criminally negligent homicide	*	*	*	*	*	*	*	*
49	Engages in Deadly Conduct	*	*	*	*	*	*	*	*
57	Continous sexual abuse of Young child	*	*	*	*	*	*	*	*
Total Incidents		7	23	12	*	5	*	5	61
Student Enrollment (Fall 2022 PEIMS Snapshot)		790	1,589	1,309	41	1,017	1,106	533	13,286
Incident Rate		0.9%	1.4%	0.9%	*	0.5%	*	0.9%	0.5%

Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47,48,49 and 57 are the Codes used by TEA in identifying a Persistently Dangerous School under No Child Left Behind.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the Distict's webpage and at all campuses and at the District's Central Administrative Offices).

*Number is concealed in compliance with TEA masking rules to protect student confidentiality as required by the Family Educational Rights and Privacy Act (FERPA).

Report on Violent or Criminal Incidents

Student Disciplinary Action Incident Counts by Reason Code

2022-2023 School Year

Reason Code	Description	BURGESS	CROCKETT	CUNNINGHAM	FAIN	FOWLER	FRANKLIN	HAYNES	JEFFERSON	WFISD
		105	107	108	109	111	112	118	118	243905
11	Used, exhibited, possessed firearm	*	*	*	*	*	*	*	*	*
12	Used, exhibited possessed illegal knife	*	*	*	*	*	*	*	*	*
13	Used, exhibited, possessed illegal club	*	*	*	*	*	*	*	*	*
14	Used, exhibited, possessed prohibited weapon	*	*	*	*	*	*	*	*	*
16	Arson	*	*	*	*	*	*	*	*	*
17	Murder, capital murder, criminal attempt to commit murder/capital murder	*	*	*	*	*	*	*	*	*
18	Indecency with a child	*	*	*	*	*	*	*	*	*
19	Aggravated kidnapping	*	*	*	*	*	*	*	*	*
29	Aggravated assault against school district employee/volunteer	*	*	*	*	*	*	*	*	*
30	Aggravated assault against non-employee/volunteer	*	*	*	*	*	*	*	*	*
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	*	*	*	*	*	*	*	*	*
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	*	*	*	*	*	*	*	*	*
36	Felony controlled substance violation	*	*	*	*	*	*	*	*	57
37	Felony alcohol violation	*	*	*	*	*	*	*	*	*
46	Aggravated robbery	*	*	*	*	*	*	*	*	*
47	Manslaughter	*	*	*	*	*	*	*	*	*
48	Criminally negligent homicide	*	*	*	*	*	*	*	*	*
49	Engages in Deadly Conduct	*	*	*	*	*	*	*	*	*
57	Continous sexual abuse of Young child	*	*	*	*	*	*	*	*	*
Total Incidents		*	*	*	*	*	*	*	*	61
Student Enrollment (Fall 2022 PEIMS Snapshot)		253	414	452	396	548	448	204	382	13,286
Incident Rate		*	*	*	*	*	*	*	*	0.5%

Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47,48,49 and 57 are the Codes used by TEA in identifying a Persistently Dangerous School under No Child Left Behind.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the Distict's webpage and at all campuses and at the District's Central Administrative Offices).

*Number is concealed in compliance with TEA masking rules to protect student confidentiality as required by the Family Educational Rights and Privacy Act (FERPA).

Report on Violent or Criminal Incidents

Student Disciplinary Action Incident Counts by Reason Code

2022-2023 School Year

Reason Code	Description	LAMAR	MILAM	SHEPPARD	Booker T Washington	WEST	SCOTLAND PARK	SOUTHERN HILLS	ZUNDY	WFISD
		119	121	123	125	126	128	129	131	243905
11	Used, exhibited, possessed firearm	*	*	*	*	*	*	*	*	*
12	Used, exhibited possessed illegal knife	*	*	*	*	*	*	*	*	*
13	Used, exhibited, possessed illegal club	*	*	*	*	*	*	*	*	*
14	Used, exhibited, possessed prohibited weapon	*	*	*	*	*	*	*	*	*
16	Arson	*	*	*	*	*	*	*	*	*
17	Murder, capital murder, criminal attempt to commit murder/capital murder	*	*	*	*	*	*	*	*	*
18	Indecency with a child	*	*	*	*	*	*	*	*	*
19	Aggravated kidnapping	*	*	*	*	*	*	*	*	*
29	Aggravated assault against school district employee/volunteer	*	*	*	*	*	*	*	*	*
30	Aggravated assault against non-employee/volunteer	*	*	*	*	*	*	*	*	*
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	*	*	*	*	*	*	*	*	*
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	*	*	*	*	*	*	*	*	*
36	Felony controlled substance violation	*	*	*	*	*	*	*	*	57
37	Felony alcohol violation	*	*	*	*	*	*	*	*	*
46	Aggravated robbery	*	*	*	*	*	*	*	*	*
47	Manslaughter	*	*	*	*	*	*	*	*	*
48	Criminally negligent homicide	*	*	*	*	*	*	*	*	*
49	Engages in Deadly Conduct	*	*	*	*	*	*	*	*	*
57	Continous sexual abuse of Young child	*	*	*	*	*	*	*	*	*
Total Incidents		*	*	*	*	*	*	*	*	61
Student Enrollment (Fall 2022 PEIMS Snapshot)		363	468	350	296	419	473	431	538	13,286
Incident Rate		*	*	*	*	*	*	*	*	0.5%

Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47,48,49 and 57 are the Codes used by TEA in identifying a Persistently Dangerous School under No Child Left Behind.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the Distict's webpage and at all campuses and at the District's Central Administrative Offices).

*Number is concealed in compliance with TEA masking rules to protect student confidentiality as required by the Family Educational Rights and Privacy Act (FERPA).

Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2022-2023 School Year

Reason Code	Description	Brook Village ECC	Farris ECC	WFISD
		104	130	243905
11	Used, exhibited, possessed firearm	*	*	*
12	Used, exhibited possessed illegal knife	*	*	*
13	Used, exhibited, possessed illegal club	*	*	*
14	Used, exhibited, possessed prohibited weapon	*	*	*
16	Arson	*	*	*
17	Murder, capital murder, criminal attempt to commit murder/capital murder	*	*	*
18	Indecency with a child	*	*	*
19	Aggravated kidnapping	*	*	*
29	Aggravated assault against school district employee/volunteer	*	*	*
30	Aggravated assault against non-employee/volunteer	*	*	*
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	*	*	*
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	*	*	*
36	Felony controlled substance violation	*	*	57
37	Felony alcohol violation	*	*	*
46	Aggravated robbery	*	*	*
47	Manslaughter	*	*	*
48	Criminally negligent homicide	*	*	*
49	Engages in Deadly Conduct	*	*	*
57	Continous sexual abuse of Young child	*	*	*
Total Incidents		*	*	61
Student Enrollment (Fall 2022 PEIMS Snapshot)		212	254	13,286
Incident Rate		*	*	0.5%

Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47,48,49 and 57 are the Codes used by TEA in identifying a Persistently Dangerous School under No Child Left Behind.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

*Number is concealed in compliance with TEA masking rules to protect student confidentiality as required by the Family Educational Rights and Privacy Act (FERPA).

2020-2021 Student Performance in Postsecondary Institutions



Section 7

[http://www.txhighereddata.org/index.cfm?
objectid=5BFD5120-D971-11E8-BB650050560100A9](http://www.txhighereddata.org/index.cfm?objectid=5BFD5120-D971-11E8-BB650050560100A9)

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

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

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

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

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

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

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

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

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

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
WICHITA FALLS ISD								
	243905001 HIRSCHI H S							
	Four-Year Public University	33	6	4	3	7	12	1
	Two-Year Public Colleges	25	15	2	1	1	1	5
	Independent Colleges & Universities	3						
	Not Trackable	9						
	Not Found	172						
	Total High School Graduates	242						
	243905002 RIDER H S							
	Four-Year Public University	105	14	15	22	26	27	1
	Two-Year Public Colleges	55	19	5	13	6	9	3
	Independent Colleges & Universities	4						
	Not Trackable	7						
	Not Found	183						
	Total High School Graduates	354						
	243905004 WICHITA FALLS H S							
	Four-Year Public University	60	17	11	8	14	8	2
	Two-Year Public Colleges	46	16	8	8	3	7	4
	Independent Colleges & Universities	5						
	Not Trackable	15						
	Not Found	192						
	Total High School Graduates	318						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
 "Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

2022-2023

**Progress Towards
Meeting HB3 Goals**



Section 8

PROGRESS TOWARD MEETING HB3 GOALS 2022-2023

Early Childhood Literacy & Mathematics

Prekindergarten:

Literacy Goal: The percent of Prekindergarten students that score on grade level or above in Letter Knowledge will increase by 35% from Beginning of Year to End of Year and

Progress on meeting literacy goal:

Letter Knowledge increased from 39% to 76%

Total Change: 37% increase

Mathematics Goal: The percent of Prekindergarten students that score on grade level or above in mathematics will increase by 5% from beginning of year to end of year based on end of year Circle assessment data.

Progress on meeting the mathematics goal:

Math increased from 83% to 88%

Total Change: 5% increase

Kindergarten:

Literacy Goal: By June 2023, the percent of Kindergarten students that score on grade level or above in Literacy will increase by 20% from Beginning of Year to End of Year on the TX-KEA assessment

Progress on meeting literacy goal:

Literacy increased from 67% to 79%

Total Increase: 12%

Mathematics Goal: By June 2023, the percent of Kindergarten students that score on grade level or above will increase by 17 pts from beginning of year to end of year based on End of Year MAP Assessment.

Progress on meeting mathematics goal:

Math increased from 47% to 69%

Total Increase: Total: 22%

1st Grade:

Literacy Goal: By June 2023, the percent of 1st grade students that score on grade level or above in reading will increase 17.5 pts from beginning of year to end of year based on MAP Assessment.

Progress on meeting literacy goal:

Overall Score Change from Beginning of Year to End of Year: 15 pts
Students on Grade Level or Above

Beginning of Year (BOY) Data

Student at national norm: 407

% of students at national norm: 47.6%

End of Year (EOY) Data

Student at national norm: 422

% of students at national norm: 49.4%

Total Change from BOY to EOY: 1.8% Increase

Mathematics Goal: By June 2023, Math will increase by 16 pts from beginning of year to end of year based on MAP Assessment.

Progress on meeting mathematics goal:

Overall Score Change from Beginning of Year to End of Year: 90 pts
Students on Grade Level or Above

Beginning of Year (BOY) Data

Student at national norm: 447 students

% of students at national norm: 50.6%

End of Year (EOY) Data

Student at national norm: 537 students

% of students at national norm: 60.8%

Total Change from BOY to EOY: 10.2% increase

2nd Grade:

Literacy Goal: By June 2023, the percent of 2nd grade students that score on grade level or above in reading will increase 13 pts from beginning of year to end of year based on the MAP Growth assessment data.

Progress on meeting literacy goal:

**Overall Score Change from Beginning of Year to End of Year: 3 pts
Students on Grade Level or Above**

Beginning of Year (BOY) Data

Student at national norm: 380

% of students at national norm: 39.6%

End of Year (EOY) Data

Student at national norm: 377

% of students at national norm: 39.3

Total Change from BOY to EOY: 0.3% decrease

Mathematics Goal: By June 2023, the percent of 2nd grade students that score on grade level or above in mathematics will increase by 14 pts from beginning of year to end of year based on MAP Growth Assessment data.

Progress on meeting mathematics goal:

**Overall Score Change from Beginning of Year to End of Year: 79 pts
Students on Grade Level or Above**

Beginning of Year (BOY) Data

Student at national norm: 491

% of students at national norm: 48.8%

End of Year (EOY) Data

Student at national norm: 570

% of students at national norm: 56.6%

Total Change from BOY to EOY: 7.8% increase

3rd Grade:

Literacy Goal: The percent of 3rd grade students that scores at meets grade level or above on spring 2023 STAAR reading will increase to 70%.

Progress on meeting literacy goal:

Spring 2022 % of students at *Meets or Above*: 41%

Spring 2023 % of students at *Meets or Above*: 42%

Total Change: increase of 1% point

Mathematics Goal: The percent of 3rd grade students that scores at meets grade level or above on Spring 2023 STAAR mathematics will to 70%.

Progress on meeting mathematics goal:

Spring 2022 % of students at *Meets or Above*: 30%

Spring 2023 % of students at *Meets or Above*: 33%

Total Change: increase of 3% points

*Please note: The mathematics test used for kindergarten during the 2022-2023 school year was changed from MAP Growth to Tx-KEA.

College and Career or Military Readiness Report

(As related to 22-23 District Improvement Plan Performance Objectives)

Goal 3: Connect high school to career and college.

***CCMR Board Goal: The percentage of graduates that meet the criteria for CCMR will increase from 59% to 71% by August 2024.**

Progress on meeting goal:

2021: 59%

2022: 61%

Total Change: increase of 2% points

Performance Objective 1: The percent of Annual Graduates that Met TSI Criteria in Both Reading and Math will increase from 33% to 50% by August 2023.

(18-19: 31%; 19-20: 27%; 20-21: 33%)

Progress on meeting goal:

2021: 33%

2022: 30%

Total Change: increase of 3% points

Performance Objective 2*: The percent of AP/IB students (Grades 11-12 and who take the AP/IB exam) that meet the passing criteria (Examinees \geq Criterion) will increase from 13% to 50% by August 2023.

**Change in wording: previously "percent of annual graduates who met criteria" - (18-19: 16.7%; 19-20: 14%; 20-21: 13%; 21-22: 15%)*

Progress on meeting goal:

2021: 13%

2022: 68%

Total Change: 55% points

Performance Objective 3: The percent of Annual Graduates who take the SAT that are At/Above Criterion for SAT Results for Reading will increase from 24% to 50% by August 2023.

(18-19: 30%; 19-20: 30%; 20-21: 24%)

Progress on meeting goal:

2021: 24%

2022: 27%

Total Change: increase of 3% points

Performance Objective 4: The percent of Annual Graduates who take the SAT that are At/Above Criterion for SAT Results for math will increase from 15% to 50% by August 2023.

(18-19: 20%; 19-20: 18%; 20-21: 15%)

Progress on meeting goal:

2021: 15%

2022: 16%

Total Change: increase of 1% point

Performance Objective 5: The percent of Annual Graduates that receive Approved Industry Based Certifications will increase from 16% to 25% by August 2023.

(18-19: 0%; 19-20: 7%; 20-21: 16%)

Progress on meeting goal:

2021: 16%

2022: 27%

Total Change: 11% points

Performance Objective 6*: The percent of Annual Graduates that are enrolled in Dual Credit Courses will increase from 16% to 20% by August 2023. **New 22-23 Performance Objective*

Progress on meeting goal:

2021: 16%

2022: 16%

Total Change:

Performance Objective 7*: The percent of Annual Graduates who enroll in dual credit courses and complete the course in any subject will increase to 85% by August 2023. **New 22-23 Performance Objective*

Progress on meeting goal:

2022: 90%

TAPR Glossary



Appendix

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

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

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

Other Important Information:

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

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

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

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

STAAR Performance (2022–23)

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR:

- Grade 3 – reading and mathematics
- Grade 4 – reading and mathematics
- Grade 5 – reading mathematics, and science
- Grade 6 – reading and mathematics
- Grade 7 – reading and mathematics
- Grade 8 – reading, mathematics, science, and social studies

End-of-Course (EOC):

- English I
- English II
- Algebra I
- Biology
- U.S. History

Accelerated Testers:

- SAT/ACT

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

Bilingual Education/ESL

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

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

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(TAPR) Glossary

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

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

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

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

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

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

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

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STAAR Participation (2022–23)

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

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

- *Included in Accountability:* scored answer documents
 - ◆ *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
 - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

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

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O

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

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

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

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Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2021–22 school year

total number of days that students in grades 1–12 were in membership during the 2021–22 school year

(Data source: PEIMS 42400)

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

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

total number of K–12 students enrolled for at least 10 days during the 2021–22 school year

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

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- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

number of dropouts in grades 7 and 8 during the 2021–22 school year

number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year

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

number of dropouts in grades 9–12 during the 2021–22 school year

number of students in grades 9–12 in attendance at any time during the 2021–22 school year

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

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

5-Year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

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

6-year Extended Longitudinal Rate

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

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

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

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

number of students in the 2020 cohort*

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

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

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

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

number of students in the 2020 cohort*

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

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

number of students in the 2022 cohort **

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

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

number of students in the 2021 cohort**

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

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

number of students in the 2020 cohort**

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

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

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

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

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

number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2022 with reported graduation plans
(excludes graduates with FHSP graduation plans)**

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

number of graduates in the Class of 2022 who complete a 4-year FHSP-E

number of graduates in the Class of 2022 with reported FHSP graduation plans

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

number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2022 with reported FHSP graduation plans

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

**number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2022 with reported graduation plans

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

number of graduates in SY 2021-22 reported with graduation codes for RHSP or DAP

number of graduates in SY 2021-22 with reported graduation plans (excludes graduates with FHSP graduation plans)

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

number of graduates in SY 2021–22 who earn an FHSP-E

number of graduates in SY 2021–22 with reported FHSP graduation plans

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

number of graduates in SY 2021–22 who earn an FHSP-DLA

number of graduates in SY 2021–22 with reported FHSP graduation plans

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

number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2021–22 with reported graduation plans

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

For additional information about graduation programs please see

https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2022-2023)

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

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

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

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

number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2021-22 school year

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

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

number of graduates in the 2021–22 school year considered as at risk

total number of graduates in the 2021-22 school year

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

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

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

College Readiness

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

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

- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

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

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

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

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

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

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

The percentages are calculated as follows:

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English Language Arts.

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

number of 2021-22 annual graduates

Mathematics.

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

number of 2021-22 annual graduates

Both Subjects.

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

number of 2021-22 annual graduates

Any Subject.

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

number of 2021-22 annual graduates

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

number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2021-22 annual graduates

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

number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2021-22 annual graduates

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

number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

Number of 2021-22 annual graduates

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

number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2021-22 annual graduates

Career/Military Ready Graduates

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

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

number of 2021-22 annual graduates who earned an approved industry-based certification

number of 2021-22 annual graduates

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

number of 2021-22 annual graduates who earned a level I or level II certificate

number of 2021-22 annual graduates

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

number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2021-22 annual graduates

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

number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2021-22 annual graduates

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CCMR-related Indicators (2022–23)

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

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

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

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

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

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All Subjects.

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics.

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science.

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies.

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

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

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

All Subjects.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion

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

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English Language Arts.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA

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

Mathematics.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics

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

Science.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science

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

Social Studies.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies

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

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

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2021-22 graduates who took either the SAT or the ACT

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number of 2021-22 graduates reported

- (2) *At/Above Criterion for All Graduates*: The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2021-22 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2021-22 graduates reported

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *All Subjects*: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT

number of 2021-22 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the
SAT

number of 2021-22 graduates who took the SAT

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

sum of SAT mathematics scores of all 2021-22 graduates who took the SAT

number of 2021-22 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *All Subjects*: The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

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

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sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

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

sum of ACT mathematics scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

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

sum of ACT science scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

Other Postsecondary Indicators (2022–23)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: PEIMS 43415)

Any Subject.

number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2021-22

English Language Arts.

number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2021-22

Mathematics.

number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22

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Science.

number of students in grades 9–12 in 2021-22 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2021-22

Social Studies.

number of students in grades 9–12 in 2021-22 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2021-22

(Data source: PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2020-21 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2020-21 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2022–23)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2020–2021, use the data displayed under Membership.

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Enrollment: Students reported as enrolled as of the last Friday in October (October 28, 2022).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: PEIMS 40110*)

Students by Grade: The count of students in each grade divided by the total number of students. (*Data source: PEIMS 40110*)

Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: PEIMS 40100, 30040, 30050, 30090*)

Male/Female: The number and percentage of students who are identified as male or female. (*Data source: PEIMS 40100*)

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

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

total number of students

(*Data source: PEIMS 40100 and TEA Student Assessment Division*)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. (*Data source: PEIMS 40110*)

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. (*Data source: TELPAS file*)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts

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report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2022–23, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

- (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
- (B) includes —

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

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Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

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

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program:

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: TSDS PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

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- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2021–22

**number of students who were in membership at any time during the
2021–22 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rate: The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2022-23.

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Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2021} - \text{number of students who returned in fall 2022}}{\text{number of students enrolled in fall 2021}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

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

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2021–22](#) available from TEA. (Data source: PEIMS 40110)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2021–22 the end of the school-start window was September 30, 2022)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

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For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2022–23)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff *(not on campus profile):* The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities

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record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

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Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher’s FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers’ FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher’s FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher’s coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

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Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2021–22 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (*Data source: PEIMS 30055*)

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2022-23 school year. (*Data source: Division of District Talent Systems*)

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Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

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Appendix A

Advanced Academic Courses

- All courses shown were for the 2020–21 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

Course Code	Course Name
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

Course Code	Course Name
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)

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Course Code	Course Name
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

Course Code	Course Name
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

Course Code	Course Name
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV

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Course Code	Course Name
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

Course Code	Course Name
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II

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Course Code	Course Name
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVEL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

Course Code	Course Name
A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL

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Course Code	Course Name
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

Course Code	Course Name
I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH

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Course Code	Course Name
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM

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Course Code	Course Name
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN

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Course Code	Course Name
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

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Course Code	Course Name
N1290318	GIFD & TAL IND STUD MENTOR IV

Appendix B PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

- 004.....Assistant/Associate/Deputy Superintendent
- 027.....Superintendent/CAO/CEO/President
- 061.....Asst/Assoc/Deputy Exec Director
- 062.....Component/Department Director
- 063.....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

- 003.....Assistant Principal
- 020.....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

- 012.....Instructional Officer
- 028.....Teacher Supervisor
- 040.....Athletic Director
- 043.....Business Manager
- 044.....Tax Assessor and/or Collector
- 045.....Director - Personnel/Human Resources
- 055.....Registrar
- 060.....Executive Director

PROFESSIONAL SUPPORT STAFF

- 002Art Therapist
- 005Psychological Associate
- 006.....Audiologist
- 007.....Corrective Therapist

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008.....	Counselor
011.....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019.....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant
065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist
TEACHERS	
087.....	Teacher
047.....	Substitute Teacher
EDUCATIONAL AIDES	
033.....	Educational Aide
036.....	Certified Interpreter

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AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Glosario de informes de desempeño académico de Texas (TAPR), 2022-2023

Portada

En la actualidad, los informes de desempeño académico de Texas (TAPR) no incluyen puntajes de escala, calificaciones de A a F, nombramientos por distinciones ni estado de determinación para recibir educación especial. La publicación inicial no incluye los informes de rendición de cuentas distritales o de campus del año 2023. La expedición de las calificaciones A a F en virtud de la norma del año 2023 está pendiente y sujeta a cambios.

Examen de aptitud vocacional para las Fuerzas Armadas (ASVAB) del año 2023 (exploración de carreras profesionales) (*distritos que prestan servicios en los grados 10 a 12*): la Ley 1843 del Senado exige que cada año escolar, cada distrito escolar y escuela autónoma de inscripción abierta brinde a los estudiantes de los grados 10 a 12 la oportunidad de tomar el examen ASVAB y consultar con un reclutador militar.

Desempeño

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

Otra información importante:

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

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

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

Enmascaramiento. Las tasas de desempeño del examen STAAR están enmascarados cuando sea necesario para cumplir con la Ley FERPA. Para obtener más información, consulte la explicación del enmascaramiento ofrecida en <https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html>.

Desempeño en el examen STAAR (2022-2023)

La sección “Desempeño en el examen STAAR” muestra los resultados de desempeño por grado, materia y nivel de desempeño para los estudiantes en el subconjunto de rendición de cuentas, que son estudiantes inscritos en el mismo distrito y/o campus, tanto en la fecha de la instantánea (instantánea

Glosario de informes de desempeño académico de Texas (TAPR), 2022-2023

de PEIMS del mes de octubre) como en la fecha del examen. La sección “Desempeño en el examen STAAR: todos los estudiantes” del TPRS muestra el desempeño en el examen STAAR por grado, materia y nivel de desempeño; incluye a todos los estudiantes evaluados, independientemente de si se encontraban en el subconjunto de rendición de cuentas.

STAAR:

Grado 3: Lectura y Matemáticas

Grado 4: Lectura y Matemáticas

Grado 5: Lectura, Matemáticas y Ciencias

Grado 6: Lectura y Matemáticas

Grado 7: Lectura y Matemáticas

Grado 8: Lectura, Matemáticas, Ciencias y Estudios Sociales

Evaluaciones de fin de curso (EOC):

Inglés I

Inglés II

Álgebra I

Biología

Historia de los Estados Unidos

Evaluados acelerados:

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

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

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

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

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

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

Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar “Cumple” o superior en Lectura, incluyendo EOC. El porcentaje de estudiantes que tomaron el examen

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STAAR de Lectura o la EOC de Inglés I o II y satisficieron o superaron el estándar de grado escolar “Cumple”.

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

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

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

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

Medida de progreso en el examen STAAR: porcentaje de crecimiento esperado o acelerado.* El porcentaje de evaluaciones que satisficieron o superaron las expectativas de la medida de progreso del examen STAAR. Consulte [STAAR Progress Measure for 2023 \[Medida de progreso en el examen STAAR para el año 2023\]](#) para obtener más información.

Las medidas anteriores se utilizaron para determinar el crecimiento anual, el aprendizaje acelerado y el progreso en el examen STAAR en el informe sobre educación bilingüe/ESL.

Educación bilingüe/ESL

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

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

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

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

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

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

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

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

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

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

Participación en el examen STAAR (2022-2023)

El porcentaje de estudiantes a quienes se les administró una evaluación STAAR, evaluación STAAR alternativo 2, examen del sistema de evaluación del dominio del idioma inglés de Texas (TELPAS), examen de TELPAS alternativo y/o un examen SAT/ACT. Los detalles sobre las categorías de participación son los siguientes:

Participante en la evaluación: 1) cantidad de documentos de respuestas con un código de puntuación S, 2) cantidad de evaluados del examen STAAR alternativo 2 con un código de puntuación N, 3) cantidad de documentos de respuestas de lectura A u O con una evaluación TELPAS o TELPAS alternativa calificadas, 4) cantidad de documentos de respuestas de matemáticas A u O con una evaluación TELPAS o TELPAS alternativa calificadas para personas asiladas y/o refugiadas por un año y estudiantes con educación formal interrumpida (SIFE), y 5) cantidad de evaluaciones EBRW SAT, ELA ACT, ACT de Ciencias y evaluaciones SAT y ACT de Matemáticas para evaluados acelerados.

- *Se incluye en rendición de cuentas:* documentos de respuestas calificados
 - ◆ *Evaluados acelerados:* Resultados del examen SAT/ACT para estudiantes que finalizaron las evaluaciones STAAR de fin de curso (EOC) mientras se encontraban en escuela intermedia.
- *No se incluye en rendición de cuentas:* documentos de respuestas que se cuentan como participantes, pero que no se incluyen en los cálculos de desempeño.

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- ◆ *Móvil*: los documentos de respuestas se excluyeron porque los estudiantes se inscribieron en el distrito o campus después de la instantánea de otoño de TSDS PEIMS.
- ◆ *Otras exclusiones*. Los siguientes documentos de respuestas fueron excluidos de los cálculos de desempeño:
 - ❖ Documentos de respuestas para estudiantes que fueron evaluados solo en las evaluaciones TELPAS/TELPAS alternativa o TELPAS/TELPAS alternativa más STAAR con códigos de puntuación de A u O.
 - ❖ Documentos de respuestas de estudiantes bilingües emergentes (EB) y/o aprendices de inglés (EL) que han estado en la escuela en los Estados Unidos durante un año.
 - ❖ Documentos de evaluados del examen STAAR alternativo 2 con un código de puntuación de N.

Sin evaluar: documentos de respuestas con códigos de puntuación A u O o evaluados acelerados sin una evaluación SAT/ACT.

- *Ausente*: documentos de respuestas con código de puntuación A.
- *Otro*: responder documentos con código de puntuación O

El denominador de participación es la suma de las siguientes cinco categorías: incluido en rendición de cuentas, móvil, otras exclusiones y sin evaluar (ausente y otro). La tasa de participación en el examen STAAR se redondea a un número entero. Por ejemplo, 94.49 % se redondea a 94 %. Los valores pequeños pueden aparecer como cero: 0.4 % se redondea a 0 % y 0.6 % se redondea a 1 %. (Fuente de datos: archivo STAAR y TELPAS)

Tasas de asistencia, graduación y deserción escolar (2022-2023)

Tasa de asistencia: el porcentaje de días que los estudiantes estuvieron presentes en función de la asistencia estudiantil durante todo el año escolar. En el cálculo, solo se incluyen los estudiantes de los grados 1 a 12.

La asistencia se calcula de la siguiente manera:

Cantidad total de días que los estudiantes de los grados 1 a 12 estuvieron presentes durante el año escolar 2021-2022

Cantidad total de días que los estudiantes de los grados 1 a 12 hicieron parte de la membresía durante el año escolar 2021-2022

(Fuente de datos: PEIMS 42400)

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

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Cantidad total de estudiantes de kínder a grado 12 (K-12) inscritos durante al menos 10 días y ausentes en el transcurso del 10 por ciento o más de los días durante el año escolar 2021-2022

Cantidad total de estudiantes de kínder a grado 12 (K-12) inscritos durante al menos 10 días en el transcurso del año escolar 2021-22

(Fuente de datos: PEIMS 42400)

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

- Un tribunal ordena asistir a un programa de certificado de equivalencia de escuela preparatoria, pero no se ha obtenido un certificado de equivalencia de escuela preparatoria.
- Fue notificado previamente al estado como desertor escolar (las exclusiones previas de deserción escolar no se aplican a los cálculos de medidas de finalización para los campus bajo rendición de cuentas en educación alternativa [AEA]).
- Asistió, pero hizo parte de la membresía para finalidades de asistencia diaria promedio (es decir, estudiantes para cuyos distritos escolares no reciben fondos estatales del programa básico escolar [FSP]).
- Estuvo inicialmente inscrito en una escuela en los Estados Unidos en cualquier grado del 7 al 12 en calidad de persona refugiada o asilada no escolarizada, tal como lo define la [sección \(§\) 39.027\(a-1\) del Código de Educación de Texas \(TEC\)](#).
- Asiste a un distrito exclusivamente en función de haber sido detenido en un centro de detención del condado y no es de otro modo un estudiante del distrito en el que se encuentra el centro o está recibiendo servicios de una escuela autónoma de inscripción abierta exclusivamente como resultado de haber sido detenido en el centro.
- Está encarcelado en una cárcel estatal o penitenciaría federal como adulto o como persona certificada para ser juzgada como adulto.
- Es un estudiante que ha sufrido una afección, lesión o enfermedad que requiere atención médica importante y deja al estudiante sin poder asistir a la escuela y asignado a un centro de tratamiento médico o residencial.
- Es un estudiante en una instalación del Departamento de Justicia Juvenil de Texas o en un centro de tratamiento residencial atendido por un distrito escolar público de Texas.
- Tiene al menos 18 años de edad al 1 de septiembre y ha cumplido con los requisitos de créditos para graduarse de escuela preparatoria, no ha finalizado su programa de educación individualizada (IEP) y está inscrito y recibe servicios del IEP
- Es un estudiante que (a) tiene entre 18 y 26 años de edad; (b) no ha sido notificado de manera previa como desertor escolar; y (c) no ha estado inscrito en la escuela durante los nueve meses anteriores antes de inscribirse en un programa de equivalencia de escuela preparatoria, una escuela de recuperación por deserción escolar o un programa de educación para adultos

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brindado bajo un diploma de escuela preparatoria y un programa de escuela autónoma con certificación sectorial (la deserción escolar y las exclusiones previas de deserción escolar no se aplican a los cálculos de medidas de finalización para campus bajo AEA)

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

Cantidad de desertores escolares en los grados 7 y 8 durante el año escolar 2021-2022

Cantidad de estudiantes en los grados 7 y 8 que asistieron en cualquier momento durante el año escolar 2021-2022

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

Cantidad de desertores escolares en los grados 9 a 12 durante el año escolar 2021-2022

Cantidad de estudiantes en los grados 9 a 12 que asistieron en cualquier momento durante el año escolar 2021-2022

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

Tenga en cuenta que se utiliza un recuento acumulado de estudiantes en el denominador para todos los cálculos de tasas anuales de deserción escolar. Este método para calcular la tasa de deserción neutraliza el efecto de la movilidad al incluir en el denominador a todos los estudiantes que alguna vez informaron haber asistido al distrito o campus durante el año escolar, sin importar la duración de la inscripción. Para obtener una descripción más completa de las tasas de deserción escolar y exclusiones, consulte los informes [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22 \[Finalización y deserciones escolares de la escuela secundaria en escuelas públicas de Texas, 2021-2022\]](#), disponibles en el sitio web de la TEA en [Completion, Graduation, and Dropout | Texas Education Agency \[Finalización, graduación y deserción escolar | Agencia de Educación de Texas\]](#).

Para obtener información detallada sobre fuentes de datos, consulte el apéndice H de [2023 Accountability Manual \[Manual de rendición de cuentas del año 2023\]](#). (Fuente de datos: PEIMS 40203, 40110, 42400 y 42500)

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

Para la *tasa longitudinal de 4 años*, la cohorte está conformada por estudiantes que asistieron por primera vez al noveno grado en 2018-2019. Se les da seguimiento hasta su graduación esperada con la promoción de 2022.

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Para la *tasa longitudinal extendida de 5 años*, la cohorte está conformada por estudiantes que asistieron por primera vez al noveno grado en 2017-2018. Se les da seguimiento durante cinco años y se les incluye si se graduaron en un lapso de un año después de su graduación esperada con la promoción de 2021.

Para la *tasa longitudinal extendida de 6 años*, la cohorte está conformada por estudiantes que asistieron por primera vez al noveno grado en 2016-2017. Se les da seguimiento durante seis años y se les incluye si se graduaron en un lapso de dos años después de su graduación esperada con la promoción de 2020.

Información adicional sobre cohortes:

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

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

Un estudiante no cambia de cohorte si repite o se salta un grado. Un estudiante que comienza con el grupo de noveno grado de 2018-2019 permanece en esa cohorte. Un estudiante que comenzó el noveno grado en 2018-2019, pero tarda 5 años en graduarse (es decir, se gradúa en mayo de 2023), todavía forma parte de la cohorte de 2022; no se cambia a la cohorte de 2023. Este estudiante sería considerado un estudiante continuo y se contaría como parte de la cantidad de estudiantes continuos de escuela preparatoria para la promoción de 2022. Esto también es válido para las cohortes longitudinales extendidas de cinco y seis años.

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

Tasa longitudinal de 4 años

- (1) *Graduado*: el porcentaje que recibió su diploma de escuela preparatoria en cuatro años o menos antes del 31 de agosto de 2022 para la cohorte de 2022.

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022

Cantidad de estudiantes en la cohorte de 2022*

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

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2022

Cantidad de estudiantes en la cohorte de 2022*

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- (3) *Escuela preparatoria continua*: el porcentaje de la cohorte de 2022 que todavía estaba inscrito como estudiante en el otoño después de su graduación prevista. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2022-2023

Cantidad de estudiantes en la cohorte de 2022*

- (4) *Deserción escolar*: el porcentaje de la cohorte de 2022 que abandonó los estudios y no regresó en el otoño del año escolar 2022-2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que abandonaron los estudios antes el otoño del año escolar 2022-2023

Cantidad de estudiantes en la cohorte de 2022*

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

Cantidad de estudiantes de la cohorte de 2022 que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022 más la cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2022

Cantidad de estudiantes en la cohorte de 2022*

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

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022

más

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2022

más

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2022-2023

Cantidad de estudiantes en la cohorte de 2022*

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

Tarifa longitudinal extendida de 5 años

- (1) *Graduado*: Para la cohorte de 2021, el porcentaje que recibió su diploma de escuela preparatoria antes del 31 de agosto de 2022. Se calcula de la siguiente manera:

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Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022

Cantidad de estudiantes en la cohorte de 2021*

- (2) *Recepción de un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE)*: Para la cohorte de 2021, el porcentaje que recibió un certificado TxCHSE antes del 31 de agosto de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2022

Cantidad de estudiantes en la cohorte de 2021*

- (3) *Escuela preparatoria continua*: El porcentaje de la cohorte de 2021 que todavía estaba inscrito como estudiante en el otoño del año escolar **2022-2023**. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2022-2023

Cantidad de estudiantes en la cohorte de 2021*

- (4) *Deserción escolar*: El porcentaje de la cohorte de 2021 que abandonó los estudios y no regresó en el otoño del año escolar **2022-2023**. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que abandonaron los estudios antes el otoño del año escolar 2022-2023

Cantidad de estudiantes en la cohorte de 2021*

- (5) *Graduados y TxCHSE*: el porcentaje de graduados y receptores de TxCHSE en la cohorte de 2021. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022

más

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2022

Cantidad de estudiantes en la cohorte de 2021*

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- (6) *Graduados, TxCHSE y continuadores*: el porcentaje de graduados, receptores de TxCHSE y continuadores en la cohorte de 2021. Se calcula de la siguiente manera:

$$\frac{\text{Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022} + \text{Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2022} + \text{Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2022-2023}}{\text{Cantidad de estudiantes en la cohorte de 2021}^*}$$

Cantidad de estudiantes en la cohorte de 2021*

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

Tarifa longitudinal extendida de 6 años

- (1) *Graduado*: Para la cohorte de 2020, el porcentaje que recibió su diploma de escuela preparatoria antes del 31 de agosto de 2022. Se calcula de la siguiente manera:

$$\frac{\text{Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022}}{\text{Cantidad de estudiantes en la cohorte de 2020}^*}$$

Cantidad de estudiantes en la cohorte de 2020*

- (2) *Recepción de un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE)*: Para la cohorte de 2020, el porcentaje que recibió un certificado TxCHSE antes del 31 de agosto de 2022. Se calcula de la siguiente manera:

$$\frac{\text{Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2022}}{\text{Cantidad de estudiantes en la cohorte de 2020}^*}$$

Cantidad de estudiantes en la cohorte de 2020*

- (3) *Escuela preparatoria continua*: El porcentaje de la cohorte de 2020 que todavía estaba inscrito como estudiante en el otoño del año escolar **2022-2023**. Se calcula de la siguiente manera:

$$\frac{\text{Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2022-2023}}{\text{Cantidad de estudiantes en la cohorte de 2020}^*}$$

Cantidad de estudiantes en la cohorte de 2020*

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- (4) *Deserción escolar*: el porcentaje de la cohorte de 2020 que abandonó los estudios y no regresó en el otoño del año escolar 2022-2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que abandonaron los estudios antes el otoño del año escolar 2022-2023

Cantidad de estudiantes en la cohorte de 2020*

- (5) *Graduados y TxCHSE*: el porcentaje de graduados y receptores de TxCHSE en la cohorte de 2020. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022

más

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2022

Cantidad de estudiantes en la cohorte de 2020*

- (6) *Graduados, TxCHSE y continuadores*: el porcentaje de graduados, receptores de TxCHSE y continuadores en la cohorte de 2020. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022

más

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2022

más

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2022-2023

Cantidad de estudiantes en la cohorte de 2020*

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

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

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

Información adicional sobre las tasas federales de graduación

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

- (1) *Tasa federal de graduación de 4 años.* Cohorte de estudiantes que asistieron por primera vez a noveno grado en 2018-2019. Se les da seguimiento hasta su graduación esperada con la promoción de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022

Cantidad de estudiantes en la cohorte de 2022**

- (2) *Tasa federal de graduación extendida de 5 años.* Cohorte de estudiantes que asistieron por primera vez a noveno grado en 2017-2018. Se les da seguimiento durante cinco años para ver si se graduaron en un lapso de un año después de su graduación esperada con la promoción de 2021. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022

Cantidad de estudiantes en la cohorte de 2021**

- (3) *Tasa federal de graduación extendida de 6 años.* Cohorte de estudiantes que asistieron por primera vez a noveno grado en 2016-2017. Se les da seguimiento durante seis años para comprobar si se graduaron en un lapso de dos años tras la graduación esperada con la promoción de 2020. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022

Cantidad de estudiantes en la cohorte de 2020**

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

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

Para obtener más información sobre estas tasas, consulte [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22 \[Finalización y deserciones escolares de la escuela secundaria en escuelas públicas de Texas, 2021-2022\]](#). (Fuente de datos: PEIMS 40203 y archivo de información del certificado de equivalencia de escuela preparatoria de Texas)

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

Graduados bajo RHSP o DAP (tasa longitudinal; promoción de 2022): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos de cursos para el programa recomendado de escuela preparatoria (RHSP) o el programa de desempeño destacado (DAP).

Cantidad de graduados en la promoción de 2022 que finalizan un RHSP o DAP de 4 años

**Cantidad de graduados de la promoción de 2022 con planes de graduación notificados
(excluye graduados con planes de graduación del FHSP)**

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

Cantidad de graduados en la promoción de 2022 que finalizan un FHSP-E de 4 años

Cantidad de graduados de la promoción de 2022 con planes de graduación FHSP notificados

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

Cantidad de graduados en la promoción de 2022 que finalizan un FHSP-DLA de 4 años

Cantidad de graduados de la promoción de 2022 con planes de graduación FHSP notificados

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

Cantidad de graduados en la promoción de 2022 que finalizan un RHSP, DAP, FHSP-E o FHSP-DLA de 4 años

Cantidad de graduados de la promoción de 2022 con planes de graduación notificados

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Graduados bajo RHSP o DAP (tasa anual, 2021-2022): el porcentaje de graduados que cumplieron con los requisitos de cursos para el programa recomendado de escuela preparatoria o el programa de desempeño destacado.

Cantidad de graduados en el año escolar 2021-2022 notificados con códigos de graduación para RHSP o DAP

Cantidad de graduados en el año escolar 2021-2022 con planes de graduación notificados (excluye a los graduados con planes de graduación del FHSP)

Graduados bajo FHSP-E (tasa anual, 2021-2022): el porcentaje de graduados que cumplieron con los requisitos de cursos para el programa básico de escuela preparatoria con una acreditación.

Cantidad de graduados en el año escolar 2021-2022 que obtienen un FHSP-E

Cantidad de graduados en el año escolar 2021-2022 con planes de graduación notificados del FHSP

Graduados bajo FHSP-DLA (tasa anual, 2021-2022): el porcentaje de graduados que cumplieron con los requisitos de cursos para el programa básico de escuela preparatoria en el nivel de desempeño destacado.

Cantidad de graduados en el año escolar 2021-2022 que obtienen un FHSP-DLA

Cantidad de graduados en el año escolar 2021-2022 con planes de graduación notificados del FHSP

Graduados bajo RHSP, DAP, FHSP-E o FHSP-DLA (tasa anual, 2021-2022): el porcentaje de graduados que cumplieron con los requisitos de cursos para el programa recomendado de escuela preparatoria (RHSP), el programa de desempeño destacado (DAP) o el programa básico de escuela preparatoria (FHSP) con una acreditación o en el nivel de desempeño destacado.

Cantidad de graduados en el año escolar 2021-2022 notificados con códigos de graduación para RHSP, DAP, FHSP-E o FHSP-DLA

Cantidad de graduados en el año escolar 2021-2022 con planes de graduación notificados

Los graduados bajo RHSP tienen códigos de tipo de graduación 19, 22, 25, 28 o 31. Los graduados bajo DAP tienen códigos de tipo de graduación 20, 23, 26, 29 o 32. Los graduados bajo FHSP son estudiantes con códigos de tipo de graduación 34, 35, 54, 55, 56 o 57. Los graduados bajo FHSP con código de tipo 35 son elegibles para recibir acreditaciones a partir de la promoción de 2020. Consulte los [estándares de datos educativos de Texas](#) para obtener más información. (Fuente de datos: PEIMS 40203)

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

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Perfil de graduación (2022-2023)

Graduados anuales: el recuento y porcentaje de estudiantes que se gradúan en algún momento durante el año escolar. Incluye a graduados de verano y los distritos lo notifican en el otoño del siguiente año escolar. Incluye a todos los estudiantes de grado 12 que se graduaron, así como a los graduados de otros grados. Los estudiantes que recibieron educación especial y que se gradúan se incluyen en los totales. También se muestran los recuentos de estudiantes que se graduaron bajo los siguientes tipos de graduación en 2021-2022:

- Programa mínimo de escuela preparatoria (MHSP)
- Programa recomendado de escuela preparatoria (RHSP)
- Programa de desempeño destacado (DAP)
- Programa básico de escuela preparatoria (FHSP)

(Fuente de datos: PEIMS 40203)

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

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

Cantidad de graduados en el año escolar 2021-2022 elegibles para recibir almuerzos gratuitos o a precio reducido u otro tipo de asistencia pública

Cantidad total de graduados en el año escolar 2021-2022

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

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

Cantidad de graduados en el año escolar 2021-2022 considerados en riesgo

Cantidad total de graduados en el año escolar 2021-2022

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

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Preparación universitaria, profesional o militar* (CCMR) (2022-2023)

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

Preparación universitaria

- 1) **Criterios del Programa Iniciativa de Éxito de Texas (TSI):** cumplimiento con los criterios del Programa Iniciativa de Éxito de Texas (TSI) en Razonamiento mediante Lengua y Literatura (RLA) y Matemáticas. Un estudiante que cumpla con los estándares de preparación universitaria de TSI tanto en RLA como en Matemáticas. En términos concretos, cumplimiento de los criterios de preparación universitaria en las evaluaciones TSIA1 y/o TSIA2, SAT, ACT, o bien finalización satisfactoria y obtención de créditos para un curso de preparación universitaria, tal y como se define en las secciones (§§) 28.014 y 51.338 del Código de Educación de Texas (TEC), tanto en RLA como en Matemáticas. Los criterios para una finalización satisfactoria de un curso de preparación universitaria deben estar en consonancia entre una agencia educativa local (LEA) y la(s) institución(es) de educación superior [IHE] asociada(s). De conformidad con la sección (§) 51.338(e) del TEC, al finalizar de manera satisfactoria un curso de preparación universitaria, los estudiantes obtienen una exención de TSI de la(s) IHE asociada(s) en esa área de contenido. Solo se debe notificar que los estudiantes han finalizado satisfactoriamente un curso si han cumplido con los requisitos de exención de TSI. Los resultados de las evaluaciones considerados incluyen evaluaciones TSIA1 y/o TSIA2 hasta octubre de 2022, resultados de SAT y ACT hasta la administración de julio de 2022 y datos de finalización de cursos a través de TSDS PEIMS. Consulte el apéndice H para obtener información adicional. Un estudiante debe cumplir con los requisitos de TSI tanto para RLA como para Matemáticas, pero no necesariamente debe hacerlo en la misma evaluación. Por ejemplo, un estudiante puede cumplir con los criterios de TSI para preparación universitaria en RLA en el SAT y finalizar y obtener créditos por un curso de preparación universitaria en Matemáticas (*fuentes de datos: PEIMS 43415, THECB, College Board y ACT, Inc.*).
- 2) **Obtención de créditos de curso doble:** un graduado que finalice y obtenga créditos por al menos tres horas de crédito en Lengua y Literatura en Inglés (ELA) o Matemáticas, o bien al menos nueve horas de crédito en cualquier materia. (*Fuentes de datos: PEIMS 43415*)
- 3) **Cumplimiento con los criterios de un examen de colocación avanzada (AP) o Bachillerato Internacional (IB):** Un graduado que cumpla con la puntuación del criterio en un examen AP o IB en cualquier área temática. La puntuación del criterio es 3 o más para AP y 4 o más para IB (*fuentes de datos: College Board o IB*).
- 4) **Obtención de un título de asociado:** un graduado que obtenga un título de asociado antes del 31 de agosto inmediatamente después de la graduación de escuela preparatoria. (*Fuentes de datos: PEIMS 40100*)
- 5) **Obtención de créditos de cursos de OnRamps:** un graduado que finalice un curso de inscripción doble de OnRamps y califique para al menos tres horas de crédito universitario en cualquier área temática (*fuentes de datos: Programa OnRamps*).

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Preparación profesional o militar

- 6) **Obtención de una certificación sectorial (IBC):** un graduado que obtenga una IBC, de conformidad con la sección 74.1003 del título 19 del Código Administrativo de Texas (19 TAC, §74.1003). Consulte el apéndice J para obtener una lista completa de las IBC aprobadas. El límite de caducidad de IBC aplicado dentro de los ámbitos “Rendimiento estudiantil”, “Progreso escolar, parte B: desempeño relativo” no se aplica en el ámbito “Superación de deficiencias” (*Closing the Gaps*). (Fuente de datos: PEIMS 40100)
- 7) **Graduado con un IEP finalizado y preparación para la fuerza laboral:** un graduado que recibe un código de tipo de graduación 04, 05, 54 o 55, que indica que el estudiante ha finalizado su IEP y ha demostrado autoempleo con habilidades de autoayuda para conservar un empleo, o bien ha demostrado dominio de empleabilidad y habilidades de autoayuda específicas que no requieran servicios de escuelas públicas. (Fuente de datos: PEIMS 40203)
- 8) **Graduados bajo un plan de estudios de grado avanzados e identificados como estudiantes actuales de educación especial:** un graduado que se identifica como receptor de servicios de educación especial durante el año de graduación y cuyo tipo de plan de graduación se identifica como plan recomendado de escuela preparatoria (RHSP), plan de desempeño destacado (DAP), plan básico de escuela preparatoria con una acreditación (FHSP-E), o plan básico de escuela preparatoria con nivel de desempeño destacado (FHSP-DLA) (fuente de datos: PEIMS 40203 y 40110).
- 9) **Graduado con certificado de nivel I o de nivel II:** un graduado que obtenga un certificado de nivel I o de nivel II en cualquier área de educación laboral (fuente de datos: THECB).
- 10) ***Alistamiento en las Fuerzas Armadas:** un graduado que se alista en el Ejército, la Armada, la Fuerza Aérea, la Guardia Costera, la Infantería de Marina de los Estados Unidos o en la Guardia Nacional de Texas (fuente de datos: PEIMS 40203).

**Debido a discrepancias entre los recuentos anuales de alistamiento de reclutas militares de Texas de 17 a 19 años de edad, publicados por el Departamento de Defensa de los Estados Unidos y los datos de alistamiento militar de PEIMS para los graduados anuales de 2017 y 2018, los datos de alistamiento militar se excluyen de los cálculos de rendición de cuentas hasta que se puedan obtener dichos datos directamente de las Fuerzas Armadas de los Estados Unidos. Los datos de alistamiento notificados en PEIMS para los graduados anuales de 2021 y 2022 se incluyen para los indicadores que muestran la preparación militar.*

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Graduados con preparación universitaria, profesional o militar

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

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

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

Graduados con preparación universitaria

Preparación universitaria: el porcentaje de graduados anuales que demostraron preparación universitaria al cumplir con los criterios 1, 2, 3, 4 o 5 descritos en *Preparación universitaria, profesional o militar*. Este porcentaje incluye graduados que pueden haber satisfecho los criterios 6, 7, 8 o 9 de preparación profesional o militar (fuente de datos: PEIMS 43415, THECB, College Board, ACT, IB y PEIMS 49010).

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

Criterios de TSI						
TSIA1 y/o TSIA2		SAT		ACT		Curso de preparación universitaria
≥ Criterios de ELAR mostrados más adelante	o	≥ 480 en la Lectura y Escritura de Base Empírica (EBRW)	o	≥ 19 en Inglés y ≥ 23 en Composición	o	Finalización y obtención de créditos por el curso de preparación universitaria de ELA
≥ Criterios de Matemáticas que se muestran a continuación	o	≥ 530 en Matemáticas	o	≥ 19 en Matemáticas y ≥ 23 en Composición	o	Finalización y obtención de créditos por el curso de preparación universitaria de Matemáticas

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

Los porcentajes se calculan de la siguiente manera:

Lengua y Literatura en Inglés

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 y/o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en ELA

Cantidad de graduados anuales de 2021-2022

Matemáticas

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Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 y/o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en Matemáticas

Cantidad de graduados anuales de 2021-2022

Ambas materias

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 y/o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria tanto en ELA como en Matemáticas

Cantidad de graduados anuales de 2021-2022

Cualquier materia

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 y/o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en ELA o en Matemáticas

Cantidad de graduados anuales de 2021-2022

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

Cantidad de graduados anuales de 2021-2022 que obtuvieron 3 o más en un examen AP o un 4 o más en un examen IB

Cantidad de graduados anuales de 2021-2022

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

Cantidad de graduados anuales de 2021-2022 que obtuvieron un título de asociado antes del 31 de agosto, inmediatamente después de graduarse de escuela preparatoria.

Cantidad de graduados anuales de 2021-2022

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

Cantidad de graduados anuales de 2021-2022 que finalizaron y obtuvieron créditos por nueve o más horas de crédito doble en cualquier materia o tres o más horas en ELA o Matemáticas

Cantidad de graduados anuales de 2021-2022

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

Cantidad de graduados anuales de 2021-2022 que finalizaron un curso de OnRamps y calificaron para tres horas de crédito universitario antes de graduarse

Cantidad de graduados anuales de 2021-2022

Graduados con preparación profesional o militar:

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

Certificación sectorial aprobada: el porcentaje de graduados anuales que obtuvieron una certificación sectorial aprobada. Para obtener información adicional, consulte el capítulo 2 de [2023 Accountability Manual \[Manual de rendición de cuentas del año 2023\]](#). (*Fuente de datos: PEIMS 48011*)

Cantidad de graduados anuales de 2021-2022 que obtuvieron una certificación sectorial aprobada

Cantidad de graduados anuales de 2021-2022

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

Cantidad de graduados anuales de 2021-2022 que obtuvieron un certificado de nivel I o nivel II

Cantidad de graduados anuales de 2021-2022

Graduados con un IEP finalizado y preparación para la fuerza laboral: el porcentaje de graduados anuales que recibieron un código de tipo de graduación 04, 05, 54 o 55. Para obtener información adicional, consulte el capítulo 2 de [2023 Accountability Manual \[Manual de rendición de cuentas del año 2023\]](#). (*Fuente de datos: PEIMS 40203*)

Cantidad de graduados anuales de 2021-2022 que recibieron un código de tipo de graduación 04, 05, 54 o 55

Cantidad de graduados anuales de 2021-2022

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

Cantidad de graduados anuales de 2021-2022 que se graduaron bajo un plan de diplomatura avanzada y fueron identificados como estudiantes actuales de educación especial

Cantidad de graduados anuales de 2021-2022

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Indicadores relacionados con CCMR (2022-2023)

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

Lengua y Literatura en Inglés

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 y/o TSIA2 en ELA

Cantidad de graduados anuales de 2021-2022

Matemáticas

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 y/o TSIA2 en Matemáticas

Cantidad de graduados anuales de 2021-2022

Ambas materias

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 y/o TSIA2 tanto en ELA como en Matemáticas

Cantidad de graduados anuales de 2021-2022

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

Lengua y Literatura en Inglés

Cantidad de graduados anuales de 2021-2022 que finalizaron y obtuvieron crédito por un curso de preparación universitaria en ELA, tal y como se define en la sección (§) 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2021-2022

Matemáticas

Cantidad de graduados anuales de 2021-2022 que finalizaron y obtuvieron crédito por un curso de preparación universitaria en Matemáticas, tal y como se define en la sección (§) 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2021-2022

Ambas materias

Cantidad de graduados anuales de 2021-2022 que finalizaron y obtuvieron crédito por un curso de preparación universitaria tanto en ELA como en Matemáticas, tal y como se define en la sección (§) 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2021-2022

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

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Todas las materias

Cantidad de estudiantes en los grados 11 y 12 en el año escolar 2021-2022 que tomaron al menos un examen AP o IB

Total de estudiantes inscritos en los grados 11 y 12

Lengua y Literatura en Inglés

Cantidad de estudiantes en los grados 11 y 12 en el año escolar 2021-2022 que tomaron al menos un examen AP o IB en ELA

Total de estudiantes inscritos en los grados 11 y 12

Matemáticas

Cantidad de estudiantes en los grados 11 y 12 en el año escolar 2021-2022 que tomaron al menos un examen AP o IB en Matemáticas

Total de estudiantes inscritos en los grados 11 y 12

Ciencias

Cantidad de estudiantes en los grados 11 y 12 en el año escolar 2021-2022 que tomaron al menos un examen AP o IB en Ciencias

Total de estudiantes inscritos en los grados 11 y 12

Estudios Sociales

Cantidad de estudiantes en los grados 11 y 12 en el año escolar 2021-2022 que tomaron al menos un examen AP o IB en Estudios Sociales

Total de estudiantes inscritos en los grados 11 y 12

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

Resultados de AP/IB (examinados \geq criterio; grados 11 y 12): el porcentaje de estudiantes con al menos un examen de AP o de IB en los grados 11 y 12 igual o superior a la puntuación del criterio. Los estudiantes de escuela preparatoria pueden tomar uno o más de estos exámenes, idealmente al finalizar los cursos AP o IB, y pueden recibir colocación avanzada o crédito, o ambos, al ingresar a la universidad. Por lo general, las universidades otorgarán créditos o colocación avanzada por puntuaciones de 3, 4 o 5 en los exámenes de AP y puntuaciones de 4, 5, 6 o 7 en los exámenes de IB. Los requisitos varían de acuerdo a la universidad y la materia evaluada. *(fuente de datos: College Board e IB).*

Todas las materias

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2021-2022 con al menos una puntuación AP o IB igual o superior al criterio

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

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Lengua y Literatura en Inglés

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2021-2022 con al menos una puntuación AP o IB igual o superior al criterio en ELA

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

Matemáticas

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2021-2022 con al menos una puntuación AP o IB igual o superior al criterio in Matemáticas

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

Ciencias

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2021-2022 con al menos una puntuación AP o IB igual o superior al criterio en Ciencias

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

Estudios Sociales

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2021-2022 con al menos una puntuación AP o IB igual o superior al criterio en Estudios Sociales

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

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

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

Todas las materias

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2021-2022 con al menos una puntuación AP o IB igual o superior al criterio

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

Resultados de SAT/ACT (graduados anuales): participación y desempeño de los graduados anuales de todas las escuelas públicas de Texas en las evaluaciones SAT de College Board y ACT de Total, ACT, Inc. Las puntuaciones de ACT y SAT se basan en las puntuaciones de sección más altas de cada estudiante en todos los exámenes realizados. La puntuación total de SAT y la puntuación combinada de ACT se calculan mediante las puntuaciones de sección más altas.

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

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Cantidad de graduados de 2021-2022 que tomaron el examen SAT o el examen ACT

Cantidad de graduados de 2021-2022 notificados

- (2) *Criterio igual o superior para todos los graduados*: el porcentaje de graduados que obtuvieron una puntuación igual o superior a la puntuación del criterio de 480 en la sección Lectura y Escritura de Base Empírica del examen SAT o 19 en la sección Inglés del examen ACT y 23 en la puntuación combinada del examen ACT y 530 en la sección Matemáticas del SAT o 19 en la sección Matemáticas del examen ACT y 23 en la puntuación combinada del examen ACT:

cantidad de examinados graduados de 2021-2022 que obtuvieron una puntuación igual o superior a la puntuación del criterio en los exámenes SAT o ACT

Cantidad de graduados de 2021-2022 notificados

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

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

Suma de las puntuaciones totales del examen SAT (Matemáticas + Lectura y Escritura de Base Empírica) de todos los graduados de 2021-2022 que tomaron dicho examen

Cantidad de graduados de 2021-2022 que tomaron el examen SAT

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

Suma de las puntuaciones del examen SAT (Lectura y Escritura de Base Empírica) de todos los graduados de 2021-2022 que tomaron dicho examen

Cantidad de graduados de 2021-2022 que tomaron el examen SAT

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

Suma de las puntuaciones de la sección Matemáticas del examen SAT de todos los graduados de 2021-2022 que tomaron el examen SAT

Cantidad de graduados de 2021-2022 que tomaron el examen SAT

(Fuente de datos: College Board y PEIMS 40203)

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

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

Suma de las puntuaciones combinadas del examen ACT de todos los graduados de 2021-2022 que tomaron dicho examen

Cantidad de graduados de 2021-2022 que tomaron el examen ACT

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

Suma de las puntuaciones combinadas del examen ACT (Inglés + Lectura) de todos los graduados de 2021-2022 que tomaron dicho examen

Cantidad de graduados de 2021-2022 que tomaron el examen ACT

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

Suma de las puntuaciones del examen ACT (Matemáticas) de todos los graduados de 2021-2022 que tomaron dicho examen

Cantidad de graduados de 2021-2022 que tomaron el examen ACT

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

Suma de las puntuaciones del examen ACT (Ciencias) de todos los graduados de 2021-2022 que tomaron dicho examen

Cantidad de graduados de 2021-2022 que tomaron el examen ACT

Otros indicadores de educación postsecundaria (2022-2023)

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

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

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

Cualquier materia

Suma de estudiantes en los grados 9 a 12 en 2021-2022 que recibieron crédito por al menos un curso avanzado o de crédito doble

Cantidad de estudiantes en los grados 9 a 12 que recibieron crédito por al menos un curso en 2021-2022

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Lengua y Literatura en Inglés

Cantidad de estudiantes en los grados 9 a 12 en 2021-2022 que recibieron crédito por al menos un curso avanzado o de crédito doble de ELA

Cantidad de estudiantes en los grados 9 a 12 que recibieron crédito por al menos un curso de ELA en 2021-2022

Matemáticas

Cantidad de estudiantes en los grados 9 a 12 en 2021-2022 que recibieron crédito por al menos un curso avanzado o de crédito doble de Matemáticas

Cantidad de estudiantes en los grados 9 a 12 que recibieron crédito por al menos un curso de Matemáticas en 2021-2022

Ciencias

Cantidad de estudiantes en los grados 9 a 12 en 2021-2022 que recibieron crédito por al menos un curso avanzado o de crédito doble de Ciencias

Cantidad de estudiantes en los grados 9 a 12 que recibieron crédito por al menos un curso de Ciencias en 2021-2022

Estudios Sociales

Cantidad de estudiantes en los grados 9 a 12 en 2021-2022 que recibieron crédito por al menos un curso de estudios sociales avanzado o de crédito doble

Cantidad de estudiantes en los grados 9 a 12 que recibieron crédito por al menos un curso de Estudios Sociales en 2021-2022

(Fuente de datos: PEIMS 43415)

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

Cantidad de graduados durante el año escolar 2020-2021 que asistieron a un centro universitario o universidad públicos o independientes en Texas en el siguiente año académico

Cantidad de graduados durante el año escolar 2020-2021

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

(fuente de datos: THECB).

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

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

Información estudiantil (2022-2023)

Tenga en cuenta que la sección “Inscripción” de este informe se agregó a partir de 2019-2020. Las definiciones a continuación describen los matices entre membresía e inscripción. Si compara los datos que se muestran en el informe de este año con los informes anteriores a 2020-2021, utilice los datos que se muestran en la sección “Membresía”.

Inscripción: estudiantes notificados como inscritos al último viernes de octubre (28 de octubre de 2022).

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

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

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

Total de estudiantes: la cantidad total de estudiantes de escuelas públicas que se notificaron en cualquier grado, desde educación en la primera infancia hasta el grado 12. *(Fuente de datos: PEIMS 40110)*

Estudiantes por grado: el recuento de estudiantes en cada grado dividido por el número total de estudiantes. *(Fuente de datos: PEIMS 40110)*

Distribución étnica: la cantidad y el porcentaje de estudiantes que se identifican como pertenecientes a uno de los siguientes grupos: afroamericano, hispano, blanco, indio americano, asiático, isleño del Pacífico y dos o más razas *(fuente de datos: PEIMS 40100, 30040, 30050, 30090).*

Masculino/Femenino: la cantidad y porcentaje de estudiantes que se identifican como hombres o mujeres *(Fuente de datos: PEIMS 40100)*

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

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

Cantidad total de estudiantes

(Fuente de datos: PEIMS 40100 y División de Evaluación Estudiantil de la TEA)

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

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Estudiantes de la Sección 504: el recuento y porcentaje de estudiantes identificados que reciben servicios de la Sección 504. *(Fuente de datos: PEIMS 40110)*

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

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

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

Cantidad de estudiantes con una o más colocaciones disciplinarias

Cantidad de estudiantes que asistieron en cualquier momento durante el año escolar

Para 2022-2023, los siguientes 19 códigos de medidas disciplinarias se incluyen como colocaciones disciplinarias: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60 y 61. *(Fuente de datos: PEIMS 44425)*

Estudiantes con dislexia: el recuento y porcentaje de estudiantes identificados con dislexia. *(Fuente de datos: PEIMS 40100)*

Acogimiento familiar: el recuento y porcentaje de estudiantes identificados como bajo tutela del Departamento de Servicios Familiares y de Protección (DFPS). *(Fuente de datos: PEIMS 40100)*

Sin hogar: el recuento y porcentaje de estudiantes que cumplen con los criterios definidos por la sección 11434(a) del título 42 del Código de los Estados Unidos (USC); el término “niños y jóvenes sin hogar” ser refiere a lo siguiente:

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

(B) incluye lo siguiente:

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

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

(iii) niños y jóvenes que viven en automóviles, parques, espacios públicos, edificios abandonados, viviendas de calidad inferior, estaciones de autobús o tren, o entornos similares; y

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

(Fuente de datos: PEIMS 40100)

Inmigrante: el recuento y porcentaje de estudiantes identificados según la definición que se encuentra en el título III de la Ley para que Ningún Niño de Quede Atrás de 2001 (NCLB), donde el término ‘niños y jóvenes inmigrantes’ se define como “individuos que tienen entre 3 y 21 años de edad, no nacieron en ningún estado y no han asistido a una o más escuelas en uno o más estados durante más de 3 años académicos completos”. El término ‘estado’ significa cada uno de los 50 estados, el Distrito de Columbia y el Estado Libre Asociado de Puerto Rico. *(Fuente de datos: PEIMS 40100)*

Migrante: el recuento y porcentaje de estudiantes que cumplen con los siguientes criterios: el estudiante (de 3 a 21 años de edad), o bien el (la) padre (madre), cónyuge o tutor del estudiante es un trabajador agrícola migrante, incluyendo un trabajador lechero migrante o un pescador migrante, y que, en los 36 meses anteriores, para obtener, o acompañar a dicho(a) padre (madre), cónyuge o tutor para obtener empleo temporal o estacional en trabajos agrícolas o pesqueros: 1) se ha mudado de un distrito escolar a otro; o 2) reside en un distrito escolar de más de 15,000 millas cuadradas y migra una distancia de 20 millas o más a una residencia temporal para participar en una actividad pesquera. *(Fuente de datos: PEIMS 40100)*

Título I: el recuento y porcentaje de estudiantes que participan en un programa autorizado en virtud de la CLB Ley de Educación Primaria y Secundaria (ESEA), Título I, Parte A de la Ley de Mejoramiento de las Escuelas de los Estados Unidos. *(Fuente de datos: PEIMS 41461)*

Vinculado con miembros de las Fuerzas Armadas: el recuento y porcentaje de estudiantes que son dependientes de un miembro en servicio activo o antiguo miembro de las Fuerzas Armadas de los Estados Unidos, la Guardia Nacional de Texas o una fuerza de reserva de las Fuerzas Armadas de los Estados Unidos, o bien son dependientes de un miembro de las Fuerzas Armadas de los Estados Unidos, la Guardia Nacional de Texas o una fuerza de reserva de las Fuerzas Armadas de los Estados Unidos que murió en el cumplimiento del deber *(Fuente de datos: PEIMS 40100)*

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

Cantidad de estudiantes en el año escolar 2022-2023 considerados en riesgo.

Cantidad total de estudiantes

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(Fuente de datos: PEIMS 40110)

Estudiante por programa educativo:

el recuento y porcentaje de estudiantes atendidos en programas y/o cursos de educación especial, educación profesional y técnica (grados 9 a 12 únicamente), educación bilingüe y ESL o educación para estudiantes dotados y talentosos. Los porcentajes no suman 100 porque los estudiantes pueden participar en más de uno de estos programas (fuente de datos: TSDS PEIMS 40110, 41163 y 41169).

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

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

- 06—Discapacidad intelectual (ID)
- 08—Discapacidad de aprendizaje (LD)
- 12—Retraso en el desarrollo (DD)
- 13—Lesión cerebral traumática (TBI)

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

- 01—Impedimento ortopédico (OI)
- 03— Impedimento auditivo (AI)
- 04— Impedimento visual (VI)
- 05—Personas sordociegas (DB)
- 09—Impedimento del habla

Estudiantes con autismo (código de discapacidad de PEIMS 10)

- 10—Autismo (AU)

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

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

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

- 14—Primera infancia no categórica (NCES)

(Fuente de datos: PEIMS 41163)

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

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Cantidad de estudiantes móviles en 2021-2022

Cantidad de estudiantes que hicieron parte de la membresía en cualquier momento durante el año escolar 2021-2022

Esta tasa se calcula a nivel de estado, región, distrito y campus y está desglosada por raza/etnia, condición de desfavorabilidad económica, condición de educación especial y condición como estudiante bilingüe emergente y/o aprendiz de inglés. Las tasas de movilidad que se muestran se basan en el recuento de estudiantes móviles identificados a nivel de campus. La tasa de movilidad distrital refleja la movilidad interescolar dentro del mismo distrito o desde fuera de este. La tasa de movilidad regional refleja la movilidad interescolar dentro de la misma región o desde fuera de esta. (*Fuente de datos: PEIMS 42400*)

Tasa de abandono: el porcentaje de estudiantes inscritos en el otoño de 2021-2022 que no regresaron al mismo campus en el otoño de 2022-2023. Este cálculo se ajusta para tener en cuenta los grados escolares disponibles para los estudiantes en cada campus, así como factores adicionales. Por ejemplo, se excluyeron estudiantes del cálculo si el campus en el que estaban inscritos en 2021-2022 no ofrecía el siguiente grado al que se esperaba que pasaran en 2022-2023, o bien si estaban en un campus en 2021-2022 que era ya no estuvo activo en 2022-2023. Los estudiantes que repitieron el grado, incluyendo aquellos en grado 12, continuaron en el cálculo.

Es posible que algunos campus no reciban una tasa de abandono porque todos sus estudiantes están excluidos del denominador de abandono debido a que su grado escolar posterior no se ofrecerá en ese campus en 2022-2023. Ejemplos de tales campus son aquellos que ofrecen grados escolares únicos o que cambiaron los grados ofrecidos en 2022-2023. La tasa de abandono se calcula de la siguiente manera:

Cantidad de estudiantes inscritos en el otoño de 2021 – Cantidad de estudiantes que regresaron en el otoño de 2022

Cantidad de estudiantes inscritos en el otoño de 2021

Se crean agregaciones de denominadores y numeradores de campus a nivel distrital, regional y estatal. Las tasas para cada uno de esos niveles se calculan a partir de estas sumas.

Tasas de retención por grado: el porcentaje de estudiantes de escuelas públicas de Texas que se inscribieron en el otoño de 2022 en el mismo grado en el que se notificaron durante el último período de seis semanas del año escolar anterior (2021-2022).

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

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

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

Los TAPR y el TPRS muestran tasas de retención solo para kínder a grado 9 (K-9). Las tasas de retención para todos los grados se pueden encontrar en [Grade-Level Retention in Texas Public Schools, 2021–22 \[Retención a nivel de grado en escuelas públicas de Texas, 2021-2022\]](#), disponible en la TEA. *(Fuente de datos: PEIMS 40110)*

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

Porcentaje de estudiantes subnotificados. Los estudiantes subnotificados son aquellos en 7.º a 12.º grado que estuvieron inscritos en cualquier momento durante el año anterior, que no se contabilizaron en los registros distritales o en el procesamiento de la TEA en el año actual, y para quienes el distrito no presentó un registro de egreso. Se exige que un distrito presente un registro de egreso de cualquier estudiante que haya asistido en los grados 7 a 12 el año anterior, a menos que el estudiante haya recibido un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE) antes del 31 de agosto, se haya graduado previamente de una escuela pública de Texas, se haya mudado e inscrito en otro distrito escolar público de Texas, o bien haya regresado al distrito al final del período de inicio de clases (para 2021-2022, el final del período de inicio de clases tuvo lugar el 30 de septiembre de 2022).

Cantidad de estudiantes subnotificados

Cantidad de estudiantes en los grados 7 a 12 que recibieron servicios en el distrito en el año escolar 2021-2022

(Fuente de datos: archivo de información de certificados de equivalencia de escuela preparatoria de Texas; PEIMS 40100, 40110, 42400 y 42500)

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

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

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

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

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

(Fuente de datos: PEIMS 30090)

Información sobre el personal (2022-2023)

Total de personal: el recuento total de personal que incluye personal profesional (maestros, apoyo profesional, administradores), asistentes educativos y (en el perfil distrital), personal auxiliar. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Personal profesional: el recuento del equivalente a tiempo completo de maestros, personal de apoyo profesional, administradores de campus y, únicamente en el perfil distrital, administradores de la oficina central. El personal está agrupado de acuerdo a sus funciones, según lo notificado en PEIMS. Cada tipo de personal profesional se muestra como porcentaje del total de FTE del personal. Consulte el apéndice B para conocer todas las identificaciones de funciones de PEIMS *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Asistentes educativos: el recuento y porcentaje de personal paraprofesional que se notifica con una función de 033 (asistente educativo) o 036 (intérprete certificado). Los recuentos de FTE de asistentes educativos se expresan como un porcentaje del total de FTE del personal. Consulte el apéndice B para conocer todas las identificaciones de funciones de PEIMS *(Fuente de datos: PEIMS 30090)*

Personal auxiliar (no en perfil de campus): el recuento de equivalente a tiempo completo (FTE) del personal notificado en los registros de empleo y nómina de PEIMS que no se notifican en el registro PEIMS 30090 (“Personal: responsabilidades”). El personal auxiliar (y el asistente educativo que efectúa tareas rutinarias en el salón de clases bajo la supervisión general de un maestro certificado o equipo docente) se expresa como porcentaje del total de personal. Para el personal auxiliar, el FTE es el valor del porcentaje de jornada trabajada *(fuente de datos: PEIMS 30060 y 30090).*

Bibliotecarios y consejeros (conteo): el conteo de bibliotecarios y consejeros se basa en el equivalente a tiempo completo (FTE) respecto a conteos para tiempo completo y para tiempo parcial. Los bibliotecarios y consejeros se consideran a tiempo parcial cuando el recuento de FTE es menor o igual a

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0.85 (por ejemplo, si un recuento de FTE es menor o igual a 0.85, el conteo para tiempo parcial es igual a 1).

Los bibliotecarios y consejeros son conteos, no sumas de FTE. El conteo distrital no es una suma del conteo de campus. Por ejemplo, un consejero pasa el 50 por ciento de su tiempo en la escuela primaria (0.50 FTE) y el 50 por ciento de su tiempo en la escuela preparatoria (0.50 FTE). En cada uno de los informes de campus, este consejero se reflejará como 1.0 consejero a tiempo parcial. En el informe distrital, el consejero se reflejará como 1.0 consejero a tiempo completo, ya que el recuento de FTE es superior a 0.85 (0.50 FTE más 0.50 FTE = 1.0 FTE). Consulte el apéndice B para conocer las identificaciones de funciones de PEIMS (personal de apoyo profesional). *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Total de personal perteneciente a minorías: el recuento total del personal perteneciente a minorías es la suma de los recuentos FTE de todos los grupos de personal distintos a blancos (afroamericanos, hispanos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas). El recuento de FTE de personal perteneciente a minorías se expresa como un porcentaje del total del FTE de personal. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Maestros por etnia y sexo: el recuento de FTE de maestros por grupo étnico y por sexo. Los recuentos también se expresan como porcentaje del total de FTE de maestros. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Maestros por mayor titulación obtenida: la distribución de las titulaciones obtenidas por los maestros. Los recuentos de FTE de maestros sin titulación y con título de licenciatura, maestría o doctorado se expresan como porcentaje del total de FTE de maestros. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Maestros por años de experiencia: el recuento de FTE de maestros por años totales de experiencia del individuo, no necesariamente años de experiencia en el distrito o campus. Los recuentos de maestros dentro de cada intervalo de experiencia se expresan como un porcentaje del total de FTE de maestros. Se notifica a los maestros con cero años de experiencia (maestros de primer año), 1 a 5 años, 6 a 10 años, 11 a 20 años, 21 a 30 años y más de 30 años. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Cantidad de estudiantes por maestro: la cantidad total de estudiantes dividida por el recuento total de FTE de maestros. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

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

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

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

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

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

(Fuente de datos: PEIMS 30050)

Promedio de años de experiencia de los maestros: la cantidad promedio de años completos de experiencia profesional, sin importar el distrito. Los promedios ponderados se calculan multiplicando el coeficiente de FTE de cada maestro (1 para un maestro a tiempo completo, 0.75 para un maestro a tres cuartos de tiempo completo y 0.5 para un maestro de medio tiempo, por ejemplo) por sus años de experiencia. Estas cantidades se suman y se dividen por la suma de los coeficientes de FTE de todos los maestros. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Promedio de años de experiencia de maestros en el distrito: la cantidad promedio de años como empleado en el distrito, sin importar cualquier interrupción en el servicio. Los promedios ponderados se calculan multiplicando el coeficiente de FTE de cada maestro por sus años de experiencia en el distrito. Estas cantidades se suman y se dividen por la suma de los coeficientes de FTE de todos los maestros.

(Fuente de datos: PEIMS 30050)

Salario promedio de los maestros por años de experiencia (solo obligaciones regulares): pago total de todos los maestros en cada categoría dividido por el recuento total de FTE de maestros en esa categoría. A los efectos de este cálculo, el monto total del salario real es el pago por obligaciones regulares únicamente y no incluye el pago suplementario. Para los maestros que también desempeñan funciones distintas a la docencia, en el cálculo del salario promedio de los maestros solo se tiene en cuenta la fracción del tiempo y el pago dedicados a las responsabilidades del salón de clases. Se notifica a los maestros con cero años de experiencia (maestros de primer año), 1 a 5 años, 6 a 10 años, 11 a 20 años, 21 a 30 años y más de 30 años. *(Fuente de datos: PEIMS 30060)*

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

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

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

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

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

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Porcentaje de personal de enseñanza (*solo en el perfil distrital*): el porcentaje de FTE del distrito cuya función laboral fue impartir enseñanza en el salón de clases de manera directa a los estudiantes durante el año escolar 2021-2022. El porcentaje del personal de enseñanza es una medida a nivel de distrito y se calcula de la siguiente manera:

**Cantidad total de horas del personal distrital que se declararon como gastos.
Códigos de objeto 6112, 6119 y 6129, y códigos de función 11, 12, 13 y 31**

Cantidad total de horas trabajadas por todos los empleados distritales

Comuníquese con la División de Cumplimiento Financiero al (512) 463-9095 para obtener más detalles sobre esta medición. (*fuentes de datos: PEIMS 30040, 30050 y 30090*).

Tasa de rotación de maestros (*no en el perfil de campus*): el porcentaje de maestros del otoño de 2021-2022 que no estaban empleados en el distrito en el otoño de 2022-2023. Se calcula como el recuento total de FTE de maestros del otoño de 2021-2022 que no estaban empleados en el distrito en el otoño de 2022-2023, dividido por el recuento total de FTE de maestros del otoño de 2021-2022. El personal que permaneció empleado en el distrito, aunque no como maestros, también cuenta para la rotación de maestros. (*fuentes de datos: PEIMS 30040 y 30090*).

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

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

Personal de enseñanza contratado (perfiles distritales y de campus) se refiere a los recuentos de instructores para quienes el distrito ha celebrado un acuerdo contractual con alguna organización externa. A través del contrato, la organización externa se ha comprometido a dotar personal educativo. Nunca son empleados del distrito escolar que notifica. (*fuentes de datos: PEIMS 30055 y 30060*).

Personal de enseñanza contratado: el recuento de personas que no son maestros regulares de salón de clases que han firmado un contrato con un distrito, ni son empleados bajo acuerdos de servicios compartidos. Más bien, se trata de instructores para quienes el distrito ha celebrado un acuerdo contractual con una organización externa. A través del contrato, la organización externa se ha comprometido a dotar personal educativo. Incluyen, entre otros, terapeutas del habla, terapeutas ocupacionales y cualquier otro tipo de personal profesional contratado que trabaje en un salón de clases de forma exclusiva (*Fuente de datos: PEIMS 30055*)

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Asignación de incentivos para maestros (TIA): el conteo de maestros que recibieron una asignación de incentivos, de conformidad con Ley 3 de la Cámara de Representantes y la sección 48.112 del Código de Educación de Texas (TEC), así como un abono promedio de TIA de acuerdo a las categorías “Reconocido”, “Ejemplar” y “Experimentado” para el año escolar 2022-2023 (*Fuente de datos: División de Sistemas de Talento Distrital*).

Maestros por programa (población atendida): el recuento FTE de maestros categorizados por el tipo de población estudiantil atendida: estudiantes de educación regular, especial, compensatoria, bilingüe/ESL, dotados y talentosos, así como otras poblaciones. Los valores de FTE de maestros se asignan entre tipos de población para maestros que atienden a varios tipos de población. Los porcentajes se expresan como porcentaje del total de FTE de maestros. (*fuentes de datos: PEIMS 30040, 30050 y 30090*).

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Apéndice A Cursos académicos avanzados

- Todos los cursos que se muestran corresponden al año escolar 2020-2021.
- Un prefijo “A” señala un curso de colocación avanzada de College Board.
- Un prefijo “I” señala un curso de Bachillerato Internacional.
- Los cursos de crédito doble no se muestran de manera específica en esta lista.

Lengua y Literatura en Inglés

I3220500	IB LNG A: LENGUA Y LITERATURA, NIVEL ESTÁNDAR
I3220600	IB LNG A: LENGUA Y LITERATURA, NIVEL SUPERIOR
I3220700	IB LNG A: LITERATURA, NIVEL ESTÁNDAR
I3220800	IB LNG A: LITERATURA, NIVEL SUPERIOR
I3220900	LITERATURA Y REPRESENTACIÓN, NIVEL ESTÁNDAR, IB
I3366020	FILOSOFÍA, NIVEL SUPERIOR, IB
03221100	INVESTIGACIÓN/REDACCIÓN TÉCNICA
03221200	ESCRITURA CREATIVA
03221500	GÉNEROS LITERARIOS (LIT GENR)
03221600	HUMANIDADES (TOMADO POR PRIMERA VEZ)
03221800	ESTUDIO INDEP. /INGLÉS (1. ° VEZ)
03231000	ESTUDIO INDEP. /PERIODISMO (1.º)
03231902	PERIODISMO RADIOTELEVISIVO AVANZADO III
03240400	INTERPRETACIÓN ORAL III
03240800	DEBATE III (DEBATE 3)
03241100	ORATORIA III (PUBSPKG3)
03241200	ESTUDIO INDEP. /EXPRESIÓN (1. ° VEZ)
A3220100	COMP. Y LENGUA INGLESA, AP
A3220200	COMP. Y LITERATURA INGLESA, AP

Matemáticas

A3580110	INFORMÁTICA A: MATEMÁTICAS, AP
A3580120	INFORMÁTICA A: LENGUA DIST. AL INGLÉS, AP
I3580310	INFORMÁTICA A: MATEMÁTICAS, NIVEL SUPERIOR, IB
I3580320	INFORMÁTICA A: LENGUA DIST. AL INGLÉS, NIVEL SUPERIOR,
03101100	PRECÁLCULO (PRE CALC)
03102500	ESTUDIO INDEP. EN MATEMÁTICAS (1. ° VEZ)
03102501	ESTUDIO INDEP. EN MATEMÁTICAS (2. ° VEZ)
03580370	MATEMÁTICAS DISCRETAS PARA INFORMÁTICA
03580395	PROGRAMACIÓN Y DISEÑO DE ROBÓTICA

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12701410	MATEMÁTICAS APLICADAS PARA PROFESIONALES DE LA
13001000	MATEMÁTICAS APLICADAS EN AGR./ALIMENTOS/Y REC. NAT.
13016700	CONTABILIDAD II
13016900	ESTADÍSTICA Y TOMA DE DECISIONES EMPRESARIALES
13018000	MATEMÁTICAS FINANCIERAS
13020970	MATEMÁTICAS PARA PROFESIONALES MÉDICOS
13032950	TECNOLOGÍA DE INGENIERÍA DE FABRICACIÓN II
13036700	MATEMÁTICAS PARA INGENIERÍA
13037050	ROBÓTICA II
13037600	ELECTRÓNICA DIGITAL
A3100101	CÁLCULO AB, AP
A3100102	CÁLCULO BC, AP
A3100200	ESTADÍSTICA, AP (APSTATS)
I3100100	ESTUDIOS MATEMÁTICOS, NIVEL ESTÁNDAR, IB
I3100200	MATEMÁTICAS, NIVEL ESTÁNDAR, IB
I3100300	MATEMÁTICAS, NIVEL SUPERIOR, IB
I3100400	MATEMÁTICAS ADICIONALES, NIVEL SUPERIOR, IB
I3100500	ANÁLISIS Y ENFOQUE MATEMÁTICO, NIVEL ESTÁNDAR, IB
I3100600	ANÁLISIS Y ENFOQUE MATEMÁTICO, NIVEL SUPERIOR, IB
I3100700	INTERPRETACIÓN Y APLICACIONES MATEMÁTICAS, NIVEL
I3100800	INTERPRETACIÓN Y APLICACIONES MATEMÁTICAS, NIVEL

Aplicaciones tecnológicas

03580200	INFORMÁTICA I
03580300	INFORMÁTICA II (TACS2)
A3580300	PRINCIPIOS DE INFORMÁTICA, AP
I3580200	PRINCIPIOS DE INFORMÁTICA, NIVEL ESTÁNDAR, IB
I3580400	TEC. DE LA INFORM. Y SOCIEDAD GLOBALIZADA, NIVEL
I3580500	TEC. DE LA INFORM. Y SOCIEDAD GLOBALIZADA, NIVEL

Bellas Artes

03150400	MÚSICA IV, BANDA IV
03150800	MÚSICA IV, ORQUESTA IV
03151200	MÚSICA IV, CORO IV
03151600	MÚSICA IV, CONJUNTO DE JAZZ IV
03152000	MÚSICA IV, CONJUNTO INSTRUMENTAL IV
03152400	MÚSICA IV, CONJUNTO VOCAL IV
03250400	TEATRO IV, ARTES ESCÉNICAS IV
03251000	TEATRO IV, PRODUCCIÓN TEATRAL IV
03251200	TEATRO TÉCNICO IV (TH4TECH)
03502300	ARTES IV, DIBUJO III
03502400	ARTES IV, PINTURA III
03502500	ARTES IV, GRABADO III
03502600	ARTES IV, FIBRAS III

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03502700	ARTES IV, CERÁMICA III
03502800	ARTES IV, ESCULTURA III
03502900	ARTES IV, JOYERÍA III
03503100	ARTES IV, FOTOGRAFÍA III
03830400	DANZA IV, PRINCIPIOS DE DANZA IV
A3150200	TEORÍA DE LA MÚSICA, AP
A3500100	HISTORIA DEL ARTE, AP
A3500300	ARTES PLÁSTICAS: PORTAFOLIO DE DIBUJOS, AP
A3500400	ARTES PLÁSTICAS: PORTF. DE DISEÑO BIDIMENS., AP
A3500500	ARTES PLÁSTICAS: PORTF. DE DISEÑO TRIDIMENS., AP
I3250200	ESTUDIOS MUSICALES, MÚSICA, NIVEL ESTÁNDAR, IB
I3250300	ESTUDIOS MUSICALES, MÚSICA, NIVEL SUPERIOR, IB
I3600100	ARTES, ARTES VISUALES, NIVEL SUPERIOR, IB
I3600200	ARTES, ARTES VISUALES, NIVEL ESTÁNDAR, IB
I3750200	TEATRO, TEATRO, NIVEL ESTÁNDAR, IB
I3750300	TEATRO, TEATRO, NIVEL SUPERIOR, IB
I3830100	DANZA, NIVEL III, DANZA I, IB
I3830200	DANZA, NIVEL IV, DANZA II, IB
I3830300	CINE, NIVEL ESTÁNDAR, IB
I3830400	CINE, NIVEL SUPERIOR, IB

Ciencias

I3060001	EJERCICIOS DEPORTIVOS Y CIENCIAS DE LA SALUD, NIVEL
I3060002	EJERCICIOS DEPORTIVOS Y CIENCIAS DE LA SALUD, NIVEL
13000700	ZOOTECNIA AVANZADA
13002100	CIENCIAS DEL SUELO Y FITOLOGÍA AVANZADAS
13020600	ANATOMÍA Y FISIOLÓGÍA
13020700	MICROBIOLOGÍA MÉDICA
13020800	FISIOPATOLOGÍA
13023000	CIENCIAS DE LOS ALIMENTOS
13029500	CIENCIAS FORENSES
13036400	BIOTECNOLOGÍA I
13036450	BIOTECNOLOGÍA II
13037100	PRINCIPIOS DE LA TECNOLOGÍA
13037200	DISEÑO E INVESTIGACIÓN CIENTÍFICA
13037210	DISEÑO E INVESTIGACIÓN CIENTÍFICA II
13037220	DISEÑO E INVESTIGACIÓN CIENTÍFICA III
13037300	DISEÑO DE INGENIERÍA Y RESOLUCIÓN DE PROBLEMAS
13037500	CIENCIAS DE LA INGENIERÍA
A3010200	BIOLOGÍA, AP
A3020000	CIENCIAS AMBIENTALES, AP
A3040000	QUÍMICA, AP
A3050003	FÍSICA 1: ALGEBRAICA, AP ALGEBRAICA

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A3050004	FÍSICA 2: ALGEBRAICA, AP ALGEBRAICA
A3050005	FÍSICA C: ELECTROMAGNETISMO, AP ELECTROMAGNETISMO
A3050006	FÍSICA C: ELECTROMAGNETISMO, AP MECÁNICA
I3010201	BIOLOGÍA, NIVEL ESTÁNDAR, IB
I3010202	BIOLOGÍA, NIVEL SUPERIOR, IB
I3020000	SISTEMAS AMBIENTALES Y SOCIEDAD, IB, NIVEL ESTÁNDAR
I3030001	TECNOLOGÍA DE DISEÑO, NIVEL ESTÁNDAR, IB
I3030002	TECNOLOGÍA DE DISEÑO, NIVEL SUPERIOR, IB
I3040002	QUÍMICA, NIVEL ESTÁNDAR, IB
I3040003	QUÍMICA, NIVEL SUPERIOR, IB
I3050002	FÍSICA, NIVEL ESTÁNDAR, IB
I3050003	FÍSICA, NIVEL SUPERIOR, IB

Estudios Sociales/Historia

A3220300	LENGUA INGLESA INTERNACIONAL, AP
I3302300	ANTROPOLOGÍA SOCIOCULTURAL, NIVEL ESTÁNDAR, IB
I3302400	ANTROPOLOGÍA SOCIOCULTURAL, NIVEL SUPERIOR, IB
I3302500	POLÍTICA MUNDIAL, NIVEL ESTÁNDAR, IB
I3302600	POLÍTICA MUNDIAL, NIVEL SUPERIOR, IB
N1290325	NEGOCIOS Y GESTIÓN, NIVEL ESTÁNDAR, IB
N1290326	NEGOCIOS Y GESTIÓN, NIVEL SUPERIOR, IB
03310301	ESTUDIOS AVANZADOS EN ECONOMÍA (1.º VEZ)
03380001	ESTUDIOS SOCIALES AVANZADOS (1.º VEZ)
A3310100	MICROECONOMÍA, AP
A3310200	MACROECONOMÍA, AP
A3330100	GOBIERNO Y POLÍTICA DE LOS ESTADOS UNIDOS, AP
A3330200	GOBIERNO Y POLÍTICA COMPARADOS, AP
A3340100	HISTORIA DE LOS ESTADOS UNIDOS, AP
A3340200	HISTORIA EUROPEA, AP
A3350100	PSICOLOGÍA, AP
A3360100	GEOGRAFÍA HUMANA (WRLD GEOG), AP
A3360200	GEOGRAFÍA HUMANA (ELECTIVA), AP
A3370100	HISTORIA MUNDIAL, AP
I3301100	HISTORIA, NIVEL ESTÁNDAR, IB
I3301200	HISTORIA DE ÁFRICA Y ORIENTE MEDIO, NIVEL SUPERIOR, IB
I3301300	HISTORIA DE LAS AMÉRICAS, NIVEL SUPERIOR, IB
I3301400	HISTORIA DE ASIA Y OCEANÍA, NIVEL SUPERIOR, IB
I3301500	HISTORIA DE EUROPA, NIVEL SUPERIOR, IB
I3302100	GEOGRAFÍA, NIVEL ESTÁNDAR, IB
I3302200	GEOGRAFÍA, NIVEL SUPERIOR, IB
I3303100	ECONOMÍA, NIVEL ESTÁNDAR, IB
I3303200	ECONOMÍA, NIVEL SUPERIOR, IB
I3304100	PSICOLOGÍA, NIVEL ESTÁNDAR, IB

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I3304200	PSICOLOGÍA, NIVEL SUPERIOR, IB
I3366010	FILOSOFÍA, NIVEL ESTÁNDAR, IB

Lengua Extranjera

I3110300	LENGUA AB INITIO, NIVEL ESTÁNDAR, IB
03110400	LENGUA DISTINTA AL INGLÉS IV: ÁRABE
03110500	LENGUA DISTINTA AL INGLÉS V: ÁRABE
03110600	LENGUA DISTINTA AL INGLÉS VI: ÁRABE
03110700	LENGUA DISTINTA AL INGLÉS VII: ÁRABE
03110910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, ÁRABE
03110920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, ÁRABE
03110930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, ÁRABE
03120400	LENGUA DISTINTA AL INGLÉS IV: JAPONÉS
03120500	LENGUA DISTINTA AL INGLÉS V: JAPONÉS
03120600	LENGUA DISTINTA AL INGLÉS VI: JAPONÉS
03120700	LENGUA DISTINTA AL INGLÉS VII: JAPONÉS
03120910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, JAPONÉS
03120920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, JAPONÉS
03120930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, JAPONÉS
03400400	LENGUA DISTINTA AL INGLÉS IV: ITALIANO
03400500	LENGUA DISTINTA AL INGLÉS V: ITALIANO
03400600	LENGUA DISTINTA AL INGLÉS VI: ITALIANO
03400700	LENGUA DISTINTA AL INGLÉS VII: ITALIANO
03400910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, ITALIANO
03400920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, ITALIANO
03400930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, ITALIANO
03410400	LENGUA DISTINTA AL INGLÉS IV: FRANCÉS
03410500	LENGUA DISTINTA AL INGLÉS V: FRANCÉS
03410600	LENGUA DISTINTA AL INGLÉS VI: FRANCÉS
03410700	LENGUA DISTINTA AL INGLÉS VII: FRANCÉS
03410910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, FRANCÉS
03410920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, FRANCÉS
03410930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, FRANCÉS
03420400	LENGUA DISTINTA AL INGLÉS IV: ALEMÁN
03420500	LENGUA DISTINTA AL INGLÉS V: ALEMÁN
03420600	LENGUA DISTINTA AL INGLÉS VI: ALEMÁN
03420700	LENGUA DISTINTA AL INGLÉS VII: ALEMÁN
03420910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, ALEMÁN
03420920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, ALEMÁN
03420930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, ALEMÁN
03430400	LENG. DIST. AL INGLÉS, LENGUAS CLÁSICAS, NIVEL IV, LATÍN
03430500	LENG. DIST. AL INGLÉS, LENGUAS CLÁSICAS, NIVEL V, LATÍN
03430600	LENG. DIST. AL INGLÉS, LENGUAS CLÁSICAS, NIVEL VI, LATÍN
03430700	LENG. DIST. AL INGLÉS, LENGUAS CLÁSICAS, NIVEL VII, LATÍN
03440400	LENGUA DISTINTA AL INGLÉS IV: ESPAÑOL

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03440440	ESPAÑOL PARA HISPANOHABLANTES, NIVEL IV
03440500	LENGUA DISTINTA AL INGLÉS V: ESPAÑOL
03440600	LENGUA DISTINTA AL INGLÉS VI: ESPAÑOL
03440700	LENGUA DISTINTA AL INGLÉS VII: ESPAÑOL
03440910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, ESPAÑOL
03440920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, ESPAÑOL
03440930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, ESPAÑOL
03450400	LENGUA DISTINTA AL INGLÉS IV: RUSO
03450500	LENGUA DISTINTA AL INGLÉS V: RUSO
03450600	LENGUA DISTINTA AL INGLÉS VI: RUSO
03450700	LENGUA DISTINTA AL INGLÉS VII: RUSO
03450910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, RUSO
03450920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, RUSO
03450930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, RUSO
03470400	LENGUA DISTINTA AL INGLÉS IV: PORTUGUÉS
03470500	LENGUA DISTINTA AL INGLÉS V: PORTUGUÉS
03470600	LENGUA DISTINTA AL INGLÉS VI: PORTUGUÉS
03470700	LENGUA DISTINTA AL INGLÉS VII: PORTUGUÉS
03470910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, PORTUGUÉS
03470920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, PORTUGUÉS
03470930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, PORTUGUÉS
03490400	LENGUA DISTINTA AL INGLÉS IV: CHINO
03490500	LENGUA DISTINTA AL INGLÉS V: CHINO
03490600	LENGUA DISTINTA AL INGLÉS VI: CHINO
03490700	LENGUA DISTINTA AL INGLÉS VII: CHINO
03490910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, CHINO
03490920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, CHINO
03490930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, CHINO
03510400	LENGUA DISTINTA AL INGLÉS, NIVEL IV, VIETNAMITA
03510500	LENGUA DISTINTA AL INGLÉS, NIVEL V, VIETNAMITA
03510600	LENGUA DISTINTA AL INGLÉS, NIVEL VI, VIETNAMITA
03510700	LENGUA DISTINTA AL INGLÉS, NIVEL VII, VIETNAMITA
03510910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, VIETNAMITA
03510920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, VIETNAMITA
03510930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, VIETNAMITA
03520400	LENGUA DISTINTA AL INGLÉS, NIVEL IV, HINDI
03520500	LENGUA DISTINTA AL INGLÉS, NIVEL V, HINDI
03520600	LENGUA DISTINTA AL INGLÉS, NIVEL VI, HINDI
03520700	LENGUA DISTINTA AL INGLÉS, NIVEL VII, HINDI
03520910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, HINDI
03520920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, HINDI
03520930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, HINDI
03530910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, URDU
03530920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, URDU

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03530930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, URDU
03980400	LENGUA DISTINTA AL INGLÉS IV: ASL
03996000	OTRAS LENGUAS EXTRANJERAS IV
03996100	OTRAS LENGUAS EXTRANJERAS V
03996200	OTRAS LENGUAS EXTRANJERAS VI
03996300	OTRAS LENGUAS EXTRANJERAS VII
11401910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, TURCO
11401920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, TURCO
11401930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, TURCO
11403610	SEM. DE LENGUA DISTINTA, AVANZADO, 1.º VEZ, COREANO
11403620	SEM. DE LENGUA DISTINTA, AVANZADO, 2.º VEZ, COREANO
11403630	SEM. DE LENGUA DISTINTA, AVANZADO, 3.º VEZ, COREANO
A3120400	LENGUA Y CULTURA: JAPONÉS, AP
A3400400	LENGUA Y CULTURA: ITALIANO, AP
A3410100	LENGUA Y CULTURA: FRANCÉS, AP
A3420100	LENGUA Y CULTURA: ALEMÁN, AP
A3430100	LATÍN, AP
A3440100	LENGUA Y CULTURA: ESPAÑOL, AP
A3440200	LITERATURA Y CULTURA: ESPAÑOL, AP
A3490400	LENGUA Y CULTURA: CHINO, AP
I3110400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: ÁRABE
I3110500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: ÁRABE
I3120400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: JAPONÉS
I3120500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: JAPONÉS
I3410400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: FRANCÉS
I3410500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: FRANCÉS
I3420400	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: ALEMÁN
I3420500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: ALEMÁN
I3430400	IB LNG B: LENGUAS CLÁSICAS, NIVEL ESTÁNDAR: LATÍN
I3430500	IB LNG B: LENGUAS CLÁSICAS, NIVEL SUPERIOR: LATÍN
I3440400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: ESPAÑOL
I3440500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: ESPAÑOL
I3450400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: RUSO
I3450500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: RUSO
I3480400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: HEBREO
I3480500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: HEBREO
I3490400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: CHINO
I3490500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: CHINO
I3520400	IB LANG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: HINDI
I3520500	IB LANG B: LENGUAS MODERNAS, NIVEL SUPERIOR: HINDI
I3996000	IB LANG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: OTRA
I3996100	IB LANG B: LENGUAS MODERNAS, NIVEL SUPERIOR: OTRA
03430910	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 1.º VEZ, LATÍN
03430920	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 2.º VEZ, LATÍN

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03430930	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 3.º VEZ, LATÍN
03530400	LENGUA DIST. AL INGLÉS, NIVEL IV: URDU
03530500	LENGUA DIST. AL INGLÉS, NIVEL V: URDU
03530600	LENGUA DIST. AL INGLÉS, NIVEL VI: URDU
03530700	LENGUA DIST. AL INGLÉS, NIVEL VII: URDU
03980910	LENG. ESTADOUNIDENSE DE SEÑAS, AVANZADO, NIVEL ESTÁNDAR, 1.º VEZ
03980920	LENG. ESTADOUNIDENSE DE SEÑAS, AVANZADO, NIVEL ESTÁNDAR, 2.º VEZ
03980930	LENG. ESTADOUNIDENSE DE SEÑAS, AVANZADO, NIVEL ESTÁNDAR, 3.º VEZ
11401400	LENGUA DIST. AL INGLÉS/NIVEL IV/TURCO
11401500	LENGUA DIST. AL INGLÉS/NIVEL V/TURCO
11401600	LENGUA DIST. AL INGLÉS/NIVEL VI/TURCO
11401700	LENGUA DIST. AL INGLÉS/NIVEL VII/TURCO
11403200	LENGUA DIST. AL INGLÉS/NIVEL IV/COREANO
11403300	LENGUA DIST. AL INGLÉS/NIVEL V/COREANO
11403400	LENGUA DIST. AL INGLÉS/NIVEL VI/COREANO
11403500	LENGUA DIST. AL INGLÉS/NIVEL VII/COREANO
03380021	ESTUDIOS SOCIALES AVANZADOS (2.º VEZ)

Educación profesional y técnica

N1100014	INVESTIGACIÓN, AP
N1130026	SEMINARIO, AP

Otro

N1290322	TEORÍA DEL CONOCIMIENTO, IB
I3305100	RELIGIONES DEL MUNDO, NIVEL ESTÁNDAR, IB
N1290317	MENTOR DE ESTUDIOS IND. PARA DOTADOS Y TALENTOSOS
N1290318	MENTOR DE ESTUDIOS IND. PARA DOTADOS Y TALENTOSOS

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Apéndice B

Identificaciones de funciones de PEIMS

(En orden alfabético por etiqueta)

ADMINISTRADORES CENTRALES

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

ADMINISTRADORES DE CAMPUS

003	Subdirector
020	Director

ADMINISTRADORES CENTRALES O DE CAMPUS*

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

PERSONAL DE APOYO PROFESIONAL

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

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

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