

# **Ballinger ISD Board of Trustees Regular Meeting**

Tuesday, February 13, 2024 5:30 PM

BISD Administration Building, 802 Conda Ave, Ballinger, TX 76821

## **1. Call to order**

## **2. Roll Call/Establish a Quorum**

## **3. Invocation**

## **4. Pledge of Allegiances to the US Flag and the Texas Flag**

## **5. Public Hearing to present the Texas Academic Performance Report (TAPR) for 2022-23.**

## **6. Public Forum/Comments to Board - (Invitation to address the Board- Time Allocation to be specified by the Board President).**

## **7. Items for Information/Reports**

### **7.A. Superintendent's Report**

7.A.1. The next Regular Board Meeting is scheduled for March 11th at 5:30 pm. We have Spring Break beginning on this date. We would like to move the March Regular Board meeting up to March 4th or move it to March 25th at 5:30 pm. In having the meeting this late in March, we would like the board to consider having the April Regular Board Meeting on April 15th at 5:30 pm if it works with the board members' schedule.

### **7.A.2. Attendance Report**

### **7.A.3. Other District News and Events**

7.A.3.a. Ballinger ISD will enter an MOU - Memorandum of Understanding with Tarleton State University for dual credit purposes.

7.A.3.b. Technology Update by Mr. Billy Mobley

### **7.A.4. January Supplemental Pay Report**

### **7.B. Assistant Superintendent Report**

7.B.1. Budget Report

7.B.2. ESSER Budget Report

7.B.3. Tax Report

7.B.4. January Check Register Report

7.C. Elementary Principal Report

7.D. Junior High Principal Report

7.E. High School Principal Report

7.F. Athletic Director Report

**8. Items for Action/Discussion**

8.A. Consider approval of the Minutes of the Called Board Meeting on January 5, 2024, at 4:30 pm and the Regular Board Meeting held on January 22, 2024, at 5:30 pm.

8.B. Consider action to approve an independent auditor to audit Ballinger ISD's business practices for the 20223-2024 School Year.

8.C. Consider action on Senate Bill 763 - appointing a Ballinger ISD chaplain to be a volunteer or be paid.

8.D. Consider action to approve the Ballinger ISD District and Campus Threat Assessment Teams as presented.

**9. Executive Session**

9.A. Pursuant to Texas Government Code Section 552.0821, deliberation and possible action regarding a matter involving a public school student which may reveal personally identifiable information about the student.

9.B. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, specifically regarding the administrator contracts of Principals, Assistant Principals, Athletic Director, Assistant Superintendent, and Director of Special Education Co-Op

9.C. Pursuant to Texas Government Code Section 551.076, to deliberate regarding matters of school safety and security

9.D. Ratify the resignations of employees that have been received by the Superintendent

**10. Official Adjournment**

**11. Executive Session**

11.A. Pursuant to Texas Government Code Section 552.0821, deliberation and possible action regarding a matter involving a public school student which may reveal personally identifiable information about the student.

11.B. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, specifically regarding the administrator contracts of Principals,

Assistant Principals, Athletic Director,  
Assistant Superintendent, and Director of Special  
Education Co-Op

11.C. Pursuant to Texas Government Code Section  
551.076, to deliberate regarding matters of  
school safety and security

11.D. Ratify the resignations of employees that  
have been received by the Superintendent

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Board Secretary

**2022 - 2023 Budgeted Financial Data  
Totals for BALLINGER ISD (200901)  
Total Enrolled Membership: 816**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>						
<b>Operating Revenue</b>						
Local Property Tax from M&O (excluding recapture)	\$4,344,986	44.05%	\$5,325	\$4,344,986	42.11%	\$5,325
State Operating Funds	\$5,468,999	55.45%	\$6,702	\$5,470,999	53.02%	\$6,705
Federal Funds	\$0	0.00%	\$0	\$353,582	3.43%	\$433
Other Local	\$49,445	0.50%	\$61	\$149,664	1.45%	\$183
<b>Total Operating Revenue</b>	<b>\$9,863,430</b>	<b>100.00%</b>	<b>\$12,088</b>	<b>\$10,319,231</b>	<b>100.00%</b>	<b>\$12,646</b>
<b>Other Revenue</b>						
Local Property Tax from I&S	\$0	0.00%	\$0	\$0	0.00%	\$0
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$0	0.00%	\$0
Other Receipts (excluding debt service financing)	\$485,000	100.00%	\$594	\$542,000	100.00%	\$664
<b>Total Other Revenue</b>	<b>\$485,000</b>	<b>100.00%</b>	<b>\$594</b>	<b>\$542,000</b>	<b>100.00%</b>	<b>\$664</b>
<b>Subtotal: Operating and Other Revenue</b>	<b>\$10,348,430</b>	<b>100.00%</b>	<b>\$12,682</b>	<b>\$10,861,231</b>	<b>100.00%</b>	<b>\$13,310</b>
<b>Recapture Revenue</b>						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Recaptured Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	<b>\$10,348,430</b>	<b>100.00%</b>	<b>\$12,682</b>	<b>\$10,861,231</b>	<b>100.00%</b>	<b>\$13,310</b>
<b>Debt Service Financing and TRS Estimate Revenue</b>						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$602,654	100.00%	\$739	\$602,654	100.00%	\$739
<b>Total Debt Service Financing and TRS Estimate Revenue</b>	<b>\$602,654</b>	<b>100.00%</b>	<b>\$739</b>	<b>\$602,654</b>	<b>100.00%</b>	<b>\$739</b>
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	<b>\$10,951,084</b>	<b>100.00%</b>	<b>\$13,420</b>	<b>\$11,463,885</b>	<b>100.00%</b>	<b>\$14,049</b>
<b>Expenditures</b>						
<b>Operating Expenditures by Object (61xx-</b>						
Payroll Expenditures (Object 61xx)	\$7,371,406	76.44%	\$9,034	\$7,371,406	72.58%	\$9,034
Professional & Contracted Services (Object 62xx)	\$788,200	8.17%	\$966	\$1,265,842	12.46%	\$1,551

**2022 - 2023 Budgeted Financial Data  
Totals for BALLINGER ISD (200901)  
Total Enrolled Membership: 816**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$766,383	7.95%	\$939	\$801,542	7.89%	\$982
Other Operating Expenditures (Object 64xx)	\$716,886	7.43%	\$879	\$716,886	7.06%	\$879
<b>Total Operating Expenditures by Object</b>	<b>\$9,642,875</b>	<b>100.00%</b>	<b>\$11,817</b>	<b>\$10,155,676</b>	<b>100.00%</b>	<b>\$12,446</b>
<b>Non-Operating Expenditures by Object</b>						
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Services (Object 65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Capital Outlay (Object 66xx)	\$458,152	100.00%	\$561	\$458,152	100.00%	\$561
<b>Total Non-Operating Expenditures by Object</b>	<b>\$458,152</b>	<b>100.00%</b>	<b>\$561</b>	<b>\$458,152</b>	<b>100.00%</b>	<b>\$561</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	<b>\$10,101,027</b>	<b>100.00%</b>	<b>\$12,379</b>	<b>\$10,613,828</b>	<b>100.00%</b>	<b>\$13,007</b>
<b>Operating Expenditures by Function (61xx-64xx only)</b>						
Instruction (Function 11,95)	\$5,355,244	55.54%	\$6,563	\$5,355,244	52.73%	\$6,563
Instructional Resources & Media Services (Function 12)	\$101,554	1.05%	\$124	\$101,554	1.00%	\$124
Curriculum & Staff Development (Function 13)	\$66,412	0.69%	\$81	\$66,412	0.65%	\$81
Instructional Leadership (Function 21)	\$19,174	0.20%	\$23	\$19,174	0.19%	\$23
School Leadership (Function 23)	\$540,583	5.61%	\$662	\$540,583	5.32%	\$662
Guidance Counseling Services (Function 31)	\$390,645	4.05%	\$479	\$390,645	3.85%	\$479
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (Function 33)	\$62,364	0.65%	\$76	\$62,364	0.61%	\$76
Transportation (Function 34)	\$267,481	2.77%	\$328	\$267,481	2.63%	\$328
Food Services (Function 35)	\$0	0.00%	\$0	\$512,801	5.05%	\$628
Extracurricular (Function 36)	\$729,371	7.56%	\$894	\$729,371	7.18%	\$894
General Administration (Function 41,92)	\$587,622	6.09%	\$720	\$587,622	5.79%	\$720
Facilities Maintenance & Operations (Function 51)	\$1,209,584	12.54%	\$1,482	\$1,209,584	11.91%	\$1,482
Security & Monitoring Services (Function 52)	\$41,200	0.43%	\$50	\$41,200	0.41%	\$50
Data Processing Services (Function 53)	\$271,641	2.82%	\$333	\$271,641	2.67%	\$333
Community Services (Function 61)	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Operating Expenditures by Function</b>	<b>\$9,642,875</b>	<b>100.00%</b>	<b>\$11,817</b>	<b>\$10,155,676</b>	<b>100.00%</b>	<b>\$12,446</b>

**2022 - 2023 Budgeted Financial Data  
Totals for BALLINGER ISD (200901)  
Total Enrolled Membership: 816**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Non-Operating Expenditures by Function</b>						
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$458,152	100.00%	\$561	\$458,152	100.00%	\$561
<b>Total Non-Operating Expenditures by Function</b>	\$458,152	100.00%	\$561	\$458,152	100.00%	\$561
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	\$10,101,027	100.00%	\$12,379	\$10,613,828	100.00%	\$13,007
<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>						
Basic Educational Services (PIC 11)	\$4,512,308	46.79%	\$5,530	\$4,512,308	44.43%	\$5,530
Gifted and Talented (PIC 21)	\$122,029	1.27%	\$150	\$122,029	1.20%	\$150
Career and Technical (PIC 22)	\$568,665	5.90%	\$697	\$568,665	5.60%	\$697
Students with Disabilities (PICs 23,33)	\$1,100,059	11.41%	\$1,348	\$1,100,059	10.83%	\$1,348
State Compensatory Education (PICs 24,26,28,29,30,34)	\$195,445	2.03%	\$240	\$195,445	1.92%	\$240
Bilingual (PICs 25,35)	\$3,764	0.04%	\$5	\$3,764	0.04%	\$5
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0
PreKindergarten (PIC 32)	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment (PIC 36)	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Services (PIC 37)	\$73,276	0.76%	\$90	\$73,276	0.72%	\$90
College, Career, and Military Readiness (CCMR) (PIC 38)	\$82,021	0.85%	\$101	\$82,021	0.81%	\$101
Athletics/Related Activities (PIC 91)	\$515,397	5.34%	\$632	\$515,397	5.07%	\$632
Un-Allocated (PIC 99)	\$2,469,911	25.61%	\$3,027	\$2,982,712	29.37%	\$3,655
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	\$9,642,875	100.00%	\$11,817	\$10,155,676	100.00%	\$12,446
<b>Non-Operating Expenditures by PIC</b>						
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$458,152	100.00%	\$561	\$458,152	100.00%	\$561
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$458,152	100.00%	\$561	\$458,152	100.00%	\$561
<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$10,101,027	100.00%	\$12,379	\$10,613,828	100.00%	\$13,007

**2022 - 2023 Budgeted Financial Data  
Totals for BALLINGER ISD (200901)  
Total Enrolled Membership: 816**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Disbursements</b>						
<b>Total Disbursements</b>						
Operating Expenditures	\$9,642,875	88.05%	\$11,817	\$10,155,676	88.58%	\$12,446
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Uses	\$542,000	4.95%	\$664	\$542,000	4.73%	\$664
Intergovernmental Charge	\$308,685	2.82%	\$378	\$308,685	2.69%	\$378
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Service (Object 6500)	\$0	0.00%	\$0	\$0	0.00%	\$0
Capital Projects (Object 6600)	\$458,152	4.18%	\$561	\$458,152	4.00%	\$561
<b>Total Disbursements</b>	<b>\$10,951,712</b>	<b>100.00%</b>	<b>\$13,421</b>	<b>\$11,464,513</b>	<b>100.00%</b>	<b>\$14,050</b>

# 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](#)

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CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
200901	BALLINGER ISD	15	A - Superior Achievement	C	ACCREDITED		

# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BALLINGER ISD**

**Campus Name: BALLINGER EL**

**Campus Number: 200901101**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	73%	<b>73%</b>	-	74%	71%	-	*	-	*	0%	*	76%	69%	69%	*
	2022	76%	80%	<b>80%</b>	-	67%	91%	-	-	-	*	33%	*	78%	89%	81%	*
At Meets Grade Level or Above	2023	50%	35%	<b>35%</b>	-	30%	38%	-	*	-	*	0%	*	33%	38%	25%	*
	2022	51%	46%	<b>46%</b>	-	43%	45%	-	-	-	*	17%	*	51%	22%	44%	*
At Masters Grade Level	2023	20%	6%	<b>6%</b>	-	4%	5%	-	*	-	*	0%	*	9%	0%	3%	*
	2022	30%	26%	<b>26%</b>	-	29%	23%	-	-	-	*	0%	*	30%	11%	22%	*
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	65%	<b>65%</b>	-	55%	73%	-	*	-	*	13%	*	64%	69%	63%	*
	2022	71%	63%	<b>63%</b>	-	52%	73%	-	-	-	*	0%	*	65%	56%	59%	*
At Meets Grade Level or Above	2023	45%	31%	<b>31%</b>	-	27%	27%	-	*	-	*	0%	*	39%	13%	25%	*
	2022	43%	33%	<b>33%</b>	-	14%	45%	-	-	-	*	0%	*	35%	22%	25%	*
At Masters Grade Level	2023	19%	6%	<b>6%</b>	-	5%	0%	-	*	-	*	0%	*	9%	0%	3%	*
	2022	21%	15%	<b>15%</b>	-	10%	18%	-	-	-	*	0%	*	16%	11%	6%	*
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>67%</b>	*	58%	76%	-	*	-	-	11%	*	65%	73%	67%	*
	2022	77%	82%	<b>82%</b>	-	84%	80%	-	-	-	-	71%	*	78%	94%	74%	*
At Meets Grade Level or Above	2023	48%	40%	<b>40%</b>	*	27%	59%	-	*	-	-	11%	*	38%	45%	42%	*
	2022	54%	64%	<b>64%</b>	-	60%	70%	-	-	-	-	71%	*	63%	69%	53%	*
At Masters Grade Level	2023	22%	11%	<b>11%</b>	*	4%	18%	-	*	-	-	0%	*	9%	18%	9%	*
	2022	28%	25%	<b>25%</b>	-	12%	37%	-	-	-	-	0%	*	20%	38%	21%	*
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	56%	<b>56%</b>	*	31%	88%	-	*	-	-	11%	*	59%	45%	50%	*
	2022	70%	79%	<b>79%</b>	-	80%	77%	-	-	-	-	71%	*	75%	88%	68%	*
At Meets Grade Level or Above	2023	48%	29%	<b>29%</b>	*	12%	53%	-	*	-	-	11%	*	29%	27%	22%	*
	2022	43%	46%	<b>46%</b>	-	48%	47%	-	-	-	-	43%	*	40%	63%	38%	*
At Masters Grade Level	2023	22%	7%	<b>7%</b>	*	4%	6%	-	*	-	-	0%	*	9%	0%	0%	*
	2022	23%	16%	<b>16%</b>	-	16%	17%	-	-	-	-	0%	*	15%	19%	15%	*
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	81%	<b>81%</b>	-	83%	79%	-	-	-	-	38%	*	79%	87%	74%	*
	2022	81%	74%	<b>74%</b>	*	63%	86%	-	-	-	*	55%	*	71%	88%	78%	*
At Meets Grade Level or Above	2023	57%	55%	<b>55%</b>	-	50%	61%	-	-	-	-	0%	*	51%	67%	52%	*
	2022	58%	54%	<b>54%</b>	*	44%	73%	-	-	-	*	45%	*	51%	75%	53%	*
At Masters Grade Level	2023	28%	17%	<b>17%</b>	-	13%	21%	-	-	-	-	0%	*	14%	27%	16%	*
	2022	36%	37%	<b>37%</b>	*	28%	50%	-	-	-	*	18%	*	35%	50%	34%	*
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2023	80%	86%	<b>86%</b>	-	90%	82%	-	-	-	-	50%	*	84%	93%	77%	*
	2022	77%	82%	<b>82%</b>	*	75%	95%	-	-	-	*	73%	*	80%	100%	78%	*
At Meets Grade Level or Above	2023	51%	66%	<b>66%</b>	-	63%	68%	-	-	-	-	25%	*	65%	67%	52%	*
	2022	48%	44%	<b>44%</b>	*	28%	68%	-	-	-	*	36%	*	41%	63%	41%	*
At Masters Grade Level	2023	21%	19%	<b>19%</b>	-	13%	25%	-	-	-	-	0%	*	19%	20%	19%	*
	2022	25%	14%	<b>14%</b>	*	16%	14%	-	-	-	*	18%	*	14%	13%	16%	*
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2023	65%	64%	<b>64%</b>	-	63%	64%	-	-	-	-	50%	*	60%	73%	65%	*
	2022	66%	81%	<b>81%</b>	*	69%	95%	-	-	-	*	55%	*	80%	88%	75%	*
At Meets Grade Level or Above	2023	36%	28%	<b>28%</b>	-	17%	39%	-	-	-	-	13%	*	26%	33%	23%	*
	2022	38%	44%	<b>44%</b>	*	22%	77%	-	-	-	*	36%	*	43%	50%	28%	*
At Masters Grade Level	2023	16%	14%	<b>14%</b>	-	10%	18%	-	-	-	-	0%	*	12%	20%	10%	*
	2022	18%	16%	<b>16%</b>	*	13%	23%	-	-	-	*	18%	*	16%	13%	13%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	73%	<b>71%</b>	*	66%	76%	-	*	-	75%	24%	58%	70%	74%	66%	83%
	2022	74%	74%	<b>78%</b>	*	70%	85%	-	-	-	100%	54%	73%	75%	86%	73%	92%
At Meets Grade Level or Above	2023	49%	43%	<b>41%</b>	*	33%	50%	-	*	-	50%	9%	33%	41%	41%	34%	58%
	2022	48%	44%	<b>48%</b>	*	37%	61%	-	-	-	100%	37%	47%	46%	54%	40%	33%
At Masters Grade Level	2023	20%	12%	<b>12%</b>	*	8%	14%	-	*	-	38%	0%	17%	12%	12%	9%	25%
	2022	23%	18%	<b>21%</b>	*	18%	26%	-	-	-	20%	10%	20%	21%	23%	18%	25%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	75%	<b>74%</b>	*	72%	76%	-	*	-	*	16%	60%	74%	76%	70%	100%
	2022	75%	77%	<b>79%</b>	*	71%	85%	-	-	-	*	54%	86%	75%	91%	78%	100%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	49%	<b>44%</b>	*	37%	53%	-	*	-	*	4%	20%	42%	50%	40%	40%
	2022	53%	52%	<b>55%</b>	*	49%	64%	-	-	-	*	46%	43%	55%	58%	50%	40%
At Masters Grade Level	2023	20%	11%	<b>12%</b>	*	8%	15%	-	*	-	*	0%	20%	11%	14%	9%	20%
	2022	25%	22%	<b>30%</b>	*	23%	36%	-	-	-	*	8%	29%	29%	33%	26%	40%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	68%	<b>70%</b>	*	60%	81%	-	*	-	*	24%	60%	70%	71%	63%	80%
	2022	72%	68%	<b>75%</b>	*	71%	81%	-	-	-	*	54%	57%	74%	82%	68%	80%
At Meets Grade Level or Above	2023	45%	34%	<b>43%</b>	*	36%	51%	-	*	-	*	12%	40%	46%	36%	33%	80%
	2022	42%	35%	<b>42%</b>	*	31%	53%	-	-	-	*	29%	43%	39%	52%	35%	40%
At Masters Grade Level	2023	19%	11%	<b>11%</b>	*	8%	12%	-	*	-	*	0%	20%	13%	7%	7%	40%
	2022	20%	13%	<b>15%</b>	*	14%	16%	-	-	-	*	8%	14%	15%	15%	12%	20%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	77%	<b>64%</b>	-	63%	64%	-	-	-	-	50%	*	60%	73%	65%	*
	2022	76%	77%	<b>81%</b>	*	69%	95%	-	-	-	*	55%	*	80%	88%	75%	*
At Meets Grade Level or Above	2023	47%	43%	<b>28%</b>	-	17%	39%	-	-	-	-	13%	*	26%	33%	23%	*
	2022	47%	44%	<b>44%</b>	*	22%	77%	-	-	-	*	36%	*	43%	50%	28%	*
At Masters Grade Level	2023	18%	13%	<b>14%</b>	-	10%	18%	-	-	-	-	0%	*	12%	20%	10%	*
	2022	21%	12%	<b>16%</b>	*	13%	23%	-	-	-	*	18%	*	16%	13%	13%	*
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	19%	<b>19%</b>	-	14%	19%	-	*	-	*	0%	*	24%	7%	9%	*
	2022	36%	26%	<b>26%</b>	-	14%	32%	-	-	-	*	0%	*	30%	11%	16%	*
Reading and Mathematics Including EOC	2023	37%	19%	<b>19%</b>	-	14%	19%	-	*	-	*	0%	*	24%	7%	9%	*
	2022	36%	26%	<b>26%</b>	-	14%	32%	-	-	-	*	0%	*	30%	11%	16%	*
Reading Including EOC	2023	50%	35%	<b>35%</b>	-	30%	38%	-	*	-	*	0%	*	33%	38%	25%	*
	2022	51%	46%	<b>46%</b>	-	43%	45%	-	-	-	*	17%	*	51%	22%	44%	*
Math Including EOC	2023	45%	31%	<b>31%</b>	-	27%	27%	-	*	-	*	0%	*	39%	13%	25%	*
	2022	43%	33%	<b>33%</b>	-	14%	45%	-	-	-	*	0%	*	35%	22%	25%	*
<b>4th Graders</b>																	
Reading and Mathematics	2023	38%	25%	<b>25%</b>	*	8%	47%	-	*	-	-	11%	*	24%	30%	22%	*
	2022	36%	41%	<b>41%</b>	-	40%	43%	-	-	-	-	43%	*	35%	56%	32%	*

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	25%	<b>25%</b>	*	8%	47%	-	*	-	-	11%	*	24%	30%	22%	*
	2022	36%	41%	<b>41%</b>	-	40%	43%	-	-	-	-	43%	*	35%	56%	32%	*
Reading Including EOC	2023	48%	40%	<b>40%</b>	*	27%	59%	-	*	-	-	11%	*	38%	45%	42%	*
	2022	54%	64%	<b>64%</b>	-	60%	70%	-	-	-	-	71%	*	63%	69%	53%	*
Math Including EOC	2023	48%	29%	<b>29%</b>	*	12%	53%	-	*	-	-	11%	*	29%	27%	22%	*
	2022	43%	46%	<b>46%</b>	-	48%	47%	-	-	-	-	43%	*	40%	63%	38%	*
<b>5th Graders</b>																	
Reading and Mathematics	2023	43%	48%	<b>48%</b>	-	43%	54%	-	-	-	-	0%	*	49%	47%	42%	*
	2022	41%	37%	<b>37%</b>	*	25%	55%	-	-	-	*	36%	*	33%	63%	31%	*
Reading and Mathematics Including EOC	2023	43%	48%	<b>48%</b>	-	43%	54%	-	-	-	-	0%	*	49%	47%	42%	*
	2022	41%	37%	<b>37%</b>	*	25%	55%	-	-	-	*	36%	*	33%	63%	31%	*
Reading Including EOC	2023	57%	55%	<b>55%</b>	-	50%	61%	-	-	-	-	0%	*	51%	67%	52%	*
	2022	58%	54%	<b>54%</b>	*	44%	73%	-	-	-	*	45%	*	51%	75%	53%	*
Math Including EOC	2023	51%	66%	<b>66%</b>	-	63%	68%	-	-	-	-	25%	*	65%	67%	52%	*
	2022	48%	44%	<b>44%</b>	*	28%	68%	-	-	-	*	36%	*	41%	63%	41%	*
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	29%	<b>32%</b>	*	23%	41%	-	*	-	*	4%	20%	34%	28%	24%	40%
	2022	34%	29%	<b>35%</b>	*	27%	43%	-	-	-	*	29%	43%	33%	45%	27%	40%
Reading and Mathematics Including EOC	2023	39%	29%	<b>32%</b>	*	23%	41%	-	*	-	*	4%	20%	34%	28%	24%	40%
	2022	36%	29%	<b>35%</b>	*	27%	43%	-	-	-	*	29%	43%	33%	45%	27%	40%
Reading Including EOC	2023	53%	43%	<b>44%</b>	*	37%	53%	-	*	-	*	4%	20%	42%	50%	40%	40%
	2022	53%	51%	<b>55%</b>	*	49%	64%	-	-	-	*	46%	43%	55%	58%	50%	40%
Math Including EOC	2023	47%	37%	<b>43%</b>	*	36%	51%	-	*	-	*	12%	40%	46%	36%	33%	80%
	2022	43%	34%	<b>42%</b>	*	31%	53%	-	-	-	*	29%	43%	39%	52%	35%	40%

\* 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)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	45%	<b>45%</b>	*	37%	59%	-	*	-	-	13%	*	41%	60%	47%	*
Grade 4 Mathematics	2023	63%	49%	<b>49%</b>	*	46%	53%	-	*	-	-	44%	*	46%	61%	44%	*
Grade 5 ELA/Reading	2023	65%	57%	<b>57%</b>	-	65%	48%	-	-	-	-	40%	*	51%	75%	55%	*
Grade 5 Mathematics	2023	71%	83%	<b>83%</b>	-	83%	83%	-	-	-	-	80%	*	78%	100%	74%	*
All Grades Both Subjects	2023	64%	59%	<b>60%</b>	*	58%	62%	-	*	-	-	40%	58%	55%	76%	55%	92%
All Grades ELA/Reading	2023	63%	57%	<b>52%</b>	*	51%	52%	-	*	-	-	23%	*	47%	68%	51%	*
All Grades Mathematics	2023	66%	62%	<b>68%</b>	*	65%	71%	-	*	-	-	58%	*	63%	83%	58%	*
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	18%	<b>18%</b>	-	25%	*	-	-	-	-	0%	*	13%	*	13%	-
Grade 4 Mathematics	2023	27%	19%	<b>19%</b>	-	14%	*	-	-	-	-	0%	*	17%	*	15%	-
Grade 5 ELA/Reading	2023	37%	30%	<b>30%</b>	-	20%	40%	-	-	-	-	*	-	25%	*	29%	-
Grade 5 Mathematics	2023	48%	69%	<b>69%</b>	-	60%	75%	-	-	-	-	*	-	56%	*	60%	-
All Grades Both Subjects	2023	38%	37%	<b>34%</b>	-	25%	50%	-	-	-	-	17%	*	27%	54%	29%	-
All Grades ELA/Reading	2023	35%	32%	<b>24%</b>	-	23%	25%	-	-	-	-	13%	*	19%	40%	20%	-
All Grades Mathematics	2023	40%	40%	<b>41%</b>	-	26%	70%	-	-	-	-	20%	*	33%	63%	35%	-

\* 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)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	73%	<b>71%</b>	-	-	-	-	-	-	78%	86%	*	-	-	71%	78%	*
	2022	74%	74%	<b>78%</b>	-	-	-	-	-	-	100%	-	100%	-	-	77%	89%	100%
At Meets Grade Level or Above	2023	49%	43%	<b>41%</b>	-	-	-	-	-	-	44%	57%	*	-	-	41%	44%	*
	2022	48%	44%	<b>48%</b>	-	-	-	-	-	-	29%	-	29%	-	-	48%	22%	80%
At Masters Grade Level	2023	20%	12%	<b>12%</b>	-	-	-	-	-	-	22%	29%	*	-	-	11%	22%	*
	2022	23%	18%	<b>21%</b>	-	-	-	-	-	-	29%	-	29%	-	-	21%	22%	40%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	75%	<b>74%</b>	-	-	-	-	-	-	*	*	*	-	-	73%	*	*
	2022	75%	77%	<b>79%</b>	-	-	-	-	-	-	*	-	*	-	-	78%	*	*
At Meets Grade Level or Above	2023	53%	49%	<b>44%</b>	-	-	-	-	-	-	*	*	*	-	-	44%	*	*
	2022	53%	52%	<b>55%</b>	-	-	-	-	-	-	*	-	*	-	-	56%	*	*
At Masters Grade Level	2023	20%	11%	<b>12%</b>	-	-	-	-	-	-	*	*	*	-	-	12%	*	*
	2022	25%	22%	<b>30%</b>	-	-	-	-	-	-	*	-	*	-	-	29%	*	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	68%	<b>70%</b>	-	-	-	-	-	-	*	*	*	-	-	70%	*	*
	2022	72%	68%	<b>75%</b>	-	-	-	-	-	-	*	-	*	-	-	75%	*	*
At Meets Grade Level or Above	2023	45%	34%	<b>43%</b>	-	-	-	-	-	-	*	*	*	-	-	42%	*	*
	2022	42%	35%	<b>42%</b>	-	-	-	-	-	-	*	-	*	-	-	41%	*	*
At Masters Grade Level	2023	19%	11%	<b>11%</b>	-	-	-	-	-	-	*	*	*	-	-	10%	*	*
	2022	20%	13%	<b>15%</b>	-	-	-	-	-	-	*	-	*	-	-	14%	*	*
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	77%	<b>64%</b>	-	-	-	-	-	-	*	*	-	-	-	64%	*	*
	2022	76%	77%	<b>81%</b>	-	-	-	-	-	-	*	-	*	-	-	80%	*	*
At Meets Grade Level or Above	2023	47%	43%	<b>28%</b>	-	-	-	-	-	-	*	*	-	-	-	27%	*	*
	2022	47%	44%	<b>44%</b>	-	-	-	-	-	-	*	-	*	-	-	45%	*	*
At Masters Grade Level	2023	18%	13%	<b>14%</b>	-	-	-	-	-	-	*	*	-	-	-	14%	*	*
	2022	21%	12%	<b>16%</b>	-	-	-	-	-	-	*	-	*	-	-	16%	*	*
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	59%	<b>60%</b>	-	-	-	-	-	-	*	*	-	-	-	59%	*	*
All Grades ELA/Reading	2023	63%	57%	<b>52%</b>	-	-	-	-	-	-	*	*	-	-	-	51%	*	*
All Grades Mathematics	2023	66%	62%	<b>68%</b>	-	-	-	-	-	-	*	*	-	-	-	67%	*	*
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	37%	<b>34%</b>	-	-	-	-	-	-	-	-	-	-	-	34%	-	-

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	32%	<b>24%</b>	-	-	-	-	-	-	-	-	-	-	-	24%	-	-
All Grades Mathematics	2023	40%	40%	<b>41%</b>	-	-	-	-	-	-	-	-	-	-	-	41%	-	-

\* 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)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>99%</b>	*	99%	99%	-	*	-	100%	100%	100%	100%	98%	100%	100%
Included in Accountability	93%	95%	<b>98%</b>	*	98%	96%	-	*	-	100%	97%	100%	100%	92%	99%	100%
Not Included in Accountability: Mobile	4%	5%	<b>2%</b>	*	1%	3%	-	*	-	0%	3%	0%	0%	6%	1%	0%
Not Included in Accountability: Other Exclusions	2%	0%	<b>0%</b>	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>1%</b>	*	1%	1%	-	*	-	0%	0%	0%	0%	2%	0%	0%
Absent	1%	0%	<b>0%</b>	*	1%	0%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	1%	-	*	-	0%	0%	0%	0%	1%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>99%</b>	*	99%	99%	-	*	-	*	100%	100%	100%	96%	100%	100%
Included in Accountability	92%	94%	<b>97%</b>	*	98%	96%	-	*	-	*	96%	100%	100%	89%	99%	100%
Not Included in Accountability: Mobile	4%	5%	<b>2%</b>	*	1%	3%	-	*	-	*	4%	0%	0%	6%	1%	0%
Not Included in Accountability: Other Exclusions	3%	1%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	<b>1%</b>	*	1%	1%	-	*	-	*	0%	0%	0%	4%	0%	0%
Absent	1%	0%	<b>1%</b>	*	1%	0%	-	*	-	*	0%	0%	0%	2%	0%	0%
Other	0%	0%	<b>1%</b>	*	0%	1%	-	*	-	*	0%	0%	0%	2%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	100%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>98%</b>	*	99%	97%	-	*	-	*	96%	100%	100%	93%	99%	100%
Not Included in Accountability: Mobile	5%	5%	<b>2%</b>	*	1%	3%	-	*	-	*	4%	0%	0%	7%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	100%	<b>100%</b>	-	100%	100%	-	-	-	-	100%	*	100%	100%	100%	*
Included in Accountability	93%	95%	<b>98%</b>	-	100%	97%	-	-	-	-	100%	*	100%	94%	100%	*
Not Included in Accountability: Mobile	4%	5%	<b>2%</b>	-	0%	3%	-	-	-	-	0%	*	0%	6%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Not Tested	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	97%	*	98%	97%	-	-	-	100%	100%	83%	100%	88%	98%	100%
Not Included in Accountability: Mobile	5%	5%	3%	*	2%	3%	-	-	-	0%	0%	17%	0%	12%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	98%	*	99%	97%	-	-	-	*	100%	88%	100%	89%	98%	100%
Not Included in Accountability: Mobile	5%	5%	2%	*	1%	3%	-	-	-	*	0%	13%	0%	11%	2%	0%
Not Included in Accountability: Other Exclusions	2%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	98%	*	99%	97%	-	-	-	*	100%	88%	100%	89%	98%	100%
Not Included in Accountability: Mobile	5%	5%	2%	*	1%	3%	-	-	-	*	0%	13%	0%	11%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	100%	100%	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	94%	97%	*	97%	96%	-	-	-	*	100%	*	100%	80%	97%	*
Not Included in Accountability: Mobile	4%	6%	3%	*	3%	4%	-	-	-	*	0%	*	0%	20%	3%	*

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*

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

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	92.6%	<b>93.5%</b>	*	93.5%	93.4%	-	*	-	93.2%	93.0%	92.1%	97.2%
2020-21	95.0%	93.0%	<b>95.0%</b>	*	94.5%	95.4%	-	*	-	95.3%	93.2%	93.9%	98.6%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	24.8%	<b>18.9%</b>	*	15.7%	21.4%	-	*	-	36.4%	21.8%	26.1%	0.0%
2020-21	15.0%	23.1%	<b>15.8%</b>	16.7%	17.3%	14.1%	-	*	-	22.2%	18.2%	19.1%	10.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.2%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	27.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	11.8%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	63.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	77.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	11.8%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	59.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	79.4%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	86.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	91.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	66	368,686
<b>By Ethnicity:</b>				
African American	-	-	0	45,227
Hispanic	-	-	30	191,125
White	-	-	36	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	9	51,023
Foundation H.S. Program (Endorsement)	-	-	18	14,179
Foundation H.S. Program (DLA)	-	-	39	302,917
Special Education Graduates	-	-	8	32,447
Economically Disadvantaged Graduates	-	-	35	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	0	40,398
At-Risk Graduates	-	-	38	159,689
CTE Completers	-	-	20	107,502

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	368	100.0%	816	5,504,150	368	100.0%	817	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	43	11.7%	5.3%	4.4%	43	11.7%	5.3%	4.4%
Pre-Kindergarten: 3-year Old	8	2.2%	1.0%	0.7%	8	2.2%	1.0%	0.7%
Pre-Kindergarten: 4-year Old	35	9.5%	4.3%	3.7%	35	9.5%	4.3%	3.7%
Kindergarten	54	14.7%	6.6%	6.7%	54	14.7%	6.6%	6.7%
Grade 1	73	19.8%	8.9%	7.2%	73	19.8%	8.9%	7.2%
Grade 2	38	10.3%	4.7%	7.2%	38	10.3%	4.7%	7.2%
Grade 3	51	13.9%	6.3%	7.2%	51	13.9%	6.2%	7.1%
Grade 4	47	12.8%	5.8%	7.2%	47	12.8%	5.8%	7.1%
Grade 5	62	16.8%	7.6%	7.2%	62	16.8%	7.6%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.6%	7.4%	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	7.1%	7.7%	0	0.0%	7.1%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.4%	8.7%
Grade 10	0	0.0%	8.5%	7.9%	0	0.0%	8.4%	7.9%
Grade 11	0	0.0%	7.5%	7.0%	0	0.0%	7.5%	7.0%
Grade 12	0	0.0%	8.5%	6.6%	0	0.0%	8.6%	6.6%
<b>Ethnic Distribution:</b>								
African American	1	0.3%	1.0%	12.8%	1	0.3%	1.0%	12.8%
Hispanic	157	42.7%	48.0%	53.0%	157	42.7%	48.1%	52.9%
White	191	51.9%	47.7%	25.6%	191	51.9%	47.6%	25.7%
American Indian	1	0.3%	0.1%	0.3%	1	0.3%	0.1%	0.3%
Asian	2	0.5%	0.5%	5.1%	2	0.5%	0.5%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	16	4.3%	2.7%	3.0%	16	4.3%	2.7%	3.0%
<b>Sex:</b>								
Female	134	36.4%	43.6%	48.8%	134	36.4%	43.7%	48.8%
Male	234	63.6%	56.4%	51.2%	234	63.6%	56.3%	51.2%
Economically Disadvantaged	249	67.7%	60.2%	62.1%	249	67.7%	60.1%	62.0%
Non-Educationally Disadvantaged	119	32.3%	39.8%	37.9%	119	32.3%	39.9%	38.0%
Section 504 Students	17	4.6%	8.9%	7.4%	17	4.6%	8.9%	7.4%
EB Students/EL	8	2.2%	2.2%	23.1%	8	2.2%	2.2%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.1%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	16	4.3%	8.1%	5.5%	16	4.3%	8.1%	5.5%
Foster Care	3	0.8%	0.5%	0.2%	3	0.8%	0.5%	0.2%
Homeless	2	0.5%	0.7%	1.3%	2	0.5%	0.7%	1.3%
Immigrant	0	0.0%	0.1%	2.2%	0	0.0%	0.1%	2.2%
Migrant	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Title I	368	100.0%	99.3%	64.6%	368	100.0%	99.3%	64.6%
Military Connected	8	2.2%	3.2%	3.6%	8	2.2%	3.2%	3.6%
At-Risk	183	49.7%	53.8%	53.3%	183	49.7%	53.9%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	8	2.2%	2.2%	23.2%	8	2.2%	2.2%	23.2%
Career and Technical Education	0	0.0%	28.1%	26.5%	0	0.0%	28.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	79.5%	72.3%	0	-	79.2%	72.2%
Gifted and Talented Education	8	2.2%	4.8%	8.2%	8	2.2%	4.8%	8.2%
Special Education	74	20.1%	15.7%	12.6%	74	20.1%	15.8%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	74							
By Type of Primary Disability								
Students with Intellectual Disabilities	21	28.4%	48.4%	44.1%				
Students with Physical Disabilities	36	48.6%	28.1%	20.0%				
Students with Autism	8	10.8%	8.6%	15.5%				
Students with Behavioral Disabilities	9	12.2%	14.8%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	39	13.8%	15.9%	16.8%				
By Ethnicity:								
African American	1	0.4%	1.5%	3.3%				
Hispanic	19	6.7%	6.4%	8.7%				
White	17	6.0%	7.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.7%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	8	14.5%	21.7%	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	5.6%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	31	16.1%	19.6%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	48	15.3%	15.0%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	0.0%	0.0%	1.5%	20.0%	20.0%	4.5%
Grade 1	6.5%	6.5%	2.5%	8.3%	8.3%	3.6%
Grade 2	2.4%	2.4%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.8%	0.0%	0.0%	0.9%
Grade 4	2.1%	2.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.0%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	1.5%	8.7%	-	0.0%	12.6%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	13.0	13.0	18.7
Grade 1	16.2	16.2	19.1
Grade 2	10.4	10.4	19.1
Grade 3	15.8	15.8	19.3
Grade 4	13.6	13.6	19.4
Grade 5	17.0	17.0	20.8
Grade 6	-	11.5	19.2
<b>Secondary:</b>			
English/Language Arts	-	9.9	16.2
Foreign Languages	-	19.6	18.8
Mathematics	-	12.2	17.5
Science	-	14.3	18.5
Social Studies	-	13.0	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	53.3	100.0%	100.0%	100.0%
Professional Staff:	38.3	71.9%	61.7%	64.1%
Teachers	32.3	60.5%	48.6%	48.7%
Professional Support	4.0	7.6%	7.7%	10.9%
Campus Administration (School Leadership)	2.0	3.8%	3.5%	3.3%
Educational Aides:	15.0	28.1%	15.0%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	2.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	8.0	15.0%	18.2%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.0%	11.8%
Hispanic	2.0	6.2%	6.6%	29.6%
White	30.3	93.8%	93.4%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
<b>Teachers by Sex:</b>				
Males	1.0	3.1%	21.7%	24.4%
Females	31.3	96.9%	78.3%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	1.0	3.1%	1.3%	2.0%
Bachelors	28.3	87.6%	79.6%	72.2%
Masters	3.0	9.3%	19.1%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	5.9	18.4%	11.7%	9.7%
1-5 Years Experience	9.0	27.9%	24.9%	26.3%
6-10 Years Experience	4.0	12.4%	13.1%	20.5%
11-20 Years Experience	9.6	29.8%	29.6%	27.2%
21-30 Years Experience	3.7	11.5%	18.0%	13.3%
Over 30 Years Experience	0.0	0.0%	2.6%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	11.4	n/a	10.7	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	4.0	3.0	6.1
Average Years Experience of Principals with District	1.0	2.0	5.3
Average Years Experience of Assistant Principals	2.0	1.3	5.2
Average Years Experience of Assistant Principals with District	2.0	1.3	4.4
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	9.5	11.7	11.0
Average Years Experience of Teachers with District:	4.7	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$34,086	\$37,418	\$53,300
1-5 Years Experience	\$36,159	\$38,694	\$56,516
6-10 Years Experience	\$42,060	\$46,161	\$59,732
11-20 Years Experience	\$52,754	\$56,283	\$63,389
21-30 Years Experience	\$54,733	\$55,742	\$67,876
Over 30 Years Experience	-	\$59,290	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$43,598	\$48,339	\$60,717
Professional Support	\$56,250	\$62,020	\$72,022
Campus Administration (School Leadership)	\$68,000	\$71,428	\$85,167
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	64.4%	65.1%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.2	0.2	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	0.0	0.0%	7.6%	5.4%
Compensatory Education	0.0	0.0%	2.5%	3.2%
Gifted and Talented Education	1.0	3.1%	1.5%	1.7%
Regular Education	30.6	95.0%	79.0%	70.6%
Special Education	0.6	1.9%	6.5%	9.7%
Other	0.0	0.0%	2.9%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
BALLINGER EL (200901101) - BALLINGER ISD - RUNNELS COUNTY

- 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.)

# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BALLINGER ISD**

**Campus Name: BALLINGER H S**

**Campus Number: 200901001**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2023	72%	81%	<b>81%</b>	-	80%	81%	-	-	-	*	20%	*	82%	76%	72%	-
	2022	65%	73%	<b>73%</b>	*	74%	69%	-	*	-	-	0%	*	76%	54%	65%	*
At Meets Grade Level or Above	2023	52%	64%	<b>64%</b>	-	61%	67%	-	-	-	*	0%	*	67%	53%	49%	-
	2022	47%	49%	<b>49%</b>	*	43%	56%	-	*	-	-	0%	*	51%	38%	35%	*
At Masters Grade Level	2023	13%	15%	<b>15%</b>	-	10%	22%	-	-	-	*	0%	*	18%	6%	12%	-
	2022	11%	10%	<b>10%</b>	*	9%	9%	-	*	-	-	0%	*	10%	8%	4%	*
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2023	74%	78%	<b>78%</b>	*	80%	74%	-	*	-	*	*	*	80%	67%	68%	*
	2022	72%	71%	<b>72%</b>	-	67%	77%	-	-	-	-	38%	*	70%	82%	61%	*
At Meets Grade Level or Above	2023	54%	64%	<b>64%</b>	*	63%	65%	-	*	-	*	*	*	64%	67%	54%	*
	2022	55%	58%	<b>59%</b>	-	54%	66%	-	-	-	-	38%	*	57%	73%	50%	*
At Masters Grade Level	2023	9%	5%	<b>5%</b>	*	5%	3%	-	*	-	*	*	*	6%	0%	0%	*
	2022	9%	9%	<b>9%</b>	-	10%	9%	-	-	-	-	25%	*	11%	0%	7%	*
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	72%	<b>72%</b>	-	71%	75%	-	-	-	*	*	*	72%	73%	59%	*
	2022	76%	78%	<b>78%</b>	*	79%	74%	-	*	-	-	0%	*	79%	71%	73%	*
At Meets Grade Level or Above	2023	43%	23%	<b>23%</b>	-	16%	31%	-	-	-	*	*	*	25%	13%	17%	*
	2022	43%	36%	<b>36%</b>	*	35%	35%	-	*	-	-	0%	*	39%	21%	20%	*
At Masters Grade Level	2023	23%	12%	<b>12%</b>	-	5%	19%	-	-	-	*	*	*	13%	7%	10%	*
	2022	27%	22%	<b>22%</b>	*	19%	26%	-	*	-	-	0%	*	26%	7%	7%	*
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2023	88%	90%	<b>90%</b>	-	92%	88%	-	-	-	*	57%	*	89%	94%	90%	-
	2022	83%	86%	<b>86%</b>	*	83%	90%	-	*	-	-	*	*	85%	86%	77%	*
At Meets Grade Level or Above	2023	56%	65%	<b>65%</b>	-	61%	73%	-	-	-	*	29%	*	64%	71%	54%	-
	2022	55%	62%	<b>62%</b>	*	57%	70%	-	*	-	-	*	*	65%	50%	49%	*
At Masters Grade Level	2023	21%	21%	<b>21%</b>	-	13%	30%	-	-	-	*	0%	*	25%	6%	13%	-
	2022	21%	11%	<b>11%</b>	*	12%	7%	-	*	-	-	*	*	13%	0%	2%	*
<b>End of Course U.S. History</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	93%	<b>93%</b>	*	97%	86%	-	*	-	*	57%	*	92%	95%	94%	*
	2022	89%	92%	<b>92%</b>	-	88%	92%	-	-	-	-	88%	*	92%	91%	88%	*
At Meets Grade Level or Above	2023	70%	59%	<b>59%</b>	*	50%	71%	-	*	-	*	29%	*	57%	68%	48%	*
	2022	68%	70%	<b>71%</b>	-	75%	72%	-	-	-	-	50%	*	72%	64%	62%	*
At Masters Grade Level	2023	38%	22%	<b>22%</b>	*	19%	26%	-	*	-	*	29%	*	23%	18%	14%	*
	2022	42%	42%	<b>42%</b>	-	44%	42%	-	-	-	-	38%	*	43%	36%	35%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	73%	<b>83%</b>	*	86%	81%	-	*	-	80%	42%	100%	84%	83%	78%	*
	2022	74%	74%	<b>80%</b>	80%	77%	82%	-	*	-	-	38%	82%	80%	76%	72%	100%
At Meets Grade Level or Above	2023	49%	43%	<b>55%</b>	*	50%	61%	-	*	-	60%	15%	100%	55%	55%	45%	*
	2022	48%	44%	<b>55%</b>	40%	49%	61%	-	*	-	-	24%	36%	57%	48%	42%	100%
At Masters Grade Level	2023	20%	12%	<b>16%</b>	*	11%	21%	-	*	-	0%	8%	33%	17%	8%	10%	*
	2022	23%	18%	<b>18%</b>	0%	15%	21%	-	*	-	-	17%	0%	20%	10%	10%	29%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	75%	<b>79%</b>	*	80%	78%	-	*	-	*	13%	*	81%	72%	70%	*
	2022	75%	77%	<b>72%</b>	*	71%	73%	-	*	-	-	23%	80%	73%	67%	63%	*
At Meets Grade Level or Above	2023	53%	49%	<b>64%</b>	*	62%	66%	-	*	-	*	0%	*	66%	59%	51%	*
	2022	53%	52%	<b>54%</b>	*	48%	61%	-	*	-	-	23%	20%	54%	54%	42%	*
At Masters Grade Level	2023	20%	11%	<b>10%</b>	*	7%	13%	-	*	-	*	0%	*	12%	3%	6%	*
	2022	25%	22%	<b>10%</b>	*	9%	9%	-	*	-	-	15%	0%	11%	4%	5%	*
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	68%	<b>72%</b>	-	71%	75%	-	-	-	*	*	*	72%	73%	59%	*
	2022	72%	68%	<b>78%</b>	*	79%	74%	-	*	-	-	0%	*	79%	71%	73%	*
At Meets Grade Level or Above	2023	45%	34%	<b>23%</b>	-	16%	31%	-	-	-	*	*	*	25%	13%	17%	*
	2022	42%	35%	<b>36%</b>	*	35%	35%	-	*	-	-	0%	*	39%	21%	20%	*
At Masters Grade Level	2023	19%	11%	<b>12%</b>	-	5%	19%	-	-	-	*	*	*	13%	7%	10%	*
	2022	20%	13%	<b>22%</b>	*	19%	26%	-	*	-	-	0%	*	26%	7%	7%	*
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	77%	<b>90%</b>	-	92%	88%	-	-	-	*	57%	*	89%	94%	90%	-
	2022	76%	77%	<b>86%</b>	*	83%	90%	-	*	-	-	*	*	85%	86%	77%	*

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	47%	43%	<b>65%</b>	-	61%	73%	-	-	-	*	29%	*	64%	71%	54%	-
	2022	47%	44%	<b>62%</b>	*	57%	70%	-	*	-	-	*	*	65%	50%	49%	*
At Masters Grade Level	2023	18%	13%	<b>21%</b>	-	13%	30%	-	-	-	*	0%	*	25%	6%	13%	-
	2022	21%	12%	<b>11%</b>	*	12%	7%	-	*	-	-	*	*	13%	0%	2%	*
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	75%	<b>93%</b>	*	97%	86%	-	*	-	*	57%	*	92%	95%	94%	*
	2022	75%	76%	<b>92%</b>	-	88%	92%	-	-	-	-	88%	*	92%	91%	88%	*
At Meets Grade Level or Above	2023	52%	42%	<b>59%</b>	*	50%	71%	-	*	-	*	29%	*	57%	68%	48%	*
	2022	50%	45%	<b>71%</b>	-	75%	72%	-	-	-	-	50%	*	72%	64%	62%	*
At Masters Grade Level	2023	27%	15%	<b>22%</b>	*	19%	26%	-	*	-	*	29%	*	23%	18%	14%	*
	2022	30%	27%	<b>42%</b>	-	44%	42%	-	-	-	-	38%	*	43%	36%	35%	*

\* 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)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
End of Course English I	2023	57%	69%	<b>69%</b>	-	70%	67%	-	-	-	*	10%	*	70%	64%	70%	-
End of Course English II	2023	74%	78%	<b>77%</b>	*	77%	75%	-	*	-	*	*	*	76%	82%	75%	*
End of Course Algebra I	2023	76%	62%	<b>62%</b>	-	53%	70%	-	-	-	*	*	*	60%	68%	55%	-
All Grades Both Subjects	2023	64%	59%	<b>69%</b>	*	67%	70%	-	*	-	*	45%	*	69%	71%	66%	*
All Grades ELA/Reading	2023	63%	57%	<b>73%</b>	*	73%	71%	-	*	-	*	25%	*	73%	72%	72%	*
All Grades Mathematics	2023	66%	62%	<b>62%</b>	-	53%	70%	-	-	-	*	*	*	60%	68%	55%	-
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
End of Course English I	2023	26%	45%	<b>45%</b>	-	50%	*	-	-	-	*	*	-	50%	*	25%	-
End of Course English II	2023	41%	36%	<b>31%</b>	-	50%	14%	-	-	-	-	*	-	33%	*	22%	-
End of Course Algebra I	2023	58%	54%	<b>54%</b>	-	50%	64%	-	-	-	*	*	-	50%	67%	31%	-
All Grades Both Subjects	2023	38%	37%	<b>46%</b>	-	50%	41%	-	-	-	*	29%	-	46%	46%	27%	-
All Grades ELA/Reading	2023	35%	32%	<b>38%</b>	-	50%	18%	-	-	-	*	*	-	41%	29%	24%	-
All Grades Mathematics	2023	40%	40%	<b>54%</b>	-	50%	64%	-	-	-	*	*	-	50%	67%	31%	-

\* 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)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	73%	<b>83%</b>	-	-	-	-	-	-	*	-	*	-	-	83%	*	*
	2022	74%	74%	<b>80%</b>	-	-	-	-	-	-	*	*	*	-	-	67%	*	*
At Meets Grade Level or Above	2023	49%	43%	<b>55%</b>	-	-	-	-	-	-	*	-	*	-	-	55%	*	*
	2022	48%	44%	<b>55%</b>	-	-	-	-	-	-	*	*	*	-	-	40%	*	*
At Masters Grade Level	2023	20%	12%	<b>16%</b>	-	-	-	-	-	-	*	-	*	-	-	16%	*	*
	2022	23%	18%	<b>18%</b>	-	-	-	-	-	-	*	*	*	-	-	33%	*	*
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	75%	<b>79%</b>	-	-	-	-	-	-	*	-	*	-	-	79%	*	*
	2022	75%	77%	<b>72%</b>	-	-	-	-	-	-	*	-	*	-	-	67%	*	*
At Meets Grade Level or Above	2023	53%	49%	<b>64%</b>	-	-	-	-	-	-	*	-	*	-	-	64%	*	*
	2022	53%	52%	<b>54%</b>	-	-	-	-	-	-	*	-	*	-	-	33%	*	*
At Masters Grade Level	2023	20%	11%	<b>10%</b>	-	-	-	-	-	-	*	-	*	-	-	11%	*	*
	2022	25%	22%	<b>10%</b>	-	-	-	-	-	-	*	-	*	-	-	33%	*	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	68%	<b>72%</b>	-	-	-	-	-	-	*	-	*	-	-	72%	*	-
	2022	72%	68%	<b>78%</b>	-	-	-	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2023	45%	34%	<b>23%</b>	-	-	-	-	-	-	*	-	*	-	-	23%	*	-
	2022	42%	35%	<b>36%</b>	-	-	-	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2023	19%	11%	<b>12%</b>	-	-	-	-	-	-	*	-	*	-	-	12%	*	-
	2022	20%	13%	<b>22%</b>	-	-	-	-	-	-	-	-	-	-	-	*	-	*
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	77%	<b>90%</b>	-	-	-	-	-	-	-	-	-	-	-	90%	-	-
	2022	76%	77%	<b>86%</b>	-	-	-	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2023	47%	43%	<b>65%</b>	-	-	-	-	-	-	-	-	-	-	-	65%	-	-
	2022	47%	44%	<b>62%</b>	-	-	-	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2023	18%	13%	<b>21%</b>	-	-	-	-	-	-	-	-	-	-	-	21%	-	-
	2022	21%	12%	<b>11%</b>	-	-	-	-	-	-	-	-	-	-	-	*	-	*
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	75%	<b>93%</b>	-	-	-	-	-	-	*	-	*	-	-	93%	*	*
	2022	75%	76%	<b>92%</b>	-	-	-	-	-	-	*	*	*	-	-	80%	*	-
At Meets Grade Level or Above	2023	52%	42%	<b>59%</b>	-	-	-	-	-	-	*	-	*	-	-	59%	*	*
	2022	50%	45%	<b>71%</b>	-	-	-	-	-	-	*	*	*	-	-	60%	*	-

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	15%	<b>22%</b>	-	-	-	-	-	-	*	-	*	-	-	22%	*	*
	2022	30%	27%	<b>42%</b>	-	-	-	-	-	-	*	*	*	-	-	40%	*	-
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	59%	<b>69%</b>	-	-	-	-	-	-	*	-	*	-	-	70%	*	*
All Grades ELA/Reading	2023	63%	57%	<b>73%</b>	-	-	-	-	-	-	*	-	*	-	-	73%	*	*
All Grades Mathematics	2023	66%	62%	<b>62%</b>	-	-	-	-	-	-	-	-	-	-	-	62%	-	-
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	37%	<b>46%</b>	-	-	-	-	-	-	-	-	-	-	-	46%	-	-
All Grades ELA/Reading	2023	35%	32%	<b>38%</b>	-	-	-	-	-	-	-	-	-	-	-	38%	-	-
All Grades Mathematics	2023	40%	40%	<b>54%</b>	-	-	-	-	-	-	-	-	-	-	-	54%	-	-

\* 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)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	*	99%	100%	-	*	-	100%	96%	100%	99%	100%	100%	100%
Included in Accountability	93%	95%	<b>96%</b>	*	94%	97%	-	*	-	100%	93%	100%	99%	85%	95%	38%
Not Included in Accountability: Mobile	4%	5%	<b>3%</b>	*	3%	3%	-	*	-	0%	4%	0%	0%	14%	3%	25%
Not Included in Accountability: Other Exclusions	2%	0%	<b>1%</b>	*	1%	0%	-	*	-	0%	0%	0%	1%	1%	1%	38%
Not Tested	1%	0%	<b>0%</b>	*	1%	0%	-	*	-	0%	4%	0%	1%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	1%	0%	-	*	-	0%	4%	0%	1%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	94%	<b>94%</b>	*	93%	96%	-	*	-	*	100%	*	98%	81%	94%	20%
Not Included in Accountability: Mobile	4%	5%	<b>4%</b>	*	3%	4%	-	*	-	*	0%	*	0%	17%	3%	20%
Not Included in Accountability: Other Exclusions	3%	1%	<b>2%</b>	*	3%	0%	-	*	-	*	0%	*	2%	3%	2%	60%
Not Tested	1%	1%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	100%	<b>97%</b>	-	95%	100%	-	-	-	*	80%	*	97%	100%	98%	*
Included in Accountability	94%	95%	<b>95%</b>	-	93%	97%	-	-	-	*	80%	*	97%	88%	95%	*
Not Included in Accountability: Mobile	5%	5%	<b>3%</b>	-	2%	3%	-	-	-	*	0%	*	0%	12%	2%	*
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	<b>3%</b>	-	5%	0%	-	-	-	*	20%	*	3%	0%	2%	*
Absent	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	<b>3%</b>	-	5%	0%	-	-	-	*	20%	*	3%	0%	2%	*
<b>Science</b>																
Assessment Participant	99%	100%	<b>100%</b>	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	-
Included in Accountability	93%	95%	<b>96%</b>	-	95%	97%	-	-	-	*	100%	*	100%	85%	98%	-
Not Included in Accountability: Mobile	4%	5%	<b>4%</b>	-	5%	3%	-	-	-	*	0%	*	0%	15%	3%	-
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Not Tested	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Other	0%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
<b>Social Studies</b>																
Assessment Participant	99%	100%	100%	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	95%	97%	*	97%	98%	-	*	-	*	88%	*	100%	88%	96%	*
Not Included in Accountability: Mobile	4%	5%	3%	*	3%	2%	-	*	-	*	13%	*	0%	12%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	100%	100%	100%	99%	-	*	-	*	97%	100%	100%	99%	100%	100%
Included in Accountability	93%	95%	92%	100%	93%	93%	-	*	-	*	94%	100%	98%	70%	92%	78%
Not Included in Accountability: Mobile	5%	5%	7%	0%	6%	6%	-	*	-	*	3%	0%	1%	28%	7%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	1%	-	*	-	*	0%	0%	0%	1%	0%	22%
Not Tested	1%	0%	0%	0%	0%	1%	-	*	-	*	3%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	-	*	-	*	3%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	100%	99%	*	99%	100%	-	*	-	*	100%	100%	99%	100%	99%	*
Included in Accountability	92%	95%	92%	*	91%	93%	-	*	-	*	100%	100%	98%	69%	91%	*
Not Included in Accountability: Mobile	5%	5%	7%	*	6%	6%	-	*	-	*	0%	0%	1%	29%	7%	*
Not Included in Accountability: Other Exclusions	2%	0%	1%	*	1%	1%	-	*	-	*	0%	0%	1%	3%	1%	*
Not Tested	1%	0%	1%	*	1%	0%	-	*	-	*	0%	0%	1%	0%	1%	*
Absent	1%	0%	1%	*	1%	0%	-	*	-	*	0%	0%	1%	0%	1%	*
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	*
<b>Mathematics</b>																
Assessment Participant	99%	100%	100%	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	95%	92%	*	93%	91%	-	*	-	*	100%	*	98%	70%	92%	*
Not Included in Accountability: Mobile	5%	5%	8%	*	7%	9%	-	*	-	*	0%	*	2%	30%	8%	*

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
<b>Science</b>																
Assessment Participant	98%	100%	99%	*	100%	97%	-	*	-	*	*	*	100%	95%	100%	*
Included in Accountability	93%	94%	92%	*	93%	91%	-	*	-	*	*	*	98%	70%	93%	*
Not Included in Accountability: Mobile	4%	6%	7%	*	7%	6%	-	*	-	*	*	*	2%	25%	7%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	*	*	*	0%	0%	0%	*
Not Tested	2%	0%	1%	*	0%	3%	-	*	-	*	*	*	0%	5%	0%	*
Absent	1%	0%	1%	*	0%	3%	-	*	-	*	*	*	0%	5%	0%	*
Other	0%	0%	0%	*	0%	0%	-	*	-	*	*	*	0%	0%	0%	*
<b>Social Studies</b>																
Assessment Participant	98%	100%	100%	-	100%	100%	-	-	-	-	100%	*	100%	100%	100%	*
Included in Accountability	94%	95%	95%	-	94%	95%	-	-	-	-	89%	*	100%	73%	92%	*
Not Included in Accountability: Mobile	4%	5%	5%	-	6%	5%	-	-	-	-	11%	*	0%	27%	8%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Not Tested	2%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*

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

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	92.6%	<b>92.1%</b>	*	91.7%	92.3%	-	*	-	*	87.1%	90.5%	*
2020-21	95.0%	93.0%	<b>92.2%</b>	*	91.3%	93.1%	-	-	-	*	90.6%	89.4%	*
<b>Chronic Absenteeism</b>													
2021-22	25.7%	24.8%	<b>31.2%</b>	40.0%	31.5%	31.0%	-	*	-	*	37.0%	38.8%	0.0%
2020-21	15.0%	23.1%	<b>27.9%</b>	*	30.8%	25.7%	-	-	-	*	34.5%	41.3%	0.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	2.4%	0.7%	<b>0.3%</b>	*	0.7%	0.0%	-	-	-	*	0.0%	0.7%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	98.4%	<b>98.4%</b>	-	96.6%	100.0%	-	-	-	-	100.0%	96.8%	-
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Continued HS	3.5%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Dropped Out	6.4%	1.6%	<b>1.6%</b>	-	3.4%	0.0%	-	-	-	-	0.0%	3.2%	-
Graduates and TxCHSE	90.0%	98.4%	<b>98.4%</b>	-	96.6%	100.0%	-	-	-	-	100.0%	96.8%	-
Graduates, TxCHSE, and Continuers	93.6%	98.4%	<b>98.4%</b>	-	96.6%	100.0%	-	-	-	-	100.0%	96.8%	-
<b>Class of 2021</b>													
Graduated	90.0%	95.8%	<b>95.7%</b>	-	96.4%	95.0%	-	-	-	*	*	88.9%	*
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	3.9%	2.8%	<b>2.9%</b>	-	0.0%	5.0%	-	-	-	*	*	7.4%	*
Dropped Out	5.8%	1.4%	<b>1.4%</b>	-	3.6%	0.0%	-	-	-	*	*	3.7%	*
Graduates and TxCHSE	90.3%	95.8%	<b>95.7%</b>	-	96.4%	95.0%	-	-	-	*	*	88.9%	*
Graduates, TxCHSE, and Continuers	94.2%	98.6%	<b>98.6%</b>	-	96.4%	100.0%	-	-	-	*	*	96.3%	*
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.6%	<b>98.6%</b>	-	96.4%	100.0%	-	-	-	*	*	96.3%	*
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	1.0%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.3%	1.4%	<b>1.4%</b>	-	3.6%	0.0%	-	-	-	*	*	3.7%	*
Graduates and TxCHSE	92.7%	98.6%	<b>98.6%</b>	-	96.4%	100.0%	-	-	-	*	*	96.3%	*

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	98.6%	<b>98.6%</b>	-	96.4%	100.0%	-	-	-	*	*	96.3%	*
<b>Class of 2020</b>													
Graduated	92.2%	95.9%	<b>95.8%</b>	-	97.4%	93.3%	*	-	-	*	100.0%	93.3%	*
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	1.1%	1.4%	<b>1.4%</b>	-	0.0%	3.3%	*	-	-	*	0.0%	3.3%	*
Dropped Out	6.2%	2.7%	<b>2.8%</b>	-	2.6%	3.3%	*	-	-	*	0.0%	3.3%	*
Graduates and TxCHSE	92.7%	95.9%	<b>95.8%</b>	-	97.4%	93.3%	*	-	-	*	100.0%	93.3%	*
Graduates, TxCHSE, and Continuers	93.8%	97.3%	<b>97.2%</b>	-	97.4%	96.7%	*	-	-	*	100.0%	96.7%	*
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	97.3%	<b>97.2%</b>	-	97.4%	96.7%	*	-	-	*	100.0%	96.7%	*
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	2.7%	<b>2.8%</b>	-	2.6%	3.3%	*	-	-	*	0.0%	3.3%	*
Graduates and TxCHSE	93.2%	97.3%	<b>97.2%</b>	-	97.4%	96.7%	*	-	-	*	100.0%	96.7%	*
Graduates, TxCHSE, and Continuers	93.8%	97.3%	<b>97.2%</b>	-	97.4%	96.7%	*	-	-	*	100.0%	96.7%	*
<b>Class of 2019</b>													
Graduated	92.6%	98.2%	<b>100.0%</b>	*	100.0%	100.0%	*	-	-	-	100.0%	100.0%	*
Received TxCHSE	0.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	*
Continued HS	0.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	*
Dropped Out	6.2%	1.8%	<b>0.0%</b>	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	98.2%	<b>100.0%</b>	*	100.0%	100.0%	*	-	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	98.2%	<b>100.0%</b>	*	100.0%	100.0%	*	-	-	-	100.0%	100.0%	*
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	96.8%	<b>96.8%</b>	-	96.6%	97.0%	-	-	-	-	85.7%	93.8%	-
Class of 2021	90.0%	95.8%	<b>95.7%</b>	-	96.4%	95.0%	-	-	-	*	*	88.9%	*
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	27.9%	<b>28.3%</b>	-	39.3%	18.8%	-	-	-	-	66.7%	30.0%	-
Class of 2021	3.8%	11.8%	<b>11.9%</b>	-	11.1%	13.2%	-	-	-	*	*	20.8%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	63.9%	<b>65.0%</b>	-	46.4%	81.3%	-	-	-	-	0.0%	56.7%	-
Class of 2021	81.9%	77.9%	<b>79.1%</b>	-	74.1%	81.6%	-	-	-	*	*	58.3%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	91.8%	<b>93.3%</b>	-	85.7%	100.0%	-	-	-	-	66.7%	86.7%	-
Class of 2021	85.7%	89.7%	<b>91.0%</b>	-	85.2%	94.7%	-	-	-	*	*	79.2%	*
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	27.3%	<b>28.1%</b>	-	37.9%	20.0%	-	-	-	-	50.0%	29.4%	-
2020-21	3.8%	11.8%	<b>11.9%</b>	-	10.7%	13.5%	-	-	-	*	*	20.8%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	59.1%	<b>60.9%</b>	-	44.8%	74.3%	-	-	-	-	0.0%	50.0%	-
2020-21	80.4%	79.4%	<b>80.6%</b>	-	75.0%	83.8%	-	-	-	*	*	62.5%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	86.4%	<b>89.1%</b>	-	82.8%	94.3%	-	-	-	-	50.0%	79.4%	-
2020-21	84.1%	91.2%	<b>92.5%</b>	-	85.7%	97.3%	-	-	-	*	*	83.3%	*

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	64	100.0%	66	368,686
<b>By Ethnicity:</b>				
African American	0	0.0%	0	45,227
Hispanic	29	45.3%	30	191,125
White	35	54.7%	36	103,171
American Indian	0	0.0%	0	1,159
Asian	0	0.0%	0	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	0	0.0%	0	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	7	10.9%	9	51,023
Foundation H.S. Program (Endorsement)	18	28.1%	18	14,179
Foundation H.S. Program (DLA)	39	60.9%	39	302,917
Special Education Graduates	8	12.5%	8	32,447
Economically Disadvantaged Graduates	34	53.1%	35	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	0	40,398
At-Risk Graduates	37	57.8%	38	159,689
CTE Completers	20	31.3%	20	107,502

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2021-22	70.0%	84.8%	<b>87.5%</b>	-	93.1%	82.9%	-	-	-	-	75.0%	79.4%	-
2020-21	65.2%	44.1%	<b>44.8%</b>	-	32.1%	54.1%	-	-	-	*	*	37.5%	*
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2021-22	52.9%	81.8%	<b>84.4%</b>	-	86.2%	82.9%	-	-	-	-	50.0%	73.5%	-
2020-21	52.7%	38.2%	<b>38.8%</b>	-	28.6%	45.9%	-	-	-	*	*	29.2%	*
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2021-22	57.1%	81.8%	<b>84.4%</b>	-	82.8%	85.7%	-	-	-	-	50.0%	73.5%	-
2020-21	56.1%	26.5%	<b>26.9%</b>	-	17.9%	35.1%	-	-	-	*	*	12.5%	*
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2021-22	48.2%	69.7%	<b>71.9%</b>	-	82.8%	62.9%	-	-	-	-	50.0%	61.8%	-
2020-21	45.7%	58.8%	<b>59.7%</b>	-	57.1%	62.2%	-	-	-	*	*	54.2%	*
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2021-22	42.2%	68.2%	<b>70.3%</b>	-	79.3%	62.9%	-	-	-	-	50.0%	58.8%	-
2020-21	40.4%	20.6%	<b>20.9%</b>	-	14.3%	27.0%	-	-	-	*	*	8.3%	*
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2021-22	20.5%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2020-21	21.3%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
<b>Associate Degree (Annual Graduates)</b>													
2021-22	2.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2020-21	2.6%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2021-22	24.0%	33.3%	<b>34.4%</b>	-	20.7%	45.7%	-	-	-	-	0.0%	26.5%	-
2020-21	25.9%	27.9%	<b>28.4%</b>	-	17.9%	35.1%	-	-	-	*	*	29.2%	*
<b>Onramps Course Credits (Annual Graduates)</b>													
2021-22	4.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2020-21	4.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2021-22	33.5%	13.6%	<b>14.1%</b>	-	20.7%	8.6%	-	-	-	-	75.0%	20.6%	-
2020-21	24.2%	8.8%	<b>9.0%</b>	-	7.1%	10.8%	-	-	-	*	*	12.5%	*
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2021-22	28.0%	4.5%	<b>4.7%</b>	-	3.4%	5.7%	-	-	-	-	0.0%	5.9%	-

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	5.9%	<b>6.0%</b>	-	7.1%	5.4%	-	-	-	*	*	8.3%	*
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2021-22	0.7%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2020-21	0.7%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2021-22	2.5%	4.5%	<b>4.7%</b>	-	10.3%	0.0%	-	-	-	-	37.5%	8.8%	-
2020-21	2.4%	1.5%	<b>1.5%</b>	-	0.0%	2.7%	-	-	-	*	*	0.0%	*
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2021-22	5.0%	6.1%	<b>6.3%</b>	-	10.3%	2.9%	-	-	-	-	50.0%	8.8%	-
2020-21	4.4%	2.9%	<b>3.0%</b>	-	0.0%	5.4%	-	-	-	*	*	4.2%	*

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2021-22	22.8%	39.4%	<b>40.6%</b>	-	24.1%	54.3%	-	-	-	-	0.0%	29.4%	-
	2020-21	25.9%	16.2%	<b>16.4%</b>	-	14.3%	18.9%	-	-	-	*	*	8.3%	*
Mathematics	2021-22	18.7%	16.7%	<b>17.2%</b>	-	24.1%	11.4%	-	-	-	-	0.0%	14.7%	-
	2020-21	19.4%	7.4%	<b>7.5%</b>	-	3.6%	10.8%	-	-	-	*	*	4.2%	*
Both Subjects	2021-22	12.6%	12.1%	<b>12.5%</b>	-	13.8%	11.4%	-	-	-	-	0.0%	8.8%	-
	2020-21	14.4%	5.9%	<b>6.0%</b>	-	3.6%	8.1%	-	-	-	*	*	4.2%	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2021-22	11.7%	53.0%	<b>54.7%</b>	-	65.5%	45.7%	-	-	-	-	50.0%	52.9%	-
	2020-21	8.6%	1.5%	<b>1.5%</b>	-	3.6%	0.0%	-	-	-	*	*	0.0%	*
Mathematics	2021-22	14.0%	53.0%	<b>54.7%</b>	-	65.5%	45.7%	-	-	-	-	50.0%	50.0%	-
	2020-21	10.3%	47.1%	<b>47.8%</b>	-	53.6%	43.2%	-	-	-	*	*	45.8%	*
Both Subjects	2021-22	7.5%	48.5%	<b>50.0%</b>	-	62.1%	40.0%	-	-	-	-	50.0%	47.1%	-
	2020-21	4.9%	1.5%	<b>1.5%</b>	-	3.6%	0.0%	-	-	-	*	*	0.0%	*
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2022	23.0%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021	21.1%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
English Language Arts	2022	13.2%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021	12.1%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Mathematics	2022	6.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021	6.1%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Science	2022	9.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021	8.7%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Social Studies	2022	12.5%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021	11.6%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2022	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2021-22	71.5%	47.0%	<b>48.4%</b>	-	44.8%	51.4%	-	-	-	-	12.5%	29.4%	-
	2020-21	70.8%	44.1%	<b>44.8%</b>	-	39.3%	48.6%	-	-	-	*	*	29.2%	*
At/Above Criterion for All Examinees	2021-22	32.1%	25.8%	<b>25.8%</b>	-	7.7%	38.9%	-	-	-	-	*	10.0%	-
	2020-21	32.9%	20.0%	<b>20.0%</b>	-	9.1%	27.8%	-	-	-	*	-	28.6%	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2021-22	1001	*	*	-	-	*	-	-	-	-	-	-	-
	2020-21	1002	910	<b>910</b>	-	-	910	-	-	-	-	-	-	-
English Language Arts and Writing	2021-22	506	*	*	-	-	*	-	-	-	-	-	-	-
	2020-21	504	450	<b>450</b>	-	-	450	-	-	-	-	-	-	-
Mathematics	2021-22	496	*	*	-	-	*	-	-	-	-	-	-	-
	2020-21	498	460	<b>460</b>	-	-	460	-	-	-	-	-	-	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2021-22	19.5	19.3	<b>19.3</b>	-	17.8	20.3	-	-	-	-	*	19.0	-
	2020-21	20.0	18.9	<b>18.9</b>	-	18.5	19.6	-	-	-	13.0	-	19.0	-
English Language Arts	2021-22	19.2	19.0	<b>19.0</b>	-	17.3	20.2	-	-	-	-	*	18.7	-
	2020-21	19.6	18.9	<b>18.9</b>	-	18.6	19.5	-	-	-	10.5	-	19.7	-
Mathematics	2021-22	19.3	18.9	<b>18.9</b>	-	18.2	19.5	-	-	-	-	*	19.0	-
	2020-21	19.9	17.7	<b>17.7</b>	-	16.9	18.4	-	-	-	15.0	-	17.0	-
Science	2021-22	19.8	19.8	<b>19.8</b>	-	18.6	20.7	-	-	-	-	*	19.7	-
	2020-21	20.3	19.8	<b>19.8</b>	-	19.1	20.3	-	-	-	17.0	-	19.0	-

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2021-22	44.2%	34.5%	<b>34.9%</b>	*	29.4%	42.7%	-	*	-	*	9.1%	31.3%	0.0%
	2020-21	42.5%	35.5%	<b>35.5%</b>	*	28.2%	42.6%	-	-	-	*	7.7%	25.4%	20.0%
English Language Arts	2021-22	16.6%	4.7%	<b>4.7%</b>	*	3.7%	6.1%	-	*	-	*	0.0%	2.4%	0.0%
	2020-21	16.3%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Mathematics	2021-22	19.9%	4.9%	<b>5.0%</b>	*	1.5%	9.4%	-	*	-	*	0.0%	2.5%	0.0%
	2020-21	19.3%	6.3%	<b>6.3%</b>	*	4.8%	8.1%	-	-	-	*	0.0%	6.4%	0.0%
Science	2021-22	21.1%	29.4%	<b>29.6%</b>	*	23.1%	38.7%	-	*	-	*	5.0%	24.8%	0.0%
	2020-21	20.6%	34.3%	<b>34.3%</b>	*	27.8%	40.7%	-	-	-	*	8.0%	25.7%	20.0%
Social Studies	2021-22	22.8%	12.8%	<b>12.9%</b>	*	11.0%	15.3%	-	*	-	*	0.0%	10.8%	0.0%
	2020-21	22.8%	3.2%	<b>3.2%</b>	*	1.9%	4.6%	-	-	-	*	0.0%	2.1%	*
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2020-21	46.7%	60.3%	<b>61.2%</b>	-	42.9%	73.0%	-	-	-	*	*	50.0%	*
	2019-20	46.1%	45.1%	<b>45.1%</b>	-	47.4%	48.3%	*	-	-	*	20.0%	26.7%	*
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	265	100.0%	816	5,504,150	266	100.0%	817	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	5.3%	4.4%	0	0.0%	5.3%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.7%	0	0.0%	1.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.3%	3.7%	0	0.0%	4.3%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	8.9%	7.2%	0	0.0%	8.9%	7.2%
Grade 2	0	0.0%	4.7%	7.2%	0	0.0%	4.7%	7.2%
Grade 3	0	0.0%	6.3%	7.2%	0	0.0%	6.2%	7.1%
Grade 4	0	0.0%	5.8%	7.2%	0	0.0%	5.8%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.6%	7.4%	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	7.1%	7.7%	0	0.0%	7.1%	7.7%
Grade 9	69	26.0%	8.5%	8.7%	69	25.9%	8.4%	8.7%
Grade 10	67	25.3%	8.5%	7.9%	67	25.2%	8.4%	7.9%
Grade 11	60	22.6%	7.5%	7.0%	60	22.6%	7.5%	7.0%
Grade 12	69	26.0%	8.5%	6.6%	70	26.3%	8.6%	6.6%
<b>Ethnic Distribution:</b>								
African American	3	1.1%	1.0%	12.8%	3	1.1%	1.0%	12.8%
Hispanic	139	52.5%	48.0%	53.0%	140	52.6%	48.1%	52.9%
White	119	44.9%	47.7%	25.6%	119	44.7%	47.6%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.4%	0.5%	5.1%	1	0.4%	0.5%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	3	1.1%	2.7%	3.0%	3	1.1%	2.7%	3.0%
<b>Sex:</b>								
Female	133	50.2%	43.6%	48.8%	134	50.4%	43.7%	48.8%
Male	132	49.8%	56.4%	51.2%	132	49.6%	56.3%	51.2%
Economically Disadvantaged	130	49.1%	60.2%	62.1%	130	48.9%	60.1%	62.0%
Non-Educationally Disadvantaged	135	50.9%	39.8%	37.9%	136	51.1%	39.9%	38.0%
Section 504 Students	41	15.5%	8.9%	7.4%	41	15.4%	8.9%	7.4%
EB Students/EL	5	1.9%	2.2%	23.1%	5	1.9%	2.2%	23.0%
Students w/ Disciplinary Placements (2021-22)	6	2.1%	1.1%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	34	12.8%	8.1%	5.5%	34	12.8%	8.1%	5.5%
Foster Care	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Homeless	3	1.1%	0.7%	1.3%	3	1.1%	0.7%	1.3%
Immigrant	1	0.4%	0.1%	2.2%	1	0.4%	0.1%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	264	99.6%	99.3%	64.6%	265	99.6%	99.3%	64.6%
Military Connected	9	3.4%	3.2%	3.6%	9	3.4%	3.2%	3.6%
At-Risk	152	57.4%	53.8%	53.3%	153	57.5%	53.9%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	5	1.9%	2.2%	23.2%	5	1.9%	2.2%	23.2%
Career and Technical Education	211	79.6%	28.1%	26.5%	211	79.3%	28.0%	26.5%
Career and Technical Education (9-12 grades only)	211	79.6%	79.5%	72.3%	211	79.3%	79.2%	72.2%
Gifted and Talented Education	21	7.9%	4.8%	8.2%	21	7.9%	4.8%	8.2%
Special Education	27	10.2%	15.7%	12.6%	28	10.5%	15.8%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	27							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	74.1%	48.4%	44.1%				
Students with Physical Disabilities	0	0.0%	28.1%	20.0%				
Students with Autism	*	*	8.6%	15.5%				
Students with Behavioral Disabilities	**	**	14.8%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	47	16.3%	15.9%	16.8%				
By Ethnicity:								
African American	4	1.4%	1.5%	3.3%				
Hispanic	18	6.3%	6.4%	8.7%				
White	22	7.6%	7.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	1.0%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	8	28.6%	21.7%	18.6%				
Count and Percent of EB Students/EL who are Mobile	1	20.0%	5.6%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	36	22.2%	19.6%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	29	14.1%	15.0%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	20.0%	4.5%
Grade 1	-	6.5%	2.5%	-	8.3%	3.6%
Grade 2	-	2.4%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.8%	-	0.0%	0.9%
Grade 4	-	2.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.0%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	0.0%	1.5%	8.7%	0.0%	0.0%	12.6%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	13.0	18.7
Grade 1	-	16.2	19.1
Grade 2	-	10.4	19.1
Grade 3	-	15.8	19.3
Grade 4	-	13.6	19.4
Grade 5	-	17.0	20.8
Grade 6	-	11.5	19.2
<b>Secondary:</b>			
English/Language Arts	10.0	9.9	16.2
Foreign Languages	19.6	19.6	18.8
Mathematics	13.6	12.2	17.5
Science	16.0	14.3	18.5
Social Studies	14.0	13.0	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	35.7	100.0%	100.0%	100.0%
Professional Staff:	29.7	83.3%	61.7%	64.1%
Teachers	25.3	70.9%	48.6%	48.7%
Professional Support	2.5	6.9%	7.7%	10.9%
Campus Administration (School Leadership)	2.0	5.5%	3.5%	3.3%
Educational Aides:	6.0	16.7%	15.0%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	2.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	3.0	8.3%	18.2%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.0%	11.8%
Hispanic	0.0	0.0%	6.6%	29.6%
White	25.3	100.0%	93.4%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
<b>Teachers by Sex:</b>				
Males	8.9	35.3%	21.7%	24.4%
Females	16.4	64.7%	78.3%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	1.3%	2.0%
Bachelors	19.9	78.5%	79.6%	72.2%
Masters	5.4	21.5%	19.1%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	1.0	4.0%	11.7%	9.7%
1-5 Years Experience	4.5	17.7%	24.9%	26.3%
6-10 Years Experience	4.0	15.8%	13.1%	20.5%
11-20 Years Experience	7.8	30.9%	29.6%	27.2%
21-30 Years Experience	7.0	27.7%	18.0%	13.3%
Over 30 Years Experience	1.0	4.0%	2.6%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	10.5	n/a	10.7	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	4.0	3.0	6.1
Average Years Experience of Principals with District	4.0	2.0	5.3
Average Years Experience of Assistant Principals	1.0	1.3	5.2
Average Years Experience of Assistant Principals with District	1.0	1.3	4.4
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	14.7	11.7	11.0
Average Years Experience of Teachers with District:	8.3	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$45,468	\$37,418	\$53,300
1-5 Years Experience	\$38,950	\$38,694	\$56,516
6-10 Years Experience	\$49,220	\$46,161	\$59,732
11-20 Years Experience	\$61,293	\$56,283	\$63,389
21-30 Years Experience	\$56,650	\$55,742	\$67,876
Over 30 Years Experience	\$64,040	\$59,290	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$53,620	\$48,339	\$60,717
Professional Support	\$57,690	\$62,020	\$72,022
Campus Administration (School Leadership)	\$76,263	\$71,428	\$85,167
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	64.4%	65.1%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.2	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	5.2	20.5%	7.6%	5.4%
Compensatory Education	1.2	4.8%	2.5%	3.2%
Gifted and Talented Education	0.1	0.6%	1.5%	1.7%
Regular Education	14.2	56.2%	79.0%	70.6%
Special Education	2.3	9.2%	6.5%	9.7%
Other	2.2	8.7%	2.9%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
BALLINGER H S (200901001) - BALLINGER ISD - RUNNELS COUNTY

- 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.)**

# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BALLINGER ISD**

**District Number: 200901**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	School Year	State	Region 15	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)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	75%	<b>73%</b>	-	74%	71%	-	*	-	*	0%	*	76%	69%	69%	*
	2022	76%	76%	<b>80%</b>	-	67%	91%	-	-	-	*	33%	*	78%	89%	81%	*
At Meets Grade Level or Above	2023	50%	45%	<b>35%</b>	-	30%	38%	-	*	-	*	0%	*	33%	38%	25%	*
	2022	51%	48%	<b>46%</b>	-	43%	45%	-	-	-	*	17%	*	51%	22%	44%	*
At Masters Grade Level	2023	20%	13%	<b>6%</b>	-	4%	5%	-	*	-	*	0%	*	9%	0%	3%	*
	2022	30%	28%	<b>26%</b>	-	29%	23%	-	-	-	*	0%	*	30%	11%	22%	*
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	70%	<b>65%</b>	-	55%	73%	-	*	-	*	13%	*	64%	69%	63%	*
	2022	71%	68%	<b>63%</b>	-	52%	73%	-	-	-	*	0%	*	65%	56%	59%	*
At Meets Grade Level or Above	2023	45%	39%	<b>31%</b>	-	27%	27%	-	*	-	*	0%	*	39%	13%	25%	*
	2022	43%	39%	<b>33%</b>	-	14%	45%	-	-	-	*	0%	*	35%	22%	25%	*
At Masters Grade Level	2023	19%	13%	<b>6%</b>	-	5%	0%	-	*	-	*	0%	*	9%	0%	3%	*
	2022	21%	18%	<b>15%</b>	-	10%	18%	-	-	-	*	0%	*	16%	11%	6%	*
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	76%	<b>67%</b>	*	58%	76%	-	*	-	-	11%	*	65%	73%	67%	*
	2022	77%	76%	<b>82%</b>	-	84%	80%	-	-	-	-	71%	*	78%	94%	74%	*
At Meets Grade Level or Above	2023	48%	44%	<b>40%</b>	*	27%	59%	-	*	-	-	11%	*	38%	45%	42%	*
	2022	54%	50%	<b>64%</b>	-	60%	70%	-	-	-	-	71%	*	63%	69%	53%	*
At Masters Grade Level	2023	22%	16%	<b>11%</b>	*	4%	18%	-	*	-	-	0%	*	9%	18%	9%	*
	2022	28%	23%	<b>25%</b>	-	12%	37%	-	-	-	-	0%	*	20%	38%	21%	*
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	65%	<b>56%</b>	*	31%	88%	-	*	-	-	11%	*	59%	45%	50%	*
	2022	70%	68%	<b>79%</b>	-	80%	77%	-	-	-	-	71%	*	75%	88%	68%	*
At Meets Grade Level or Above	2023	48%	41%	<b>29%</b>	*	12%	53%	-	*	-	-	11%	*	29%	27%	22%	*
	2022	43%	38%	<b>46%</b>	-	48%	47%	-	-	-	-	43%	*	40%	63%	38%	*
At Masters Grade Level	2023	22%	15%	<b>7%</b>	*	4%	6%	-	*	-	-	0%	*	9%	0%	0%	*
	2022	23%	17%	<b>16%</b>	-	16%	17%	-	-	-	-	0%	*	15%	19%	15%	*
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
**BALLINGER ISD (200901) - RUNNELS COUNTY**

	School Year	State	Region 15	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%	79%	<b>81%</b>	-	83%	79%	-	-	-	-	38%	*	79%	87%	74%	*
	2022	81%	79%	<b>74%</b>	*	63%	86%	-	-	-	*	55%	*	71%	88%	78%	*
At Meets Grade Level or Above	2023	57%	51%	<b>55%</b>	-	50%	61%	-	-	-	-	0%	*	51%	67%	52%	*
	2022	58%	53%	<b>54%</b>	*	44%	73%	-	-	-	*	45%	*	51%	75%	53%	*
At Masters Grade Level	2023	28%	21%	<b>17%</b>	-	13%	21%	-	-	-	-	0%	*	14%	27%	16%	*
	2022	36%	32%	<b>37%</b>	*	28%	50%	-	-	-	*	18%	*	35%	50%	34%	*
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2023	80%	77%	<b>86%</b>	-	90%	82%	-	-	-	-	50%	*	84%	93%	77%	*
	2022	77%	75%	<b>82%</b>	*	75%	95%	-	-	-	*	73%	*	80%	100%	78%	*
At Meets Grade Level or Above	2023	51%	43%	<b>66%</b>	-	63%	68%	-	-	-	-	25%	*	65%	67%	52%	*
	2022	48%	43%	<b>44%</b>	*	28%	68%	-	-	-	*	36%	*	41%	63%	41%	*
At Masters Grade Level	2023	21%	14%	<b>19%</b>	-	13%	25%	-	-	-	-	0%	*	19%	20%	19%	*
	2022	25%	20%	<b>14%</b>	*	16%	14%	-	-	-	*	18%	*	14%	13%	16%	*
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2023	65%	63%	<b>64%</b>	-	63%	64%	-	-	-	-	50%	*	60%	73%	65%	*
	2022	66%	66%	<b>81%</b>	*	69%	95%	-	-	-	*	55%	*	80%	88%	75%	*
At Meets Grade Level or Above	2023	36%	31%	<b>28%</b>	-	17%	39%	-	-	-	-	13%	*	26%	33%	23%	*
	2022	38%	36%	<b>44%</b>	*	22%	77%	-	-	-	*	36%	*	43%	50%	28%	*
At Masters Grade Level	2023	16%	12%	<b>14%</b>	-	10%	18%	-	-	-	-	0%	*	12%	20%	10%	*
	2022	18%	17%	<b>16%</b>	*	13%	23%	-	-	-	*	18%	*	16%	13%	13%	*
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	75%	<b>58%</b>	*	49%	75%	-	-	-	*	33%	*	60%	50%	61%	*
	2022	70%	67%	<b>72%</b>	*	59%	87%	-	*	-	-	22%	*	76%	57%	67%	*
At Meets Grade Level or Above	2023	52%	47%	<b>27%</b>	*	16%	45%	-	-	-	*	11%	*	26%	33%	31%	*
	2022	43%	41%	<b>43%</b>	*	32%	52%	-	*	-	-	11%	*	50%	21%	40%	*
At Masters Grade Level	2023	22%	17%	<b>5%</b>	*	3%	5%	-	-	-	*	0%	*	6%	0%	3%	*
	2022	23%	21%	<b>17%</b>	*	6%	35%	-	*	-	-	0%	*	22%	0%	12%	*
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	76%	<b>59%</b>	*	46%	85%	-	-	-	*	56%	*	64%	42%	50%	*
	2022	73%	71%	<b>62%</b>	*	54%	74%	-	*	-	-	11%	*	66%	50%	52%	*

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	School Year	State	Region 15	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%	37%	<b>12%</b>	*	5%	25%	-	-	-	*	11%	*	13%	8%	11%	*
	2022	39%	34%	<b>26%</b>	*	17%	39%	-	*	-	-	11%	*	30%	14%	23%	*
At Masters Grade Level	2023	16%	12%	<b>2%</b>	*	0%	5%	-	-	-	*	0%	*	2%	0%	0%	*
	2022	16%	12%	<b>7%</b>	*	0%	13%	-	*	-	-	0%	*	9%	0%	5%	*
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2023	78%	72%	<b>71%</b>	*	66%	75%	-	*	-	-	22%	*	75%	57%	68%	*
	2022	80%	76%	<b>84%</b>	-	88%	88%	-	-	-	50%	38%	*	87%	76%	76%	-
At Meets Grade Level or Above	2023	55%	47%	<b>35%</b>	*	29%	38%	-	*	-	-	22%	*	38%	29%	38%	*
	2022	56%	51%	<b>52%</b>	-	50%	59%	-	-	-	17%	25%	*	62%	24%	49%	-
At Masters Grade Level	2023	27%	20%	<b>11%</b>	*	3%	25%	-	*	-	-	11%	*	13%	7%	8%	*
	2022	37%	32%	<b>28%</b>	-	38%	25%	-	-	-	0%	13%	*	34%	12%	27%	-
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2023	63%	62%	<b>56%</b>	*	46%	71%	-	*	-	-	11%	*	58%	50%	53%	*
	2022	61%	60%	<b>56%</b>	-	54%	59%	-	-	-	50%	38%	*	62%	41%	54%	-
At Meets Grade Level or Above	2023	37%	37%	<b>35%</b>	*	20%	54%	-	*	-	-	11%	*	35%	36%	30%	*
	2022	31%	32%	<b>30%</b>	-	31%	34%	-	-	-	0%	38%	*	34%	18%	24%	-
At Masters Grade Level	2023	11%	10%	<b>6%</b>	*	3%	8%	-	*	-	-	0%	*	8%	0%	0%	*
	2022	13%	13%	<b>9%</b>	-	12%	9%	-	-	-	0%	13%	*	9%	12%	7%	-
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2023	83%	80%	<b>91%</b>	-	84%	96%	-	-	-	*	67%	*	93%	82%	84%	-
	2022	83%	80%	<b>82%</b>	-	82%	84%	-	-	-	*	40%	*	84%	71%	79%	-
At Meets Grade Level or Above	2023	58%	50%	<b>64%</b>	-	56%	75%	-	-	-	*	50%	*	66%	55%	55%	-
	2022	58%	53%	<b>46%</b>	-	45%	48%	-	-	-	*	0%	*	51%	29%	36%	-
At Masters Grade Level	2023	28%	22%	<b>13%</b>	-	16%	11%	-	-	-	*	0%	*	14%	9%	10%	-
	2022	37%	31%	<b>32%</b>	-	27%	39%	-	-	-	*	0%	*	33%	29%	18%	-
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2023	76%	73%	<b>82%</b>	-	72%	96%	-	-	-	*	50%	*	84%	73%	74%	-
	2022	71%	69%	<b>58%</b>	-	55%	65%	-	-	-	*	40%	*	59%	57%	51%	-
At Meets Grade Level or Above	2023	46%	40%	<b>47%</b>	-	44%	54%	-	-	-	*	50%	*	50%	36%	45%	-
	2022	40%	37%	<b>29%</b>	-	24%	35%	-	-	-	*	0%	*	33%	14%	18%	-

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	School Year	State	Region 15	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%	12%	<b>22%</b>	-	28%	18%	-	-	-	*	17%	*	23%	18%	19%	-
	2022	14%	12%	<b>5%</b>	-	3%	6%	-	-	-	*	0%	*	4%	7%	3%	-
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2023	74%	68%	<b>75%</b>	-	68%	86%	-	-	-	*	50%	*	75%	73%	74%	-
	2022	74%	69%	<b>65%</b>	-	52%	81%	-	-	-	*	20%	*	67%	57%	56%	-
At Meets Grade Level or Above	2023	47%	39%	<b>31%</b>	-	28%	36%	-	-	-	*	50%	*	32%	27%	32%	-
	2022	45%	36%	<b>25%</b>	-	15%	35%	-	-	-	*	0%	*	25%	21%	15%	-
At Masters Grade Level	2023	17%	11%	<b>2%</b>	-	0%	4%	-	-	-	*	0%	*	2%	0%	0%	-
	2022	24%	16%	<b>9%</b>	-	3%	16%	-	-	-	*	0%	*	8%	14%	5%	-
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2023	62%	57%	<b>38%</b>	-	28%	50%	-	-	-	*	50%	*	34%	55%	42%	-
	2022	61%	52%	<b>58%</b>	-	52%	68%	-	-	-	*	20%	*	57%	64%	56%	-
At Meets Grade Level or Above	2023	33%	26%	<b>9%</b>	-	8%	11%	-	-	-	*	50%	*	11%	0%	13%	-
	2022	31%	22%	<b>17%</b>	-	12%	23%	-	-	-	*	0%	*	16%	21%	15%	-
At Masters Grade Level	2023	16%	11%	<b>2%</b>	-	0%	4%	-	-	-	*	0%	*	2%	0%	0%	-
	2022	18%	11%	<b>9%</b>	-	3%	16%	-	-	-	*	0%	*	8%	14%	5%	-
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2023	72%	73%	<b>81%</b>	-	80%	81%	-	-	-	*	20%	*	82%	76%	72%	-
	2022	65%	63%	<b>73%</b>	*	74%	69%	-	*	-	-	0%	*	76%	57%	65%	*
At Meets Grade Level or Above	2023	52%	51%	<b>64%</b>	-	61%	67%	-	-	-	*	0%	*	67%	53%	49%	-
	2022	47%	44%	<b>49%</b>	*	43%	56%	-	*	-	-	0%	*	51%	36%	35%	*
At Masters Grade Level	2023	13%	10%	<b>15%</b>	-	10%	22%	-	-	-	*	0%	*	18%	6%	12%	-
	2022	11%	8%	<b>10%</b>	*	9%	9%	-	*	-	-	0%	*	10%	7%	4%	*
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2023	74%	75%	<b>78%</b>	*	80%	75%	-	*	-	*	*	*	80%	69%	68%	*
	2022	72%	71%	<b>71%</b>	*	65%	78%	-	-	-	-	38%	*	69%	79%	60%	*
At Meets Grade Level or Above	2023	54%	55%	<b>64%</b>	*	63%	63%	-	*	-	*	*	*	64%	62%	54%	*
	2022	55%	53%	<b>58%</b>	*	53%	65%	-	-	-	-	38%	*	56%	64%	47%	*

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	School Year	State	Region 15	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%	5%	*	5%	3%	-	*	-	*	*	*	6%	0%	0%	*
	2022	9%	7%	9%	*	10%	8%	-	-	-	-	25%	*	11%	0%	6%	*
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	73%	72%	-	71%	75%	-	-	-	*	*	*	72%	73%	59%	*
	2022	76%	69%	78%	*	79%	74%	-	*	-	-	0%	*	79%	71%	73%	*
At Meets Grade Level or Above	2023	43%	33%	23%	-	16%	31%	-	-	-	*	*	*	25%	13%	17%	*
	2022	43%	35%	36%	*	35%	35%	-	*	-	-	0%	*	39%	21%	20%	*
At Masters Grade Level	2023	23%	14%	12%	-	5%	19%	-	-	-	*	*	*	13%	7%	10%	*
	2022	27%	20%	22%	*	19%	26%	-	*	-	-	0%	*	26%	7%	7%	*
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2023	88%	88%	90%	-	92%	88%	-	-	-	*	57%	*	89%	94%	90%	-
	2022	83%	81%	86%	*	83%	90%	-	*	-	-	*	*	85%	86%	77%	*
At Meets Grade Level or Above	2023	56%	51%	65%	-	61%	73%	-	-	-	*	29%	*	64%	71%	54%	-
	2022	55%	49%	62%	*	57%	70%	-	*	-	-	*	*	65%	50%	49%	*
At Masters Grade Level	2023	21%	13%	21%	-	13%	30%	-	-	-	*	0%	*	25%	6%	13%	-
	2022	21%	15%	11%	*	12%	7%	-	*	-	-	*	*	13%	0%	2%	*
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2023	94%	93%	93%	*	97%	86%	-	*	-	*	57%	*	92%	96%	94%	*
	2022	89%	88%	92%	-	88%	93%	-	-	-	-	88%	*	92%	92%	89%	*
At Meets Grade Level or Above	2023	70%	66%	59%	*	50%	71%	-	*	-	*	29%	*	57%	65%	47%	*
	2022	68%	66%	70%	-	76%	70%	-	-	-	-	50%	*	72%	62%	63%	*
At Masters Grade Level	2023	38%	31%	22%	*	19%	26%	-	*	-	*	29%	*	23%	17%	14%	*
	2022	42%	38%	42%	-	47%	41%	-	-	-	-	38%	*	43%	38%	37%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	74%	73%	77%	69%	79%	-	100%	-	57%	34%	73%	74%	72%	69%	74%
	2022	74%	71%	74%	69%	69%	80%	-	100%	-	52%	41%	83%	75%	72%	68%	81%
At Meets Grade Level or Above	2023	49%	44%	43%	38%	36%	51%	-	88%	-	35%	18%	53%	43%	41%	36%	48%
	2022	48%	43%	44%	31%	37%	53%	-	100%	-	29%	25%	47%	46%	37%	35%	52%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	School Year	State	Region 15	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	20%	15%	<b>12%</b>	0%	8%	15%	-	63%	-	17%	3%	20%	13%	8%	8%	15%
	2022	23%	19%	<b>18%</b>	0%	14%	22%	-	80%	-	5%	9%	11%	19%	14%	12%	22%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	76%	<b>75%</b>	67%	72%	79%	-	*	-	89%	26%	75%	77%	71%	70%	83%
	2022	75%	73%	<b>77%</b>	83%	72%	82%	-	*	-	56%	39%	88%	77%	75%	72%	82%
At Meets Grade Level or Above	2023	53%	49%	<b>49%</b>	50%	43%	57%	-	*	-	56%	12%	42%	50%	48%	43%	50%
	2022	53%	49%	<b>52%</b>	50%	46%	59%	-	*	-	33%	29%	44%	54%	42%	44%	55%
At Masters Grade Level	2023	20%	15%	<b>11%</b>	0%	7%	14%	-	*	-	22%	2%	17%	11%	8%	7%	8%
	2022	25%	22%	<b>22%</b>	0%	18%	27%	-	*	-	11%	8%	19%	23%	17%	17%	27%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	71%	<b>68%</b>	*	59%	81%	-	*	-	38%	32%	73%	70%	65%	60%	67%
	2022	72%	69%	<b>68%</b>	*	65%	73%	-	*	-	56%	37%	75%	70%	64%	62%	70%
At Meets Grade Level or Above	2023	45%	39%	<b>34%</b>	*	25%	45%	-	*	-	25%	15%	64%	36%	29%	28%	50%
	2022	42%	37%	<b>35%</b>	*	28%	42%	-	*	-	22%	22%	50%	36%	29%	26%	40%
At Masters Grade Level	2023	19%	13%	<b>11%</b>	*	8%	13%	-	*	-	25%	2%	27%	12%	6%	7%	25%
	2022	20%	16%	<b>13%</b>	*	11%	15%	-	*	-	0%	6%	8%	14%	10%	8%	30%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	74%	<b>77%</b>	-	76%	80%	-	-	-	*	52%	*	76%	81%	77%	*
	2022	76%	73%	<b>77%</b>	*	69%	88%	-	*	-	*	42%	*	78%	75%	69%	*
At Meets Grade Level or Above	2023	47%	41%	<b>43%</b>	-	38%	51%	-	-	-	*	29%	*	42%	47%	38%	*
	2022	47%	41%	<b>44%</b>	*	34%	59%	-	*	-	*	21%	*	46%	39%	32%	*
At Masters Grade Level	2023	18%	12%	<b>13%</b>	-	9%	18%	-	-	-	*	0%	*	14%	9%	8%	*
	2022	21%	16%	<b>12%</b>	*	9%	14%	-	*	-	*	11%	*	12%	8%	6%	*
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	75%	<b>75%</b>	*	78%	71%	-	*	-	*	54%	*	73%	82%	77%	*
	2022	75%	70%	<b>76%</b>	-	64%	84%	-	-	-	*	62%	*	76%	78%	72%	*
At Meets Grade Level or Above	2023	52%	46%	<b>42%</b>	*	38%	47%	-	*	-	*	38%	*	42%	44%	36%	*
	2022	50%	44%	<b>45%</b>	-	34%	53%	-	-	-	*	31%	*	46%	41%	38%	*

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	School Year	State	Region 15	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	27%	21%	<b>15%</b>	*	13%	17%	-	*	-	*	15%	*	16%	12%	9%	*
	2022	30%	25%	<b>27%</b>	-	18%	32%	-	-	-	*	23%	*	27%	26%	20%	*
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	31%	<b>19%</b>	-	14%	19%	-	*	-	*	0%	*	24%	7%	9%	*
	2022	36%	32%	<b>26%</b>	-	14%	32%	-	-	-	*	0%	*	30%	11%	16%	*
Reading and Mathematics Including EOC	2023	37%	31%	<b>19%</b>	-	14%	19%	-	*	-	*	0%	*	24%	7%	9%	*
	2022	36%	32%	<b>26%</b>	-	14%	32%	-	-	-	*	0%	*	30%	11%	16%	*
Reading Including EOC	2023	50%	45%	<b>35%</b>	-	30%	38%	-	*	-	*	0%	*	33%	38%	25%	*
	2022	51%	48%	<b>46%</b>	-	43%	45%	-	-	-	*	17%	*	51%	22%	44%	*
Math Including EOC	2023	45%	39%	<b>31%</b>	-	27%	27%	-	*	-	*	0%	*	39%	13%	25%	*
	2022	43%	39%	<b>33%</b>	-	14%	45%	-	-	-	*	0%	*	35%	22%	25%	*
<b>4th Graders</b>																	
Reading and Mathematics	2023	38%	32%	<b>25%</b>	*	8%	47%	-	*	-	-	11%	*	24%	30%	22%	*
	2022	36%	31%	<b>41%</b>	-	40%	43%	-	-	-	-	43%	*	35%	56%	32%	*
Reading and Mathematics Including EOC	2023	38%	32%	<b>25%</b>	*	8%	47%	-	*	-	-	11%	*	24%	30%	22%	*
	2022	36%	31%	<b>41%</b>	-	40%	43%	-	-	-	-	43%	*	35%	56%	32%	*
Reading Including EOC	2023	48%	44%	<b>40%</b>	*	27%	59%	-	*	-	-	11%	*	38%	45%	42%	*
	2022	54%	50%	<b>64%</b>	-	60%	70%	-	-	-	-	71%	*	63%	69%	53%	*
Math Including EOC	2023	48%	41%	<b>29%</b>	*	12%	53%	-	*	-	-	11%	*	29%	27%	22%	*
	2022	43%	38%	<b>46%</b>	-	48%	47%	-	-	-	-	43%	*	40%	63%	38%	*
<b>5th Graders</b>																	
Reading and Mathematics	2023	43%	36%	<b>48%</b>	-	43%	54%	-	-	-	-	0%	*	49%	47%	42%	*
	2022	41%	36%	<b>37%</b>	*	25%	55%	-	-	-	*	36%	*	33%	63%	31%	*
Reading and Mathematics Including EOC	2023	43%	36%	<b>48%</b>	-	43%	54%	-	-	-	-	0%	*	49%	47%	42%	*
	2022	41%	36%	<b>37%</b>	*	25%	55%	-	-	-	*	36%	*	33%	63%	31%	*
Reading Including EOC	2023	57%	51%	<b>55%</b>	-	50%	61%	-	-	-	-	0%	*	51%	67%	52%	*
	2022	58%	53%	<b>54%</b>	*	44%	73%	-	-	-	*	45%	*	51%	75%	53%	*
Math Including EOC	2023	51%	43%	<b>66%</b>	-	63%	68%	-	-	-	-	25%	*	65%	67%	52%	*
	2022	48%	43%	<b>44%</b>	*	28%	68%	-	-	-	*	36%	*	41%	63%	41%	*
<b>6th Graders</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
**BALLINGER ISD (200901) - RUNNELS COUNTY**

	School Year	State	Region 15	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	2023	35%	30%	12%	*	5%	25%	-	-	-	*	11%	*	13%	8%	11%	*
	2022	31%	27%	25%	*	15%	39%	-	*	-	-	11%	*	30%	7%	21%	*
Reading and Mathematics Including EOC	2023	35%	30%	12%	*	5%	25%	-	-	-	*	11%	*	13%	8%	11%	*
	2022	31%	27%	25%	*	15%	39%	-	*	-	-	11%	*	30%	7%	21%	*
Reading Including EOC	2023	52%	47%	27%	*	16%	45%	-	-	-	*	11%	*	26%	33%	31%	*
	2022	43%	41%	43%	*	32%	52%	-	*	-	-	11%	*	50%	21%	40%	*
Math Including EOC	2023	40%	37%	12%	*	5%	25%	-	-	-	*	11%	*	13%	8%	11%	*
	2022	40%	34%	26%	*	17%	39%	-	*	-	-	11%	*	30%	14%	23%	*
<b>7th Graders</b>																	
Reading and Mathematics	2023	37%	32%	27%	*	17%	38%	-	*	-	-	11%	*	27%	29%	25%	*
	2022	32%	29%	24%	-	27%	26%	-	-	-	0%	25%	*	28%	12%	20%	-
Reading and Mathematics Including EOC	2023	38%	32%	27%	*	17%	38%	-	*	-	-	11%	*	27%	29%	25%	*
	2022	33%	29%	24%	-	27%	26%	-	-	-	0%	25%	*	28%	12%	20%	-
Reading Including EOC	2023	55%	47%	35%	*	29%	38%	-	*	-	-	22%	*	38%	29%	38%	*
	2022	56%	51%	52%	-	50%	61%	-	-	-	17%	25%	*	63%	24%	49%	-
Math Including EOC	2023	43%	37%	35%	*	20%	54%	-	*	-	-	11%	*	35%	36%	30%	*
	2022	37%	32%	30%	-	31%	35%	-	-	-	0%	38%	*	35%	18%	24%	-
<b>8th Graders</b>																	
Reading and Mathematics	2023	31%	32%	38%	-	40%	39%	-	-	-	*	50%	*	41%	27%	32%	-
	2022	27%	29%	23%	-	18%	29%	-	-	-	*	0%	*	25%	14%	10%	-
Reading and Mathematics Including EOC	2023	44%	38%	38%	-	40%	39%	-	-	-	*	50%	*	41%	27%	32%	-
	2022	41%	35%	23%	-	18%	29%	-	-	-	*	0%	*	25%	14%	10%	-
Reading Including EOC	2023	58%	51%	64%	-	56%	75%	-	-	-	*	50%	*	66%	55%	55%	-
	2022	58%	55%	46%	-	45%	48%	-	-	-	*	0%	*	51%	29%	36%	-
Math Including EOC	2023	51%	45%	47%	-	44%	54%	-	-	-	*	50%	*	50%	36%	45%	-
	2022	48%	41%	29%	-	24%	35%	-	-	-	*	0%	*	33%	14%	18%	-
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	32%	29%	*	21%	38%	-	*	-	29%	12%	30%	30%	25%	23%	36%
	2022	34%	31%	29%	*	23%	36%	-	*	-	22%	22%	36%	30%	26%	21%	33%
Reading and Mathematics Including EOC	2023	39%	33%	29%	*	21%	38%	-	*	-	29%	12%	30%	30%	25%	23%	36%
	2022	36%	32%	29%	*	23%	36%	-	*	-	22%	22%	36%	30%	26%	21%	33%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	School Year	State	Region 15	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 Including EOC	2023	53%	47%	<b>43%</b>	*	34%	54%	-	*	-	43%	14%	30%	42%	44%	40%	45%
	2022	53%	50%	<b>51%</b>	*	45%	58%	-	*	-	33%	30%	55%	55%	38%	45%	44%
Math Including EOC	2023	47%	40%	<b>37%</b>	*	27%	48%	-	*	-	29%	16%	60%	39%	32%	30%	55%
	2022	43%	38%	<b>34%</b>	*	27%	44%	-	*	-	22%	24%	45%	36%	31%	27%	33%

\* 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)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	School Year	State	Region15	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)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	51%	<b>45%</b>	*	37%	59%	-	*	-	-	13%	*	41%	60%	47%	*
Grade 4 Mathematics	2023	63%	56%	<b>49%</b>	*	46%	53%	-	*	-	-	44%	*	46%	61%	44%	*
Grade 5 ELA/Reading	2023	65%	61%	<b>57%</b>	-	65%	48%	-	-	-	-	40%	*	51%	75%	55%	*
Grade 5 Mathematics	2023	71%	66%	<b>83%</b>	-	83%	83%	-	-	-	-	80%	*	78%	100%	74%	*
Grade 6 ELA/Reading	2023	51%	47%	<b>22%</b>	*	18%	29%	-	-	-	*	28%	*	27%	5%	16%	*
Grade 6 Mathematics	2023	54%	55%	<b>30%</b>	*	30%	29%	-	-	-	*	50%	*	32%	23%	23%	*
Grade 7 ELA/Reading	2023	71%	62%	<b>59%</b>	*	61%	52%	-	*	-	-	44%	*	57%	68%	63%	*
Grade 7 Mathematics	2023	56%	52%	<b>61%</b>	*	53%	69%	-	*	-	-	44%	*	60%	64%	56%	*
Grade 8 ELA/Reading	2023	63%	59%	<b>64%</b>	-	56%	68%	-	-	-	*	50%	*	61%	73%	58%	-
Grade 8 Mathematics	2023	74%	74%	<b>88%</b>	-	92%	88%	-	-	-	*	83%	*	89%	86%	87%	-
End of Course English I	2023	57%	59%	<b>69%</b>	-	70%	67%	-	-	-	*	10%	*	70%	64%	70%	-
End of Course English II	2023	74%	77%	<b>78%</b>	*	77%	76%	-	*	-	*	*	*	76%	83%	75%	*
End of Course Algebra I	2023	76%	65%	<b>62%</b>	-	53%	70%	-	-	-	*	*	*	60%	68%	55%	-
All Grades Both Subjects	2023	64%	60%	<b>59%</b>	61%	56%	63%	-	100%	-	78%	46%	58%	58%	65%	55%	68%
All Grades ELA/Reading	2023	63%	59%	<b>57%</b>	60%	54%	59%	-	*	-	100%	34%	50%	56%	62%	55%	70%
All Grades Mathematics	2023	66%	62%	<b>62%</b>	*	57%	68%	-	*	-	*	59%	67%	61%	68%	56%	67%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	34%	<b>18%</b>	-	25%	*	-	-	-	-	0%	*	13%	*	13%	-
Grade 4 Mathematics	2023	27%	23%	<b>19%</b>	-	14%	*	-	-	-	-	0%	*	17%	*	15%	-
Grade 5 ELA/Reading	2023	37%	34%	<b>30%</b>	-	20%	40%	-	-	-	-	*	-	25%	*	29%	-
Grade 5 Mathematics	2023	48%	45%	<b>69%</b>	-	60%	75%	-	-	-	-	*	-	56%	*	60%	-
Grade 6 ELA/Reading	2023	26%	28%	<b>25%</b>	-	21%	*	-	-	-	-	17%	-	29%	*	25%	-
Grade 6 Mathematics	2023	35%	38%	<b>17%</b>	*	10%	*	-	-	-	-	*	-	11%	*	14%	-
Grade 7 ELA/Reading	2023	39%	33%	<b>29%</b>	-	38%	*	-	-	-	-	14%	-	36%	17%	25%	*
Grade 7 Mathematics	2023	22%	19%	<b>13%</b>	*	13%	14%	-	-	-	-	0%	-	6%	29%	17%	*
Grade 8 ELA/Reading	2023	39%	39%	<b>44%</b>	-	20%	*	-	-	-	*	60%	-	50%	*	38%	-
Grade 8 Mathematics	2023	49%	49%	<b>63%</b>	-	46%	90%	-	-	-	*	*	-	65%	57%	47%	-
End of Course English I	2023	26%	33%	<b>45%</b>	-	50%	*	-	-	-	*	*	-	50%	*	25%	-
End of Course English II	2023	41%	48%	<b>36%</b>	-	50%	25%	-	-	-	-	*	-	33%	40%	22%	-
End of Course Algebra I	2023	58%	51%	<b>54%</b>	-	50%	64%	-	-	-	*	*	-	50%	67%	31%	-
All Grades Both Subjects	2023	38%	37%	<b>37%</b>	*	30%	47%	-	-	-	*	22%	*	35%	42%	28%	*
All Grades ELA/Reading	2023	35%	36%	<b>32%</b>	-	32%	28%	-	-	-	*	23%	*	33%	29%	25%	*
All Grades Mathematics	2023	40%	38%	<b>40%</b>	*	30%	62%	-	-	-	*	21%	*	36%	52%	30%	*

\* 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)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	School Year	State	Region 15	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
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	74%	<b>73%</b>	-	-	-	-	-	-	73%	86%	67%	-	-	73%	73%	86%
	2022	74%	71%	<b>74%</b>	-	-	-	-	-	-	79%	*	78%	-	-	71%	76%	100%
At Meets Grade Level or Above	2023	49%	44%	<b>43%</b>	-	-	-	-	-	-	41%	57%	33%	-	-	42%	41%	86%
	2022	48%	43%	<b>44%</b>	-	-	-	-	-	-	47%	*	44%	-	-	40%	43%	88%
At Masters Grade Level	2023	20%	15%	<b>12%</b>	-	-	-	-	-	-	14%	29%	7%	-	-	12%	14%	14%
	2022	23%	19%	<b>18%</b>	-	-	-	-	-	-	16%	*	17%	-	-	18%	14%	50%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	76%	<b>75%</b>	-	-	-	-	-	-	80%	*	71%	-	-	75%	80%	*
	2022	75%	73%	<b>77%</b>	-	-	-	-	-	-	75%	-	75%	-	-	79%	78%	*
At Meets Grade Level or Above	2023	53%	49%	<b>49%</b>	-	-	-	-	-	-	40%	*	43%	-	-	49%	40%	*
	2022	53%	49%	<b>52%</b>	-	-	-	-	-	-	50%	-	50%	-	-	51%	44%	*
At Masters Grade Level	2023	20%	15%	<b>11%</b>	-	-	-	-	-	-	10%	*	0%	-	-	11%	10%	*
	2022	25%	22%	<b>22%</b>	-	-	-	-	-	-	13%	-	13%	-	-	28%	11%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	71%	<b>68%</b>	-	-	-	-	-	-	70%	*	57%	-	-	69%	70%	*
	2022	72%	69%	<b>68%</b>	-	-	-	-	-	-	71%	-	71%	-	-	67%	63%	*
At Meets Grade Level or Above	2023	45%	39%	<b>34%</b>	-	-	-	-	-	-	50%	*	29%	-	-	34%	50%	*
	2022	42%	37%	<b>35%</b>	-	-	-	-	-	-	29%	-	29%	-	-	34%	25%	*
At Masters Grade Level	2023	19%	13%	<b>11%</b>	-	-	-	-	-	-	20%	*	14%	-	-	10%	20%	*
	2022	20%	16%	<b>13%</b>	-	-	-	-	-	-	29%	-	29%	-	-	10%	25%	*
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	74%	<b>77%</b>	-	-	-	-	-	-	*	*	-	-	-	78%	*	*
	2022	76%	73%	<b>77%</b>	-	-	-	-	-	-	*	-	*	-	-	70%	*	*
At Meets Grade Level or Above	2023	47%	41%	<b>43%</b>	-	-	-	-	-	-	*	*	-	-	-	43%	*	*
	2022	47%	41%	<b>44%</b>	-	-	-	-	-	-	*	-	*	-	-	34%	*	*
At Masters Grade Level	2023	18%	12%	<b>13%</b>	-	-	-	-	-	-	*	*	-	-	-	13%	*	*
	2022	21%	16%	<b>12%</b>	-	-	-	-	-	-	*	-	*	-	-	12%	*	*
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	75%	<b>75%</b>	-	-	-	-	-	-	*	-	*	-	-	74%	*	*
	2022	75%	70%	<b>76%</b>	-	-	-	-	-	-	*	*	*	-	-	61%	*	-
At Meets Grade Level or Above	2023	52%	46%	<b>42%</b>	-	-	-	-	-	-	*	-	*	-	-	42%	*	*
	2022	50%	44%	<b>45%</b>	-	-	-	-	-	-	*	*	*	-	-	21%	*	-
At Masters Grade Level	2023	27%	21%	<b>15%</b>	-	-	-	-	-	-	*	-	*	-	-	15%	*	*
	2022	30%	25%	<b>27%</b>	-	-	-	-	-	-	*	*	*	-	-	13%	*	-
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	60%	<b>59%</b>	-	-	-	-	-	-	73%	*	68%	-	-	59%	73%	40%
All Grades ELA/Reading	2023	63%	59%	<b>57%</b>	-	-	-	-	-	-	75%	*	75%	-	-	57%	75%	*

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	School Year	State	Region 15	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%	62%	<b>62%</b>	-	-	-	-	-	-	71%	*	60%	-	-	62%	71%	*
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	37%	<b>37%</b>	-	-	-	-	-	-	*	-	*	-	-	37%	*	-
All Grades ELA/Reading	2023	35%	36%	<b>32%</b>	-	-	-	-	-	-	*	-	*	-	-	33%	*	-
All Grades Mathematics	2023	40%	38%	<b>40%</b>	-	-	-	-	-	-	*	-	*	-	-	41%	*	-

\* 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)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	State	Region 15	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)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	93%	95%	<b>95%</b>	100%	94%	95%	-	100%	-	100%	96%	88%	99%	82%	95%	71%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	0%	5%	5%	-	0%	-	0%	3%	12%	1%	16%	4%	21%
Not Included in Accountability: Other Exclusions	2%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	8%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	100%	99%	-	*	-	100%	100%	100%	100%	98%	100%	100%
Included in Accountability	92%	94%	<b>94%</b>	100%	93%	94%	-	*	-	100%	97%	86%	99%	80%	95%	67%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	0%	5%	5%	-	*	-	0%	3%	14%	1%	17%	4%	17%
Not Included in Accountability: Other Exclusions	3%	1%	<b>1%</b>	0%	1%	0%	-	*	-	0%	0%	0%	1%	1%	1%	17%
Not Tested	1%	1%	<b>1%</b>	0%	0%	1%	-	*	-	0%	0%	0%	0%	2%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>100%</b>	*	99%	100%	-	*	-	100%	98%	100%	99%	100%	100%	100%
Included in Accountability	94%	95%	<b>95%</b>	*	94%	95%	-	*	-	100%	95%	85%	99%	84%	95%	86%
Not Included in Accountability: Mobile	5%	4%	<b>5%</b>	*	5%	5%	-	*	-	0%	4%	15%	1%	16%	4%	14%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	<b>0%</b>	*	1%	0%	-	*	-	0%	2%	0%	1%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	1%	0%	-	*	-	0%	2%	0%	1%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	99%	<b>100%</b>	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	95%	<b>95%</b>	-	95%	96%	-	-	-	*	100%	*	99%	84%	96%	*
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	-	5%	4%	-	-	-	*	0%	*	1%	16%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	1%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	State	Region 15	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%	1%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
<b>Social Studies</b>																
Assessment Participant	99%	99%	100%	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	95%	95%	*	95%	96%	-	*	-	*	93%	*	99%	83%	94%	*
Not Included in Accountability: Mobile	4%	4%	5%	*	5%	4%	-	*	-	*	7%	*	1%	17%	6%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	1%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Absent	1%	1%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	87%	96%	94%	-	100%	-	88%	97%	88%	100%	80%	94%	93%
Not Included in Accountability: Mobile	5%	4%	5%	13%	3%	6%	-	0%	-	13%	2%	12%	0%	19%	5%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	7%
Not Tested	1%	1%	0%	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	95%	86%	96%	95%	-	*	-	90%	98%	89%	99%	81%	95%	85%
Not Included in Accountability: Mobile	5%	4%	5%	14%	3%	5%	-	*	-	10%	2%	11%	0%	18%	5%	0%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	15%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	95%	80%	97%	95%	-	*	-	90%	98%	86%	100%	81%	95%	100%
Not Included in Accountability: Mobile	5%	4%	5%	20%	3%	5%	-	*	-	10%	2%	14%	0%	19%	5%	0%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	99%	<b>100%</b>	*	100%	99%	-	*	-	*	95%	100%	100%	98%	100%	*
Included in Accountability	93%	94%	<b>94%</b>	*	96%	92%	-	*	-	*	95%	80%	99%	75%	94%	*
Not Included in Accountability: Mobile	4%	4%	<b>6%</b>	*	4%	7%	-	*	-	*	0%	20%	1%	23%	6%	*
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	*
Not Tested	2%	1%	<b>0%</b>	*	0%	1%	-	*	-	*	5%	0%	0%	2%	0%	*
Absent	1%	1%	<b>0%</b>	*	0%	1%	-	*	-	*	5%	0%	0%	2%	0%	*
Other	0%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	*
<b>Social Studies</b>																
Assessment Participant	98%	99%	<b>100%</b>	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	95%	<b>95%</b>	-	98%	93%	-	-	-	*	93%	*	100%	79%	93%	*
Not Included in Accountability: Mobile	4%	3%	<b>5%</b>	-	2%	7%	-	-	-	*	7%	*	0%	21%	8%	*
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	1%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	1%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*

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

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	92.5%	<b>92.6%</b>	92.7%	92.6%	92.5%	-	*	-	91.9%	90.6%	91.3%	97.2%
2020-21	95.0%	93.6%	<b>93.0%</b>	95.1%	92.5%	93.3%	-	*	-	95.1%	91.1%	91.2%	96.5%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	24.1%	<b>24.8%</b>	21.4%	24.0%	25.3%	-	*	-	38.1%	32.7%	30.4%	0.0%
2020-21	15.0%	19.1%	<b>23.1%</b>	8.3%	24.8%	22.4%	-	*	-	16.7%	26.4%	30.0%	12.5%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.4%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	-
2020-21	0.9%	0.4%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	1.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	2.4%	1.3%	<b>0.7%</b>	*	0.7%	0.7%	-	-	-	*	3.2%	0.7%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	94.3%	<b>98.4%</b>	-	96.6%	100.0%	-	-	-	-	100.0%	96.8%	-
Received TxCHSE	0.3%	0.1%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Continued HS	3.5%	2.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Dropped Out	6.4%	3.7%	<b>1.6%</b>	-	3.4%	0.0%	-	-	-	-	0.0%	3.2%	-
Graduates and TxCHSE	90.0%	94.3%	<b>98.4%</b>	-	96.6%	100.0%	-	-	-	-	100.0%	96.8%	-
Graduates, TxCHSE, and Continuers	93.6%	96.3%	<b>98.4%</b>	-	96.6%	100.0%	-	-	-	-	100.0%	96.8%	-
<b>Class of 2021</b>													
Graduated	90.0%	91.6%	<b>95.8%</b>	-	96.6%	95.0%	-	-	-	*	*	89.3%	*
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	3.9%	3.6%	<b>2.8%</b>	-	0.0%	5.0%	-	-	-	*	*	7.1%	*
Dropped Out	5.8%	4.7%	<b>1.4%</b>	-	3.4%	0.0%	-	-	-	*	*	3.6%	*
Graduates and TxCHSE	90.3%	91.7%	<b>95.8%</b>	-	96.6%	95.0%	-	-	-	*	*	89.3%	*
Graduates, TxCHSE, and Continuers	94.2%	95.3%	<b>98.6%</b>	-	96.6%	100.0%	-	-	-	*	*	96.4%	*
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	94.3%	<b>98.6%</b>	-	96.6%	100.0%	-	-	-	*	*	96.4%	*
Received TxCHSE	0.4%	0.1%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	1.0%	0.6%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.3%	4.9%	<b>1.4%</b>	-	3.4%	0.0%	-	-	-	*	*	3.6%	*
Graduates and TxCHSE	92.7%	94.4%	<b>98.6%</b>	-	96.6%	100.0%	-	-	-	*	*	96.4%	*

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.1%	<b>98.6%</b>	-	96.6%	100.0%	-	-	-	*	*	96.4%	*
<b>Class of 2020</b>													
Graduated	92.2%	93.8%	<b>95.9%</b>	-	97.4%	93.5%	*	-	-	*	100.0%	93.3%	*
Received TxCHSE	0.5%	0.2%	<b>0.0%</b>	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.9%	<b>1.4%</b>	-	0.0%	3.2%	*	-	-	*	0.0%	3.3%	*
Dropped Out	6.2%	5.1%	<b>2.7%</b>	-	2.6%	3.2%	*	-	-	*	0.0%	3.3%	*
Graduates and TxCHSE	92.7%	94.0%	<b>95.9%</b>	-	97.4%	93.5%	*	-	-	*	100.0%	93.3%	*
Graduates, TxCHSE, and Continuers	93.8%	94.9%	<b>97.3%</b>	-	97.4%	96.8%	*	-	-	*	100.0%	96.7%	*
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	94.4%	<b>97.3%</b>	-	97.4%	96.8%	*	-	-	*	100.0%	96.7%	*
Received TxCHSE	0.5%	0.2%	<b>0.0%</b>	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.2%	<b>0.0%</b>	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	5.2%	<b>2.7%</b>	-	2.6%	3.2%	*	-	-	*	0.0%	3.3%	*
Graduates and TxCHSE	93.2%	94.6%	<b>97.3%</b>	-	97.4%	96.8%	*	-	-	*	100.0%	96.7%	*
Graduates, TxCHSE, and Continuers	93.8%	94.8%	<b>97.3%</b>	-	97.4%	96.8%	*	-	-	*	100.0%	96.7%	*
<b>Class of 2019</b>													
Graduated	92.6%	95.2%	<b>98.2%</b>	*	100.0%	97.0%	*	-	-	-	100.0%	100.0%	*
Received TxCHSE	0.6%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	*
Continued HS	0.6%	0.3%	<b>0.0%</b>	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	*
Dropped Out	6.2%	4.3%	<b>1.8%</b>	*	0.0%	3.0%	*	-	-	-	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	95.4%	<b>98.2%</b>	*	100.0%	97.0%	*	-	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	95.7%	<b>98.2%</b>	*	100.0%	97.0%	*	-	-	-	100.0%	100.0%	*
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	94.3%	<b>96.8%</b>	-	96.6%	97.1%	-	-	-	-	85.7%	93.8%	-
Class of 2021	90.0%	91.6%	<b>95.8%</b>	-	96.6%	95.0%	-	-	-	*	*	89.3%	*
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	16.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	9.6%	<b>27.9%</b>	-	39.3%	18.2%	-	-	-	-	66.7%	30.0%	-
Class of 2021	3.8%	11.6%	<b>11.8%</b>	-	10.7%	13.2%	-	-	-	*	*	20.0%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	76.6%	<b>63.9%</b>	-	46.4%	78.8%	-	-	-	-	0.0%	56.7%	-
Class of 2021	81.9%	75.0%	<b>77.9%</b>	-	71.4%	81.6%	-	-	-	*	*	56.0%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	86.2%	<b>91.8%</b>	-	85.7%	97.0%	-	-	-	-	66.7%	86.7%	-
Class of 2021	85.7%	86.5%	<b>89.7%</b>	-	82.1%	94.7%	-	-	-	*	*	76.0%	*
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	22.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	9.5%	<b>27.3%</b>	-	36.7%	19.4%	-	-	-	-	50.0%	28.6%	-
2020-21	3.8%	11.5%	<b>11.8%</b>	-	10.3%	13.5%	-	-	-	*	*	20.0%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	75.5%	<b>59.1%</b>	-	43.3%	72.2%	-	-	-	-	0.0%	48.6%	-
2020-21	80.4%	73.9%	<b>79.4%</b>	-	72.4%	83.8%	-	-	-	*	*	60.0%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	85.0%	<b>86.4%</b>	-	80.0%	91.7%	-	-	-	-	50.0%	77.1%	-
2020-21	84.1%	85.2%	<b>91.2%</b>	-	82.8%	97.3%	-	-	-	*	*	80.0%	*

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	District Count	District Percent	State Count	State Percent
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	66	100.0%	368,686	100.0%
<b>By Ethnicity:</b>				
African American	0	0.0%	45,227	12.3%
Hispanic	30	45.5%	191,125	51.8%
White	36	54.5%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	0	0.0%	8,641	2.3%
<b>By Graduation Type:</b>				
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)	9	13.6%	51,023	13.8%
Foundation H.S. Program (Endorsement)	18	27.3%	14,179	3.8%
Foundation H.S. Program (DLA)	39	59.1%	302,917	82.2%
<b>Other Graduation Categories:</b>				
Special Education Graduates	8	12.1%	32,447	8.8%
Economically Disadvantaged Graduates	35	53.0%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	40,398	11.0%
At-Risk Graduates	38	57.6%	159,689	43.3%
CTE Completers	20	30.3%	107,502	29.2%

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2021-22	70.0%	74.4%	<b>84.8%</b>	-	90.0%	80.6%	-	-	-	-	75.0%	77.1%	-
2020-21	65.2%	72.7%	<b>44.1%</b>	-	31.0%	54.1%	-	-	-	*	*	36.0%	*
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2021-22	52.9%	61.4%	<b>81.8%</b>	-	83.3%	80.6%	-	-	-	-	50.0%	71.4%	-
2020-21	52.7%	62.3%	<b>38.2%</b>	-	27.6%	45.9%	-	-	-	*	*	28.0%	*
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2021-22	57.1%	59.3%	<b>81.8%</b>	-	80.0%	83.3%	-	-	-	-	50.0%	71.4%	-
2020-21	56.1%	56.7%	<b>26.5%</b>	-	17.2%	35.1%	-	-	-	*	*	12.0%	*
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2021-22	48.2%	46.3%	<b>69.7%</b>	-	80.0%	61.1%	-	-	-	-	50.0%	60.0%	-
2020-21	45.7%	46.2%	<b>58.8%</b>	-	55.2%	62.2%	-	-	-	*	*	52.0%	*
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2021-22	42.2%	41.5%	<b>68.2%</b>	-	76.7%	61.1%	-	-	-	-	50.0%	57.1%	-
2020-21	40.4%	39.6%	<b>20.6%</b>	-	13.8%	27.0%	-	-	-	*	*	8.0%	*
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2021-22	20.5%	6.3%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2020-21	21.3%	6.6%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
<b>Associate Degree (Annual Graduates)</b>													
2021-22	2.4%	2.3%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2020-21	2.6%	2.3%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2021-22	24.0%	42.1%	<b>33.3%</b>	-	20.0%	44.4%	-	-	-	-	0.0%	25.7%	-
2020-21	25.9%	47.1%	<b>27.9%</b>	-	17.2%	35.1%	-	-	-	*	*	28.0%	*
<b>Onramps Course Credits (Annual Graduates)</b>													
2021-22	4.4%	2.5%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2020-21	4.4%	5.3%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2021-22	33.5%	32.4%	<b>13.6%</b>	-	20.0%	8.3%	-	-	-	-	75.0%	20.0%	-
2020-21	24.2%	27.9%	<b>8.8%</b>	-	6.9%	10.8%	-	-	-	*	*	12.0%	*
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2021-22	28.0%	24.9%	<b>4.5%</b>	-	3.3%	5.6%	-	-	-	-	0.0%	5.7%	-

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	19.5%	<b>5.9%</b>	-	6.9%	5.4%	-	-	-	*	*	8.0%	*
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2021-22	0.7%	3.3%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2020-21	0.7%	3.6%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	*	0.0%	*
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2021-22	2.5%	2.0%	<b>4.5%</b>	-	10.0%	0.0%	-	-	-	-	37.5%	8.6%	-
2020-21	2.4%	3.4%	<b>1.5%</b>	-	0.0%	2.7%	-	-	-	*	*	0.0%	*
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2021-22	5.0%	5.7%	<b>6.1%</b>	-	10.0%	2.8%	-	-	-	-	50.0%	8.6%	-
2020-21	4.4%	4.6%	<b>2.9%</b>	-	0.0%	5.4%	-	-	-	*	*	4.0%	*

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2021-22	22.8%	20.8%	<b>39.4%</b>	-	23.3%	52.8%	-	-	-	-	0.0%	28.6%	-
	2020-21	25.9%	25.1%	<b>16.2%</b>	-	13.8%	18.9%	-	-	-	*	*	8.0%	*
Mathematics	2021-22	18.7%	16.8%	<b>16.7%</b>	-	23.3%	11.1%	-	-	-	-	0.0%	14.3%	-
	2020-21	19.4%	17.6%	<b>7.4%</b>	-	3.4%	10.8%	-	-	-	*	*	4.0%	*
Both Subjects	2021-22	12.6%	10.4%	<b>12.1%</b>	-	13.3%	11.1%	-	-	-	-	0.0%	8.6%	-
	2020-21	14.4%	11.3%	<b>5.9%</b>	-	3.4%	8.1%	-	-	-	*	*	4.0%	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2021-22	11.7%	22.7%	<b>53.0%</b>	-	63.3%	44.4%	-	-	-	-	50.0%	51.4%	-
	2020-21	8.6%	19.9%	<b>1.5%</b>	-	3.4%	0.0%	-	-	-	*	*	0.0%	*
Mathematics	2021-22	14.0%	20.9%	<b>53.0%</b>	-	63.3%	44.4%	-	-	-	-	50.0%	48.6%	-
	2020-21	10.3%	19.5%	<b>47.1%</b>	-	51.7%	43.2%	-	-	-	*	*	44.0%	*
Both Subjects	2021-22	7.5%	15.0%	<b>48.5%</b>	-	60.0%	38.9%	-	-	-	-	50.0%	45.7%	-
	2020-21	4.9%	12.5%	<b>1.5%</b>	-	3.4%	0.0%	-	-	-	*	*	0.0%	*
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2022	23.0%	10.2%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021	21.1%	11.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
English Language Arts	2022	13.2%	3.4%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021	12.1%	3.5%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Mathematics	2022	6.9%	2.1%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021	6.1%	2.6%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Science	2022	9.6%	5.8%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021	8.7%	6.6%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Social Studies	2022	12.5%	2.9%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021	11.6%	3.2%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2022	53.3%	35.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	27.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	44.7%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	37.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	55.9%	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	48.3%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	19.4%	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	20.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	Academic Year	State	Region 15	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%	28.0%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	17.5%	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2021-22	71.5%	64.2%	<b>47.0%</b>	-	43.3%	50.0%	-	-	-	-	12.5%	28.6%	-
	2020-21	70.8%	57.3%	<b>44.1%</b>	-	37.9%	48.6%	-	-	-	*	*	28.0%	*
At/Above Criterion for All Examinees	2021-22	32.1%	24.2%	<b>25.8%</b>	-	7.7%	38.9%	-	-	-	-	*	10.0%	-
	2020-21	32.9%	27.7%	<b>20.0%</b>	-	9.1%	27.8%	-	-	-	*	-	28.6%	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2021-22	1001	959	*	-	-	*	-	-	-	-	-	-	-
	2020-21	1002	972	<b>910</b>	-	-	910	-	-	-	-	-	-	-
English Language Arts and Writing	2021-22	506	485	*	-	-	*	-	-	-	-	-	-	-
	2020-21	504	493	<b>450</b>	-	-	450	-	-	-	-	-	-	-
Mathematics	2021-22	496	474	*	-	-	*	-	-	-	-	-	-	-
	2020-21	498	480	<b>460</b>	-	-	460	-	-	-	-	-	-	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2021-22	19.5	18.9	<b>19.3</b>	-	17.8	20.3	-	-	-	-	*	19.0	-
	2020-21	20.0	20.1	<b>18.9</b>	-	18.5	19.6	-	-	-	13.0	-	19.0	-
English Language Arts	2021-22	19.2	18.4	<b>19.0</b>	-	17.3	20.2	-	-	-	-	*	18.7	-
	2020-21	19.6	19.8	<b>18.9</b>	-	18.6	19.5	-	-	-	10.5	-	19.7	-
Mathematics	2021-22	19.3	18.8	<b>18.9</b>	-	18.2	19.5	-	-	-	-	*	19.0	-
	2020-21	19.9	19.8	<b>17.7</b>	-	16.9	18.4	-	-	-	15.0	-	17.0	-
Science	2021-22	19.8	19.2	<b>19.8</b>	-	18.6	20.7	-	-	-	-	*	19.7	-
	2020-21	20.3	20.5	<b>19.8</b>	-	19.1	20.3	-	-	-	17.0	-	19.0	-

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2021-22	44.2%	43.1%	<b>34.5%</b>	*	29.2%	42.4%	-	*	-	*	9.1%	31.0%	0.0%
	2020-21	42.5%	39.1%	<b>35.5%</b>	*	28.2%	42.6%	-	-	-	*	7.7%	25.4%	20.0%
English Language Arts	2021-22	16.6%	17.8%	<b>4.7%</b>	*	3.7%	6.1%	-	*	-	*	0.0%	2.4%	0.0%
	2020-21	16.3%	16.2%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Mathematics	2021-22	19.9%	14.3%	<b>4.9%</b>	*	1.5%	9.3%	-	*	-	*	0.0%	2.5%	0.0%
	2020-21	19.3%	13.0%	<b>6.3%</b>	*	4.8%	8.1%	-	-	-	*	0.0%	6.4%	0.0%
Science	2021-22	21.1%	21.2%	<b>29.4%</b>	*	23.0%	38.4%	-	*	-	*	5.0%	24.6%	0.0%
	2020-21	20.6%	19.6%	<b>34.3%</b>	*	27.8%	40.7%	-	-	-	*	8.0%	25.7%	20.0%
Social Studies	2021-22	22.8%	17.5%	<b>12.8%</b>	*	10.9%	15.2%	-	*	-	*	0.0%	10.7%	0.0%
	2020-21	22.8%	15.8%	<b>3.2%</b>	*	1.9%	4.6%	-	-	-	*	0.0%	2.1%	*
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2020-21	46.7%	47.9%	<b>60.3%</b>	-	41.4%	73.0%	-	-	-	*	*	48.0%	*
	2019-20	46.1%	45.4%	<b>45.1%</b>	-	47.4%	48.3%	*	-	-	*	20.0%	26.7%	*
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	816	100.0%	5,504,150	100.0%	817	100.0%	5,518,432	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	17,201	0.3%	0	0.0%	25,110	0.5%
Pre-Kindergarten	43	5.3%	243,493	4.4%	43	5.3%	244,284	4.4%
Pre-Kindergarten: 3-year Old	8	1.0%	40,199	0.7%	8	1.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	35	4.3%	203,294	3.7%	35	4.3%	203,749	3.7%
Kindergarten	54	6.6%	367,180	6.7%	54	6.6%	367,633	6.7%
Grade 1	73	8.9%	399,048	7.2%	73	8.9%	399,419	7.2%
Grade 2	38	4.7%	395,639	7.2%	38	4.7%	395,969	7.2%
Grade 3	51	6.3%	393,583	7.2%	51	6.2%	393,871	7.1%
Grade 4	47	5.8%	393,765	7.2%	47	5.8%	394,020	7.1%
Grade 5	62	7.6%	395,111	7.2%	62	7.6%	395,384	7.2%
Grade 6	60	7.4%	399,341	7.3%	60	7.3%	399,557	7.2%
Grade 7	62	7.6%	409,362	7.4%	62	7.6%	409,566	7.4%
Grade 8	58	7.1%	425,589	7.7%	58	7.1%	425,758	7.7%
Grade 9	69	8.5%	477,875	8.7%	69	8.4%	478,101	8.7%
Grade 10	69	8.5%	436,752	7.9%	69	8.4%	437,002	7.9%
Grade 11	61	7.5%	385,894	7.0%	61	7.5%	386,246	7.0%
Grade 12	69	8.5%	364,317	6.6%	70	8.6%	366,512	6.6%
<b>Ethnic Distribution:</b>								
African American	8	1.0%	705,310	12.8%	8	1.0%	706,775	12.8%
Hispanic	392	48.0%	2,915,219	53.0%	393	48.1%	2,921,416	52.9%
White	389	47.7%	1,410,571	25.6%	389	47.6%	1,416,240	25.7%
American Indian	1	0.1%	17,920	0.3%	1	0.1%	17,976	0.3%
Asian	4	0.5%	280,306	5.1%	4	0.5%	280,742	5.1%
Pacific Islander	0	0.0%	8,696	0.2%	0	0.0%	8,718	0.2%
Two or More Races	22	2.7%	166,128	3.0%	22	2.7%	166,565	3.0%
<b>Sex:</b>								
Female	356	43.6%	2,688,496	48.8%	357	43.7%	2,693,780	48.8%
Male	460	56.4%	2,815,654	51.2%	460	56.3%	2,824,652	51.2%
Economically Disadvantaged	491	60.2%	3,415,987	62.1%	491	60.1%	3,421,217	62.0%
Non-Educationally Disadvantaged	325	39.8%	2,088,163	37.9%	326	39.9%	2,097,215	38.0%
Section 504 Students	73	8.9%	407,619	7.4%	73	8.9%	407,904	7.4%
EB Students/EL	18	2.2%	1,269,408	23.1%	18	2.2%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	10	1.1%	87,162	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	66	8.1%	302,409	5.5%	66	8.1%	302,615	5.5%
Foster Care	4	0.5%	13,415	0.2%	4	0.5%	13,453	0.2%
Homeless	6	0.7%	72,534	1.3%	6	0.7%	72,654	1.3%
Immigrant	1	0.1%	122,390	2.2%	1	0.1%	122,504	2.2%
Migrant	2	0.2%	13,769	0.3%	2	0.2%	13,810	0.3%
Title I	810	99.3%	3,555,650	64.6%	811	99.3%	3,563,890	64.6%
Military Connected	26	3.2%	199,203	3.6%	26	3.2%	199,325	3.6%
At-Risk	439	53.8%	2,935,164	53.3%	440	53.9%	2,938,753	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	18	2.2%	1,278,846	23.2%	18	2.2%	1,279,697	23.2%
Career and Technical Education	229	28.1%	1,459,380	26.5%	229	28.0%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	213	79.5%	1,203,083	72.3%	213	79.2%	1,203,363	72.2%
Gifted and Talented Education	39	4.8%	453,585	8.2%	39	4.8%	453,689	8.2%
Special Education	128	15.7%	693,061	12.6%	129	15.8%	702,785	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	128		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	62	48.4%	305,800	44.1%				
Students with Physical Disabilities	36	28.1%	138,820	20.0%				
Students with Autism	11	8.6%	107,586	15.5%				
Students with Behavioral Disabilities	19	14.8%	130,018	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	10,836	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	128	15.9%	893,031	16.8%				
By Ethnicity:								
African American	12	1.5%	176,665	3.3%				
Hispanic	51	6.4%	462,284	8.7%				
White	60	7.5%	180,620	3.4%				
American Indian	0	0.0%	3,221	0.1%				
Asian	0	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	5	0.6%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	25	21.7%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	1	5.6%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	101	19.6%	604,295	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	98	15.0%	751,495	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	0.0%	1.5%	20.0%	4.5%
Grade 1	6.5%	2.5%	8.3%	3.6%
Grade 2	2.4%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.8%	0.0%	0.9%
Grade 4	2.1%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	1.5%	8.7%	0.0%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
<b>Data Quality:</b>				
Underreported Students	2	0.5%	7,322	0.3%

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

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	13.0	18.7
Grade 1	16.2	19.1
Grade 2	10.4	19.1
Grade 3	15.8	19.3
Grade 4	13.6	19.4
Grade 5	17.0	20.8
Grade 6	11.5	19.2
<b>Secondary:</b>		
English/Language Arts	9.9	16.2
Foreign Languages	19.6	18.8
Mathematics	12.2	17.5
Science	14.3	18.5
Social Studies	13.0	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	156.7	100.0%	763,729.4	100.0%
Professional Staff:	96.7	61.7%	489,326.8	64.1%
Teachers	76.2	48.6%	371,646.7	48.7%
Professional Support	12.0	7.7%	82,878.8	10.9%
Campus Administration (School Leadership)	5.5	3.5%	25,300.5	3.3%
Central Administration	3.0	1.9%	9,500.8	1.2%
Educational Aides:	23.5	15.0%	86,185.9	11.3%
Auxiliary Staff:	36.6	23.4%	188,216.7	24.6%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	2.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	28.4	18.2%	406,630.8	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	44,033.4	11.8%
Hispanic	5.0	6.6%	110,015.9	29.6%
White	71.2	93.4%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	0.0	0.0%	4,531.1	1.2%
<b>Teachers by Sex:</b>				
Males	16.5	21.7%	90,752.5	24.4%
Females	59.6	78.3%	280,894.2	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	1.0	1.3%	7,591.2	2.0%
Bachelors	60.6	79.6%	268,238.6	72.2%
Masters	14.5	19.1%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	8.9	11.7%	36,179.6	9.7%
1-5 Years Experience	19.0	24.9%	97,667.0	26.3%
6-10 Years Experience	10.0	13.1%	76,209.5	20.5%
11-20 Years Experience	22.5	29.6%	101,173.2	27.2%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	13.7	18.0%	49,550.0	13.3%
Over 30 Years Experience	2.0	2.6%	10,867.4	2.9%
Number of Students per Teacher	10.7	n/a	14.8	n/a

Staff Information	District	State
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	3.0	6.1
Average Years Experience of Principals with District	2.0	5.3
Average Years Experience of Assistant Principals	1.3	5.2
Average Years Experience of Assistant Principals with District	1.3	4.4
<b>Average Years Experience of Teachers:</b>		
Average Years Experience of Teachers:	11.7	11.0
Average Years Experience of Teachers with District:	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$37,418	\$53,300
1-5 Years Experience	\$38,694	\$56,516
6-10 Years Experience	\$46,161	\$59,732
11-20 Years Experience	\$56,283	\$63,389
21-30 Years Experience	\$55,742	\$67,876
Over 30 Years Experience	\$59,290	\$72,560
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$48,339	\$60,717
Professional Support	\$62,020	\$72,022
Campus Administration (School Leadership)	\$71,428	\$85,167
Central Administration	\$100,979	\$112,702
<b>Instructional Staff Percent:</b>		
Instructional Staff Percent:	64.4%	65.1%
<b>Turnover Rate for Teachers:</b>		
Turnover Rate for Teachers:	32.5%	21.4%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.4	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	1.4	389.8
<b>Contracted Instructional Staff:</b>		
Contracted Instructional Staff:	0.2	2,105.4

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BALLINGER ISD (200901) - RUNNELS COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
<b>Teacher Incentive Allotment:</b>				
Recognized	-	-	5,474	\$5,974
Exemplary	-	-	4,862	\$11,898
Master	-	-	2,224	\$21,920

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	22,050.2	5.9%
Career and Technical Education	5.8	7.6%	19,907.7	5.4%
Compensatory Education	1.9	2.5%	11,928.5	3.2%
Gifted and Talented Education	1.1	1.5%	6,181.8	1.7%
Regular Education	60.2	79.0%	262,398.5	70.6%
Special Education	4.9	6.5%	36,110.2	9.7%
Other	2.2	2.9%	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.)

# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BALLINGER ISD**

**Campus Name: BALLINGER J H**

**Campus Number: 200901041**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	58%	<b>58%</b>	*	49%	75%	-	-	-	*	33%	*	60%	50%	61%	*
	2022	70%	72%	<b>72%</b>	*	59%	87%	-	*	-	-	22%	*	76%	57%	67%	*
At Meets Grade Level or Above	2023	52%	27%	<b>27%</b>	*	16%	45%	-	-	-	*	11%	*	26%	33%	31%	*
	2022	43%	43%	<b>43%</b>	*	32%	52%	-	*	-	-	11%	*	50%	21%	40%	*
At Masters Grade Level	2023	22%	5%	<b>5%</b>	*	3%	5%	-	-	-	*	0%	*	6%	0%	3%	*
	2022	23%	17%	<b>17%</b>	*	6%	35%	-	*	-	-	0%	*	22%	0%	12%	*
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	59%	<b>59%</b>	*	46%	85%	-	-	-	*	56%	*	64%	42%	50%	*
	2022	73%	62%	<b>63%</b>	*	56%	74%	-	*	-	-	11%	*	67%	50%	53%	*
At Meets Grade Level or Above	2023	40%	12%	<b>12%</b>	*	5%	25%	-	-	-	*	11%	*	13%	8%	11%	*
	2022	39%	26%	<b>27%</b>	*	18%	39%	-	*	-	-	11%	*	30%	14%	23%	*
At Masters Grade Level	2023	16%	2%	<b>2%</b>	*	0%	5%	-	-	-	*	0%	*	2%	0%	0%	*
	2022	16%	7%	<b>7%</b>	*	0%	13%	-	*	-	-	0%	*	9%	0%	5%	*
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2023	78%	71%	<b>71%</b>	*	66%	75%	-	*	-	-	22%	*	75%	57%	68%	*
	2022	80%	84%	<b>84%</b>	-	88%	88%	-	-	-	40%	29%	*	87%	75%	76%	-
At Meets Grade Level or Above	2023	55%	35%	<b>35%</b>	*	29%	38%	-	*	-	-	22%	*	38%	29%	38%	*
	2022	56%	52%	<b>52%</b>	-	50%	59%	-	-	-	20%	29%	*	62%	25%	49%	-
At Masters Grade Level	2023	27%	11%	<b>11%</b>	*	3%	25%	-	*	-	-	11%	*	13%	7%	8%	*
	2022	37%	28%	<b>29%</b>	-	38%	25%	-	-	-	0%	14%	*	34%	13%	27%	-
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2023	63%	56%	<b>56%</b>	*	46%	71%	-	*	-	-	11%	*	58%	50%	53%	*
	2022	61%	56%	<b>57%</b>	-	54%	59%	-	-	-	60%	43%	*	62%	44%	54%	-
At Meets Grade Level or Above	2023	37%	35%	<b>35%</b>	*	20%	54%	-	*	-	-	11%	*	35%	36%	30%	*
	2022	31%	30%	<b>30%</b>	-	31%	34%	-	-	-	0%	43%	*	34%	19%	24%	-
At Masters Grade Level	2023	11%	6%	<b>6%</b>	*	3%	8%	-	*	-	-	0%	*	8%	0%	0%	*
	2022	13%	9%	<b>10%</b>	-	12%	9%	-	-	-	0%	14%	*	9%	13%	7%	-
<b>Grade 8 Reading</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	83%	91%	<b>91%</b>	-	84%	96%	-	-	-	*	67%	*	93%	82%	84%	-
	2022	83%	82%	<b>82%</b>	-	82%	84%	-	-	-	*	40%	*	84%	71%	79%	-
At Meets Grade Level or Above	2023	58%	64%	<b>64%</b>	-	56%	75%	-	-	-	*	50%	*	66%	55%	55%	-
	2022	58%	46%	<b>46%</b>	-	45%	48%	-	-	-	*	0%	*	51%	29%	36%	-
At Masters Grade Level	2023	28%	13%	<b>13%</b>	-	16%	11%	-	-	-	*	0%	*	14%	9%	10%	-
	2022	37%	32%	<b>32%</b>	-	27%	39%	-	-	-	*	0%	*	33%	29%	18%	-
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2023	76%	82%	<b>82%</b>	-	72%	96%	-	-	-	*	50%	*	84%	73%	74%	-
	2022	71%	58%	<b>58%</b>	-	55%	65%	-	-	-	*	40%	*	59%	57%	51%	-
At Meets Grade Level or Above	2023	46%	47%	<b>47%</b>	-	44%	54%	-	-	-	*	50%	*	50%	36%	45%	-
	2022	40%	29%	<b>29%</b>	-	24%	35%	-	-	-	*	0%	*	33%	14%	18%	-
At Masters Grade Level	2023	17%	22%	<b>22%</b>	-	28%	18%	-	-	-	*	17%	*	23%	18%	19%	-
	2022	14%	5%	<b>5%</b>	-	3%	6%	-	-	-	*	0%	*	4%	7%	3%	-
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2023	74%	75%	<b>75%</b>	-	68%	86%	-	-	-	*	50%	*	75%	73%	74%	-
	2022	74%	65%	<b>65%</b>	-	52%	81%	-	-	-	*	20%	*	67%	57%	56%	-
At Meets Grade Level or Above	2023	47%	31%	<b>31%</b>	-	28%	36%	-	-	-	*	50%	*	32%	27%	32%	-
	2022	45%	25%	<b>25%</b>	-	15%	35%	-	-	-	*	0%	*	25%	21%	15%	-
At Masters Grade Level	2023	17%	2%	<b>2%</b>	-	0%	4%	-	-	-	*	0%	*	2%	0%	0%	-
	2022	24%	9%	<b>9%</b>	-	3%	16%	-	-	-	*	0%	*	8%	14%	5%	-
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2023	62%	38%	<b>38%</b>	-	28%	50%	-	-	-	*	50%	*	34%	55%	42%	-
	2022	61%	58%	<b>58%</b>	-	52%	68%	-	-	-	*	20%	*	57%	64%	56%	-
At Meets Grade Level or Above	2023	33%	9%	<b>9%</b>	-	8%	11%	-	-	-	*	50%	*	11%	0%	13%	-
	2022	31%	17%	<b>17%</b>	-	12%	23%	-	-	-	*	0%	*	16%	21%	15%	-
At Masters Grade Level	2023	16%	2%	<b>2%</b>	-	0%	4%	-	-	-	*	0%	*	2%	0%	0%	-
	2022	18%	9%	<b>9%</b>	-	3%	16%	-	-	-	*	0%	*	8%	14%	5%	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	73%	<b>66%</b>	67%	56%	80%	-	*	-	30%	40%	75%	68%	59%	63%	58%
	2022	74%	74%	<b>67%</b>	*	62%	75%	-	*	-	36%	27%	100%	70%	59%	62%	50%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	49%	43%	<b>32%</b>	50%	24%	43%	-	*	-	10%	28%	50%	34%	28%	32%	42%
	2022	48%	44%	<b>34%</b>	*	28%	41%	-	*	-	7%	13%	60%	37%	21%	28%	38%
At Masters Grade Level	2023	20%	12%	<b>8%</b>	0%	6%	10%	-	*	-	10%	3%	17%	9%	4%	5%	8%
	2022	23%	18%	<b>15%</b>	*	11%	20%	-	*	-	0%	4%	10%	16%	11%	10%	13%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	75%	<b>73%</b>	*	64%	83%	-	*	-	*	38%	80%	76%	62%	70%	67%
	2022	75%	77%	<b>79%</b>	*	75%	86%	-	*	-	33%	29%	*	83%	68%	74%	*
At Meets Grade Level or Above	2023	53%	49%	<b>41%</b>	*	31%	54%	-	*	-	*	25%	40%	42%	38%	40%	50%
	2022	53%	52%	<b>47%</b>	*	42%	53%	-	*	-	17%	14%	*	54%	25%	41%	*
At Masters Grade Level	2023	20%	11%	<b>10%</b>	*	6%	14%	-	*	-	*	4%	20%	11%	5%	7%	0%
	2022	25%	22%	<b>26%</b>	*	23%	33%	-	*	-	0%	5%	*	30%	14%	19%	*
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	68%	<b>65%</b>	*	53%	85%	-	*	-	*	38%	80%	68%	54%	58%	50%
	2022	72%	68%	<b>60%</b>	*	55%	65%	-	*	-	50%	29%	*	63%	50%	53%	*
At Meets Grade Level or Above	2023	45%	34%	<b>31%</b>	*	21%	46%	-	*	-	*	21%	80%	32%	27%	28%	33%
	2022	42%	35%	<b>29%</b>	*	24%	36%	-	*	-	0%	19%	*	33%	16%	22%	*
At Masters Grade Level	2023	19%	11%	<b>10%</b>	*	8%	11%	-	*	-	*	4%	20%	11%	5%	6%	17%
	2022	20%	13%	<b>7%</b>	*	4%	9%	-	*	-	0%	5%	*	7%	7%	5%	*
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	77%	<b>75%</b>	-	68%	86%	-	-	-	*	50%	*	75%	73%	74%	-
	2022	76%	77%	<b>65%</b>	-	52%	81%	-	-	-	*	20%	*	67%	57%	56%	-
At Meets Grade Level or Above	2023	47%	43%	<b>31%</b>	-	28%	36%	-	-	-	*	50%	*	32%	27%	32%	-
	2022	47%	44%	<b>25%</b>	-	15%	35%	-	-	-	*	0%	*	25%	21%	15%	-
At Masters Grade Level	2023	18%	13%	<b>2%</b>	-	0%	4%	-	-	-	*	0%	*	2%	0%	0%	-
	2022	21%	12%	<b>9%</b>	-	3%	16%	-	-	-	*	0%	*	8%	14%	5%	-
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	75%	<b>38%</b>	-	28%	50%	-	-	-	*	50%	*	34%	55%	42%	-
	2022	75%	76%	<b>58%</b>	-	52%	68%	-	-	-	*	20%	*	57%	64%	56%	-
At Meets Grade Level or Above	2023	52%	42%	<b>9%</b>	-	8%	11%	-	-	-	*	50%	*	11%	0%	13%	-
	2022	50%	45%	<b>17%</b>	-	12%	23%	-	-	-	*	0%	*	16%	21%	15%	-

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	27%	15%	2%	-	0%	4%	-	-	-	*	0%	*	2%	0%	0%	-
	2022	30%	27%	9%	-	3%	16%	-	-	-	*	0%	*	8%	14%	5%	-
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>6th Graders</b>																	
Reading and Mathematics	2023	35%	12%	12%	*	5%	25%	-	-	-	*	11%	*	13%	8%	11%	*
	2022	31%	25%	25%	*	15%	39%	-	*	-	-	11%	*	30%	7%	21%	*
Reading and Mathematics Including EOC	2023	35%	12%	12%	*	5%	25%	-	-	-	*	11%	*	13%	8%	11%	*
	2022	31%	25%	25%	*	15%	39%	-	*	-	-	11%	*	30%	7%	21%	*
Reading Including EOC	2023	52%	27%	27%	*	16%	45%	-	-	-	*	11%	*	26%	33%	31%	*
	2022	43%	43%	43%	*	32%	52%	-	*	-	-	11%	*	50%	21%	40%	*
Math Including EOC	2023	40%	12%	12%	*	5%	25%	-	-	-	*	11%	*	13%	8%	11%	*
	2022	40%	26%	27%	*	18%	39%	-	*	-	-	11%	*	30%	14%	23%	*
<b>7th Graders</b>																	
Reading and Mathematics	2023	37%	27%	27%	*	17%	38%	-	*	-	-	11%	*	27%	29%	25%	*
	2022	32%	24%	24%	-	27%	26%	-	-	-	0%	29%	*	28%	13%	20%	-
Reading and Mathematics Including EOC	2023	38%	27%	27%	*	17%	38%	-	*	-	-	11%	*	27%	29%	25%	*
	2022	33%	24%	24%	-	27%	26%	-	-	-	0%	29%	*	28%	13%	20%	-
Reading Including EOC	2023	55%	35%	35%	*	29%	38%	-	*	-	-	22%	*	38%	29%	38%	*
	2022	56%	52%	53%	-	50%	61%	-	-	-	20%	29%	*	63%	25%	49%	-
Math Including EOC	2023	43%	35%	35%	*	20%	54%	-	*	-	-	11%	*	35%	36%	30%	*
	2022	37%	30%	31%	-	31%	35%	-	-	-	0%	43%	*	35%	19%	24%	-
<b>8th Graders</b>																	
Reading and Mathematics	2023	31%	38%	38%	-	40%	39%	-	-	-	*	50%	*	41%	27%	32%	-
	2022	27%	23%	23%	-	18%	29%	-	-	-	*	0%	*	25%	14%	10%	-
Reading and Mathematics Including EOC	2023	44%	38%	38%	-	40%	39%	-	-	-	*	50%	*	41%	27%	32%	-
	2022	41%	23%	23%	-	18%	29%	-	-	-	*	0%	*	25%	14%	10%	-
Reading Including EOC	2023	58%	64%	64%	-	56%	75%	-	-	-	*	50%	*	66%	55%	55%	-
	2022	58%	46%	46%	-	45%	48%	-	-	-	*	0%	*	51%	29%	36%	-
Math Including EOC	2023	51%	47%	47%	-	44%	54%	-	-	-	*	50%	*	50%	36%	45%	-
	2022	48%	29%	29%	-	24%	35%	-	-	-	*	0%	*	33%	14%	18%	-
<b>3rd - 8th Graders</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics	2023	37%	29%	<b>26%</b>	*	19%	35%	-	*	-	*	21%	40%	27%	22%	22%	33%
	2022	34%	29%	<b>24%</b>	*	19%	31%	-	*	-	0%	14%	*	28%	11%	17%	*
Reading and Mathematics Including EOC	2023	39%	29%	<b>26%</b>	*	19%	35%	-	*	-	*	21%	40%	27%	22%	22%	33%
	2022	36%	29%	<b>24%</b>	*	19%	31%	-	*	-	0%	14%	*	28%	11%	17%	*
Reading Including EOC	2023	53%	43%	<b>41%</b>	*	31%	54%	-	*	-	*	25%	40%	42%	38%	40%	50%
	2022	53%	51%	<b>48%</b>	*	42%	54%	-	*	-	17%	14%	*	55%	25%	41%	*
Math Including EOC	2023	47%	37%	<b>31%</b>	*	21%	46%	-	*	-	*	21%	80%	32%	27%	28%	33%
	2022	43%	34%	<b>29%</b>	*	24%	36%	-	*	-	0%	19%	*	33%	16%	22%	*

\* 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)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 6 ELA/Reading	2023	51%	22%	<b>22%</b>	*	18%	29%	-	-	-	*	28%	*	27%	5%	16%	*
Grade 6 Mathematics	2023	54%	30%	<b>30%</b>	*	30%	29%	-	-	-	*	50%	*	32%	23%	23%	*
Grade 7 ELA/Reading	2023	71%	59%	<b>59%</b>	*	61%	52%	-	*	-	-	44%	*	57%	68%	63%	*
Grade 7 Mathematics	2023	56%	61%	<b>61%</b>	*	53%	69%	-	*	-	-	44%	*	60%	64%	56%	*
Grade 8 ELA/Reading	2023	63%	64%	<b>64%</b>	-	56%	68%	-	-	-	*	50%	*	61%	73%	58%	-
Grade 8 Mathematics	2023	74%	88%	<b>88%</b>	-	92%	88%	-	-	-	*	83%	*	89%	86%	87%	-
All Grades Both Subjects	2023	64%	59%	<b>54%</b>	75%	48%	59%	-	*	-	67%	48%	45%	54%	54%	50%	54%
All Grades ELA/Reading	2023	63%	57%	<b>48%</b>	*	43%	52%	-	*	-	*	40%	30%	48%	50%	46%	58%
All Grades Mathematics	2023	66%	62%	<b>59%</b>	*	54%	65%	-	*	-	*	56%	60%	59%	58%	54%	50%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 6 ELA/Reading	2023	26%	25%	<b>25%</b>	-	21%	*	-	-	-	-	17%	-	29%	*	25%	-
Grade 6 Mathematics	2023	35%	17%	<b>17%</b>	*	10%	*	-	-	-	-	*	-	11%	*	14%	-
Grade 7 ELA/Reading	2023	39%	29%	<b>29%</b>	-	38%	*	-	-	-	-	14%	-	36%	17%	25%	*
Grade 7 Mathematics	2023	22%	13%	<b>13%</b>	*	13%	14%	-	-	-	-	0%	-	6%	29%	17%	*
Grade 8 ELA/Reading	2023	39%	44%	<b>44%</b>	-	20%	*	-	-	-	*	60%	-	50%	*	38%	-
Grade 8 Mathematics	2023	49%	63%	<b>63%</b>	-	46%	90%	-	-	-	*	*	-	65%	57%	47%	-
All Grades Both Subjects	2023	38%	37%	<b>33%</b>	*	26%	48%	-	-	-	*	21%	-	33%	32%	28%	*
All Grades ELA/Reading	2023	35%	32%	<b>31%</b>	-	28%	33%	-	-	-	*	28%	-	35%	18%	29%	*
All Grades Mathematics	2023	40%	40%	<b>34%</b>	*	24%	56%	-	-	-	*	13%	-	31%	41%	28%	*

\* 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)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	73%	<b>66%</b>	-	-	-	-	-	-	60%	-	60%	-	-	66%	60%	*
	2022	74%	74%	<b>67%</b>	-	-	-	-	-	-	50%	-	50%	-	-	68%	50%	-
At Meets Grade Level or Above	2023	49%	43%	<b>32%</b>	-	-	-	-	-	-	40%	-	40%	-	-	32%	40%	*
	2022	48%	44%	<b>34%</b>	-	-	-	-	-	-	38%	-	38%	-	-	34%	38%	-
At Masters Grade Level	2023	20%	12%	<b>8%</b>	-	-	-	-	-	-	10%	-	10%	-	-	8%	10%	*
	2022	23%	18%	<b>15%</b>	-	-	-	-	-	-	13%	-	13%	-	-	15%	13%	-
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	75%	<b>73%</b>	-	-	-	-	-	-	60%	-	60%	-	-	73%	60%	*
	2022	75%	77%	<b>79%</b>	-	-	-	-	-	-	*	-	*	-	-	80%	*	-
At Meets Grade Level or Above	2023	53%	49%	<b>41%</b>	-	-	-	-	-	-	40%	-	40%	-	-	41%	40%	*
	2022	53%	52%	<b>47%</b>	-	-	-	-	-	-	*	-	*	-	-	48%	*	-
At Masters Grade Level	2023	20%	11%	<b>10%</b>	-	-	-	-	-	-	0%	-	0%	-	-	10%	0%	*
	2022	25%	22%	<b>26%</b>	-	-	-	-	-	-	*	-	*	-	-	27%	*	-
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	68%	<b>65%</b>	-	-	-	-	-	-	60%	-	60%	-	-	66%	60%	*
	2022	72%	68%	<b>60%</b>	-	-	-	-	-	-	*	-	*	-	-	60%	*	-
At Meets Grade Level or Above	2023	45%	34%	<b>31%</b>	-	-	-	-	-	-	40%	-	40%	-	-	31%	40%	*
	2022	42%	35%	<b>29%</b>	-	-	-	-	-	-	*	-	*	-	-	29%	*	-
At Masters Grade Level	2023	19%	11%	<b>10%</b>	-	-	-	-	-	-	20%	-	20%	-	-	9%	20%	*
	2022	20%	13%	<b>7%</b>	-	-	-	-	-	-	*	-	*	-	-	7%	*	-
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	77%	<b>75%</b>	-	-	-	-	-	-	-	-	-	-	-	75%	-	-
	2022	76%	77%	<b>65%</b>	-	-	-	-	-	-	-	-	-	-	-	65%	-	-
At Meets Grade Level or Above	2023	47%	43%	<b>31%</b>	-	-	-	-	-	-	-	-	-	-	-	31%	-	-
	2022	47%	44%	<b>25%</b>	-	-	-	-	-	-	-	-	-	-	-	25%	-	-
At Masters Grade Level	2023	18%	13%	<b>2%</b>	-	-	-	-	-	-	-	-	-	-	-	2%	-	-
	2022	21%	12%	<b>9%</b>	-	-	-	-	-	-	-	-	-	-	-	9%	-	-
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	75%	<b>38%</b>	-	-	-	-	-	-	-	-	-	-	-	38%	-	-
	2022	75%	76%	<b>58%</b>	-	-	-	-	-	-	-	-	-	-	-	58%	-	-
At Meets Grade Level or Above	2023	52%	42%	<b>9%</b>	-	-	-	-	-	-	-	-	-	-	-	9%	-	-
	2022	50%	45%	<b>17%</b>	-	-	-	-	-	-	-	-	-	-	-	17%	-	-

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	15%	<b>2%</b>	-	-	-	-	-	-	-	-	-	-	-	2%	-	-
	2022	30%	27%	<b>9%</b>	-	-	-	-	-	-	-	-	-	-	-	9%	-	-
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	59%	<b>54%</b>	-	-	-	-	-	-	65%	-	65%	-	-	54%	65%	*
All Grades ELA/Reading	2023	63%	57%	<b>48%</b>	-	-	-	-	-	-	70%	-	70%	-	-	48%	70%	*
All Grades Mathematics	2023	66%	62%	<b>59%</b>	-	-	-	-	-	-	60%	-	60%	-	-	60%	60%	*
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	37%	<b>33%</b>	-	-	-	-	-	-	*	-	*	-	-	34%	*	-
All Grades ELA/Reading	2023	35%	32%	<b>31%</b>	-	-	-	-	-	-	*	-	*	-	-	33%	*	-
All Grades Mathematics	2023	40%	40%	<b>34%</b>	-	-	-	-	-	-	*	-	*	-	-	35%	*	-

\* 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)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	<b>92%</b>	100%	91%	93%	-	*	-	100%	97%	75%	98%	74%	92%	67%
Not Included in Accountability: Mobile	4%	5%	<b>8%</b>	0%	9%	7%	-	*	-	0%	3%	25%	2%	26%	8%	33%
Not Included in Accountability: Other Exclusions	2%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	<b>92%</b>	*	92%	92%	-	*	-	*	96%	71%	99%	74%	92%	75%
Not Included in Accountability: Mobile	4%	5%	<b>8%</b>	*	8%	8%	-	*	-	*	4%	29%	1%	26%	8%	25%
Not Included in Accountability: Other Exclusions	3%	1%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	100%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>92%</b>	*	92%	92%	-	*	-	*	96%	71%	99%	74%	92%	75%
Not Included in Accountability: Mobile	5%	5%	<b>8%</b>	*	8%	8%	-	*	-	*	4%	29%	1%	26%	8%	25%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	100%	<b>100%</b>	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	95%	<b>92%</b>	-	89%	93%	-	-	-	*	100%	*	98%	73%	91%	*
Not Included in Accountability: Mobile	4%	5%	<b>8%</b>	-	11%	7%	-	-	-	*	0%	*	2%	27%	9%	*
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
<b>Social Studies</b>																
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	95%	92%	-	89%	93%	-	-	-	*	100%	*	98%	73%	91%	*
Not Included in Accountability: Mobile	4%	5%	8%	-	11%	7%	-	-	-	*	0%	*	2%	27%	9%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	95%	67%	98%	93%	-	*	-	100%	96%	83%	100%	82%	94%	100%
Not Included in Accountability: Mobile	5%	5%	5%	33%	2%	7%	-	*	-	0%	4%	17%	0%	18%	6%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	100%	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	95%	*	97%	93%	-	*	-	100%	95%	80%	100%	81%	94%	*
Not Included in Accountability: Mobile	5%	5%	5%	*	3%	7%	-	*	-	0%	5%	20%	0%	19%	6%	*
Not Included in Accountability: Other Exclusions	2%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*
<b>Mathematics</b>																
Assessment Participant	99%	100%	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	95%	*	97%	93%	-	*	-	100%	95%	80%	100%	81%	94%	*
Not Included in Accountability: Mobile	5%	5%	5%	*	3%	7%	-	*	-	0%	5%	20%	0%	19%	6%	*

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*
Absent	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*
Other	0%	0%	<b>0%</b>	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*
<b>Science</b>																
Assessment Participant	98%	100%	<b>100%</b>	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	-
Included in Accountability	93%	94%	<b>96%</b>	-	100%	91%	-	-	-	*	100%	*	100%	82%	93%	-
Not Included in Accountability: Mobile	4%	6%	<b>4%</b>	-	0%	9%	-	-	-	*	0%	*	0%	18%	7%	-
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Not Tested	2%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Absent	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Other	0%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
<b>Social Studies</b>																
Assessment Participant	98%	100%	<b>100%</b>	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	-
Included in Accountability	94%	95%	<b>96%</b>	-	100%	91%	-	-	-	*	100%	*	100%	82%	93%	-
Not Included in Accountability: Mobile	4%	5%	<b>4%</b>	-	0%	9%	-	-	-	*	0%	*	0%	18%	7%	-
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Not Tested	2%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Absent	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Other	0%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-

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

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	92.6%	<b>93.0%</b>	*	93.0%	93.1%	-	*	-	89.7%	89.3%	92.3%	*
2020-21	95.0%	93.0%	<b>92.6%</b>	*	92.4%	92.3%	-	*	-	94.7%	92.2%	90.0%	*
<b>Chronic Absenteeism</b>													
2021-22	25.7%	24.8%	<b>23.1%</b>	16.7%	23.5%	21.8%	-	*	-	50.0%	46.7%	26.6%	*
2020-21	15.0%	23.1%	<b>25.6%</b>	*	26.8%	26.1%	-	*	-	14.3%	26.1%	34.7%	*
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	-
2020-21	0.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.2%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	27.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	11.8%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	63.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	77.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	11.8%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	59.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	79.4%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	86.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	91.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	66	368,686
<b>By Ethnicity:</b>				
African American	-	-	0	45,227
Hispanic	-	-	30	191,125
White	-	-	36	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	9	51,023
Foundation H.S. Program (Endorsement)	-	-	18	14,179
Foundation H.S. Program (DLA)	-	-	39	302,917
Special Education Graduates	-	-	8	32,447
Economically Disadvantaged Graduates	-	-	35	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	0	40,398
At-Risk Graduates	-	-	38	159,689
CTE Completers	-	-	20	107,502

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	179	100.0%	816	5,504,150	179	100.0%	817	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	5.3%	4.4%	0	0.0%	5.3%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.7%	0	0.0%	1.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.3%	3.7%	0	0.0%	4.3%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	8.9%	7.2%	0	0.0%	8.9%	7.2%
Grade 2	0	0.0%	4.7%	7.2%	0	0.0%	4.7%	7.2%
Grade 3	0	0.0%	6.3%	7.2%	0	0.0%	6.2%	7.1%
Grade 4	0	0.0%	5.8%	7.2%	0	0.0%	5.8%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
Grade 6	60	33.5%	7.4%	7.3%	60	33.5%	7.3%	7.2%
Grade 7	62	34.6%	7.6%	7.4%	62	34.6%	7.6%	7.4%
Grade 8	57	31.8%	7.1%	7.7%	57	31.8%	7.1%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.4%	8.7%
Grade 10	0	0.0%	8.5%	7.9%	0	0.0%	8.4%	7.9%
Grade 11	0	0.0%	7.5%	7.0%	0	0.0%	7.5%	7.0%
Grade 12	0	0.0%	8.5%	6.6%	0	0.0%	8.6%	6.6%
<b>Ethnic Distribution:</b>								
African American	3	1.7%	1.0%	12.8%	3	1.7%	1.0%	12.8%
Hispanic	94	52.5%	48.0%	53.0%	94	52.5%	48.1%	52.9%
White	78	43.6%	47.7%	25.6%	78	43.6%	47.6%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.6%	0.5%	5.1%	1	0.6%	0.5%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	3	1.7%	2.7%	3.0%	3	1.7%	2.7%	3.0%
<b>Sex:</b>								
Female	88	49.2%	43.6%	48.8%	88	49.2%	43.7%	48.8%
Male	91	50.8%	56.4%	51.2%	91	50.8%	56.3%	51.2%
Economically Disadvantaged	109	60.9%	60.2%	62.1%	109	60.9%	60.1%	62.0%
Non-Educationally Disadvantaged	70	39.1%	39.8%	37.9%	70	39.1%	39.9%	38.0%
Section 504 Students	15	8.4%	8.9%	7.4%	15	8.4%	8.9%	7.4%
EB Students/EL	5	2.8%	2.2%	23.1%	5	2.8%	2.2%	23.0%
Students w/ Disciplinary Placements (2021-22)	4	1.9%	1.1%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	16	8.9%	8.1%	5.5%	16	8.9%	8.1%	5.5%
Foster Care	1	0.6%	0.5%	0.2%	1	0.6%	0.5%	0.2%
Homeless	1	0.6%	0.7%	1.3%	1	0.6%	0.7%	1.3%
Immigrant	0	0.0%	0.1%	2.2%	0	0.0%	0.1%	2.2%
Migrant	1	0.6%	0.2%	0.3%	1	0.6%	0.2%	0.3%
Title I	178	99.4%	99.3%	64.6%	178	99.4%	99.3%	64.6%
Military Connected	9	5.0%	3.2%	3.6%	9	5.0%	3.2%	3.6%
At-Risk	100	55.9%	53.8%	53.3%	100	55.9%	53.9%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	5	2.8%	2.2%	23.2%	5	2.8%	2.2%	23.2%
Career and Technical Education	16	8.9%	28.1%	26.5%	16	8.9%	28.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	79.5%	72.3%	0	-	79.2%	72.2%
Gifted and Talented Education	10	5.6%	4.8%	8.2%	10	5.6%	4.8%	8.2%
Special Education	25	14.0%	15.7%	12.6%	25	14.0%	15.8%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	25							
By Type of Primary Disability								
Students with Intellectual Disabilities	21	84.0%	48.4%	44.1%				
Students with Physical Disabilities	0	0.0%	28.1%	20.0%				
Students with Autism	*	*	8.6%	15.5%				
Students with Behavioral Disabilities	*	*	14.8%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	27	12.5%	15.9%	16.8%				
By Ethnicity:								
African American	4	1.9%	1.5%	3.3%				
Hispanic	9	4.2%	6.4%	8.7%				
White	14	6.5%	7.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	7	23.3%	21.7%	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	5.6%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	20	13.8%	19.6%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	21	15.8%	15.0%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	20.0%	4.5%
Grade 1	-	6.5%	2.5%	-	8.3%	3.6%
Grade 2	-	2.4%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.8%	-	0.0%	0.9%
Grade 4	-	2.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	1.5%	8.7%	-	0.0%	12.6%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	13.0	18.7
Grade 1	-	16.2	19.1
Grade 2	-	10.4	19.1
Grade 3	-	15.8	19.3
Grade 4	-	13.6	19.4
Grade 5	-	17.0	20.8
Grade 6	11.5	11.5	19.2
<b>Secondary:</b>			
English/Language Arts	9.7	9.9	16.2
Foreign Languages	19.5	19.6	18.8
Mathematics	10.4	12.2	17.5
Science	11.5	14.3	18.5
Social Studies	11.5	13.0	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	25.1	100.0%	100.0%	100.0%
Professional Staff:	22.6	90.0%	61.7%	64.1%
Teachers	18.6	74.1%	48.6%	48.7%
Professional Support	2.5	9.9%	7.7%	10.9%
Campus Administration (School Leadership)	1.5	6.0%	3.5%	3.3%
Educational Aides:	2.5	10.0%	15.0%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	2.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	3.5	13.9%	18.2%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.0%	11.8%
Hispanic	3.0	16.1%	6.6%	29.6%
White	15.6	83.9%	93.4%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
<b>Teachers by Sex:</b>				
Males	6.6	35.5%	21.7%	24.4%
Females	12.0	64.5%	78.3%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	1.3%	2.0%
Bachelors	12.5	67.2%	79.6%	72.2%
Masters	6.1	32.8%	19.1%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	2.0	10.7%	11.7%	9.7%
1-5 Years Experience	5.5	29.6%	24.9%	26.3%
6-10 Years Experience	2.0	10.7%	13.1%	20.5%
11-20 Years Experience	5.1	27.4%	29.6%	27.2%
21-30 Years Experience	3.0	16.1%	18.0%	13.3%
Over 30 Years Experience	1.0	5.4%	2.6%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	9.6	n/a	10.7	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	1.0	3.0	6.1
Average Years Experience of Principals with District	1.0	2.0	5.3
Average Years Experience of Assistant Principals	1.0	1.3	5.2
Average Years Experience of Assistant Principals with District	1.0	1.3	4.4
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	11.3	11.7	11.0
Average Years Experience of Teachers with District:	4.1	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$43,265	\$37,418	\$53,300
1-5 Years Experience	\$42,625	\$38,694	\$56,516
6-10 Years Experience	\$48,245	\$46,161	\$59,732
11-20 Years Experience	\$55,261	\$56,283	\$63,389
21-30 Years Experience	\$54,873	\$55,742	\$67,876
Over 30 Years Experience	\$54,540	\$59,290	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$49,375	\$48,339	\$60,717
Professional Support	\$58,485	\$62,020	\$72,022
Campus Administration (School Leadership)	\$69,667	\$71,428	\$85,167
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	64.4%	65.1%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.2	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	0.6	3.4%	7.6%	5.4%
Compensatory Education	0.7	3.6%	2.5%	3.2%
Gifted and Talented Education	0.0	0.0%	1.5%	1.7%
Regular Education	15.3	82.2%	79.0%	70.6%
Special Education	2.0	10.7%	6.5%	9.7%
Other	0.0	0.0%	2.9%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
BALLINGER J H (200901041) - BALLINGER ISD - RUNNELS COUNTY

- 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.)

# 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 Score* is the percentage of improvement or growth students have made from year to 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 Score* 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,

# 2022–23 Texas Academic Performance Report (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.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## 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.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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**

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**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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2021–22 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

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.

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

---

**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:

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

---

**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:

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

---

**number of students in the 2022 cohort\***

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

- (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:

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

---

**number of students in the 2022 cohort\***

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

**number of students from the 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**

---

**number of students in the 2022 cohort\***

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

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

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

---

**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:

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

---

**number of students in the 2021 cohort\***

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

- (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:

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

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

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

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:

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

- (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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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**

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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](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:

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

- 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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

- 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)*

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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:

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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 <b>and</b> >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	>=19 on Mathematics <b>and</b> >=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				
	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:

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## *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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

$$\frac{\text{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2021-22 annual graduates}}$$

## 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*)

$$\frac{\text{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\text{number of 2021-22 annual graduates}}$$

**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*)

$$\frac{\text{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\text{number of 2021-22 annual graduates}}$$

**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*)

$$\frac{\text{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2021-22 annual graduates}}$$

**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*)

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## CCMR-related Indicators (2022–23)

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

*English Language Arts.*

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

*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*)

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## *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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## *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 11<sup>th</sup> and 12<sup>th</sup> graders in the 2021-22 school year with at least one AP or IB score at or above criterion

---

total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> 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

---

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

---

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.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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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

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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

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

*Science.*

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

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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

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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

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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.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

**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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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**

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**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)*

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

**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)

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

- 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**

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**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.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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:

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**number of students enrolled in fall 2021 – number of students who returned in fall 2022**

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**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).

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**number of students enrolled in the same grade from one school year to the next**

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**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 7<sup>th</sup>–12<sup>th</sup> 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)

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**number of underreported students**

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**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).

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

*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.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

**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*)

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

**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*)

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## 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)

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN 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 SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH 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 & DESIGN II

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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
<b>TEACHERS</b>	
087.....	Teacher
047.....	Substitute Teacher
<b>EDUCATIONAL AIDES</b>	
033.....	Educational Aide
036.....	Certified Interpreter

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## **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.

**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	
<b>RUNNELS</b>								
<b>BALLINGER ISD</b>								
	200901001 BALLINGER H S							
	Four-Year Public University	18	7	0	3	5	3	0
	Two-Year Public Colleges	12	3	0	4	1	3	1
	Independent Colleges & Universities	2						
	Not Trackable	1						
	Not Found	36						
	Total High School Graduates	69						
<b>MILES ISD</b>								
	200902001 MILES H S							
	Four-Year Public University	14	1	0	2	3	7	1
	Two-Year Public Colleges	8	0	0	1	2	4	1
	Independent Colleges & Universities	0						
	Not Trackable	0						
	Not Found	19						
	Total High School Graduates	41						
<b>WINTERS ISD</b>								
	200904001 WINTERS H S							
	Four-Year Public University	9	1	0	2	2	4	0
	Two-Year Public Colleges	5	3	0	0	0	2	0
	Independent Colleges & Universities	1						
	Not Trackable	1						
	Not Found	21						
	Total High School Graduates	37						

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.

### Ballinger ISD Enrollment/ADA/% Attendance

	Elementary	Junior High	High School	Fairview	Fairview Disc	District
<b>First Day of School Enrollment</b>	357	184	242	0	0	783
<b>Aug 23-24</b>	372	190	240	2	1	805
*Enrollment	323.55	180.42	230.50	2.25	1.17	737.88
ADA	95.91	95.92	96.24	72.97	100.00	95.80
%Attend						
<b>Sept 23-24</b>	373	182	233	2	4	794
*Enrollment	321.05	172.84	219.32	.90	1.965	716.06
ADA	92.91	93.73	92.92	36.73	66.10	93.00
%Attend						
<b>Oct 23-24</b>	373	179	233	1	5	791
*Enrollment	320.45	170.25	216.65	1.62	2.67	711.64
ADA	93.64	94.27	93.72	89.47	60.87	93.70
%Attend						
<b>Nov 23-24</b>	373	181	231	1	4	790
*Enrollment	318.75	168.19	209.44	.65	3.41	700.43
ADA	93.06	93.59	93.68	64.71	78.38	93.44
%Attend						
<b>Dec 23-24</b>	372	177	226	2	5	782
*Enrollment	314.18	162.55	211.09	1.20	3.50	692.52
ADA	91.93	91.27	95.10	85.71	72.92	92.71
%Attend						
<b>Jan 23-24</b>	371	176	223	3	4	777
*Enrollment	315	166	199.94	2.38	3.00	678.85
ADA	91.96	94.23	90.61	79.17	64.00	91.13
%Attend						
<b>Feb 23-24</b>						
*Enrollment						
ADA						
%Attend						
<b>Mar 23-24</b>						
*Enrollment						
ADA						
%Attend						
<b>Apr 23-24</b>						
*Enrollment						
ADA						
%Attend						
<b>May 23-24</b>						
*Enrollment						
ADA						
%Attend						
<b>Last Day of School Enrollment</b>						

2023-2024  
Current ADA  
703.86

2023-2024  
Proposed Budget ADA  
730

\*Enrollment as of the last day of the month

A Number of Days Taught 17

	EE	PK	KG	1	2	3	4	5
	6	7	8	9	10	11	12	Total
B Tot Days Membership - All Students	.00	.00	.00	.00	.00	.00	.00	.00
C Tot Days Absent - All Students	.00	.00	.00	.00	.00	.00	.00	.00
D Tot Days Present - All Students (B-C)	.00	.00	.00	.00	.00	.00	.00	.00
E Ineligible Days Present	.00	.00	.00	.00	.00	.00	.00	.00
F Tot Eligible Days Present (D-E)	.00	.00	.00	.00	.00	.00	.00	.00
G Refined ADA (F/A)	.00	.00	.00	.00	.00	.00	.00	.00
H Percent Attendance (%)	.00	.00	.00	.00	.00	.00	.00	.00
B Tot Days Membership - All Students	.00	.00	.00	907.00	1060.00	965.00	.00	2932.00
C Tot Days Absent - All Students	.00	.00	.00	59.00	105.00	80.00	.00	244.00
D Tot Days Present - All Students (B-C)	.00	.00	.00	848.00	955.00	885.00	.00	2688.00
E Ineligible Days Present	.00	.00	.00	0.00	0.00	0.00	.00	0.00
F Tot Eligible Days Present (D-E)	.00	.00	.00	848.00	955.00	885.00	.00	2688.00
G Refined ADA (F/A)	.00	.00	.00	49.88	56.18	52.06	.00	158.12
H Percent Attendance (%)	.00	.00	.00	93.50	90.09	91.71	.00	91.68

A Number of Days Taught 17

	EE	PK	KG	1	2	3	4	5
B Tot Days Membership - All Students	.00	.00	.00	.00	.00	.00	.00	.00
C Tot Days Absent - All Students	.00	.00	.00	.00	.00	.00	.00	.00
D Tot Days Present - All Students (B-C)	.00	.00	.00	.00	.00	.00	.00	.00
E Ineligible Days Present	.00	.00	.00	.00	.00	.00	.00	.00
F Tot Eligible Days Present (D-E)	.00	.00	.00	.00	.00	.00	.00	.00
G Refined ADA (F/A)	.00	.00	.00	.00	.00	.00	.00	.00
H Percent Attendance (%)	.00	.00	.00	.00	.00	.00	.00	.00

	6	7	8	9	10	11	12	Total
B Tot Days Membership - All Students	.00	.00	.00	.00	.00	.00	816.00	816.00
C Tot Days Absent - All Students	.00	.00	.00	.00	.00	.00	105.00	105.00
D Tot Days Present - All Students (B-C)	.00	.00	.00	.00	.00	.00	711.00	711.00
E Ineligible Days Present	.00	.00	.00	.00	.00	.00	0.00	0.00
F Tot Eligible Days Present (D-E)	.00	.00	.00	.00	.00	.00	711.00	711.00
G Refined ADA (F/A)	.00	.00	.00	.00	.00	.00	41.82	41.82
H Percent Attendance (%)	.00	.00	.00	.00	.00	.00	87.13	87.13

A Number of Days Taught 17

	EE	PK	KG	1	2	3	4	5
B Tot Days Membership - All Students	.00	.00	.00	.00	.00	.00	.00	.00
C Tot Days Absent - All Students	.00	.00	.00	.00	.00	.00	.00	.00
D Tot Days Present - All Students (B-C)	.00	.00	.00	.00	.00	.00	.00	.00
E Ineligible Days Present	.00	.00	.00	.00	.00	.00	.00	.00
F Tot Eligible Days Present (D-E)	.00	.00	.00	.00	.00	.00	.00	.00
G Refined ADA (F/A)	.00	.00	.00	.00	.00	.00	.00	.00
H Percent Attendance (%)	.00	.00	.00	.00	.00	.00	.00	.00

	6	7	8	9	10	11	12	Total
B Tot Days Membership - All Students	.00	.00	.00	.00	.00	0.00	0.00	0.00
C Tot Days Absent - All Students	.00	.00	.00	.00	.00	0.00	0.00	0.00
D Tot Days Present - All Students (B-C)	.00	.00	.00	.00	.00	0.00	0.00	0.00
E Ineligible Days Present	.00	.00	.00	.00	.00	0.00	0.00	0.00
F Tot Eligible Days Present (D-E)	.00	.00	.00	.00	.00	0.00	0.00	0.00
G Refined ADA (F/A)	.00	.00	.00	.00	.00	0.00	0.00	0.00
H Percent Attendance (%)	.00	.00	.00	.00	.00	0.00	0.00	0.00

A Number of Days Taught 16

	EE	PK	KG	1	2	3	4	5
	-----	-----	-----	-----	-----	-----	-----	-----
B Tot Days Membership - All Students	.00	.00	.00	.00	.00	.00	.00	.00
C Tot Days Absent - All Students	.00	.00	.00	.00	.00	.00	.00	.00
D Tot Days Present - All Students (B-C)	.00	.00	.00	.00	.00	.00	.00	.00
E Ineligible Days Present	.00	.00	.00	.00	.00	.00	.00	.00
F Tot Eligible Days Present (D-E)	.00	.00	.00	.00	.00	.00	.00	.00
G Refined ADA (F/A)	.00	.00	.00	.00	.00	.00	.00	.00
H Percent Attendance (%)	.00	.00	.00	.00	.00	.00	.00	.00
	6	7	8	9	10	11	12	Total
	-----	-----	-----	-----	-----	-----	-----	-----
B Tot Days Membership - All Students	.00	.00	.00	48.00	.00	.00	.00	48.00
C Tot Days Absent - All Students	.00	.00	.00	10.00	.00	.00	.00	10.00
D Tot Days Present - All Students (B-C)	.00	.00	.00	38.00	.00	.00	.00	38.00
E Ineligible Days Present	.00	.00	.00	0.00	.00	.00	.00	0.00
F Tot Eligible Days Present (D-E)	.00	.00	.00	38.00	.00	.00	.00	38.00
G Refined ADA (F/A)	.00	.00	.00	2.38	.00	.00	.00	2.38
H Percent Attendance (%)	.00	.00	.00	79.17	.00	.00	.00	79.17

A Number of Days Taught 16

	EE	PK	KG	1	2	3	4	5
	-----	-----	-----	-----	-----	-----	-----	-----
B Tot Days Membership - All Students	.00	.00	.00	.00	.00	.00	.00	.00
C Tot Days Absent - All Students	.00	.00	.00	.00	.00	.00	.00	.00
D Tot Days Present - All Students (B-C)	.00	.00	.00	.00	.00	.00	.00	.00
E Ineligible Days Present	.00	.00	.00	.00	.00	.00	.00	.00
F Tot Eligible Days Present (D-E)	.00	.00	.00	.00	.00	.00	.00	.00
G Refined ADA (F/A)	.00	.00	.00	.00	.00	.00	.00	.00
H Percent Attendance (%)	.00	.00	.00	.00	.00	.00	.00	.00
	6	7	8	9	10	11	12	Total
	-----	-----	-----	-----	-----	-----	-----	-----
B Tot Days Membership - All Students	.00	.00	48.00	27.00	.00	.00	.00	75.00
C Tot Days Absent - All Students	.00	.00	11.00	16.00	.00	.00	.00	27.00
D Tot Days Present - All Students (B-C)	.00	.00	37.00	11.00	.00	.00	.00	48.00
E Ineligible Days Present	.00	.00	0.00	0.00	.00	.00	.00	0.00
F Tot Eligible Days Present (D-E)	.00	.00	37.00	11.00	.00	.00	.00	48.00
G Refined ADA (F/A)	.00	.00	2.31	.69	.00	.00	.00	3.00
H Percent Attendance (%)	.00	.00	77.08	40.74	.00	.00	.00	64.00

A Number of Days Taught 17

	EE	PK	KG	1	2	3	4	5
B Tot Days Membership - All Students	.00	.00	.00	.00	.00	.00	.00	.00
C Tot Days Absent - All Students	.00	.00	.00	.00	.00	.00	.00	.00
D Tot Days Present - All Students (B-C)	.00	.00	.00	.00	.00	.00	.00	.00
E Ineligible Days Present	.00	.00	.00	.00	.00	.00	.00	.00
F Tot Eligible Days Present (D-E)	.00	.00	.00	.00	.00	.00	.00	.00
G Refined ADA (F/A)	.00	.00	.00	.00	.00	.00	.00	.00
H Percent Attendance (%)	.00	.00	.00	.00	.00	.00	.00	.00

	6	7	8	9	10	11	12	Total
B Tot Days Membership - All Students	998.00	1052.00	930.00	.00	.00	.00	.00	2980.00
C Tot Days Absent - All Students	66.00	91.00	87.00	.00	.00	.00	.00	244.00
D Tot Days Present - All Students (B-C)	932.00	961.00	843.00	.00	.00	.00	.00	2736.00
E Ineligible Days Present	0.00	0.00	0.00	.00	.00	.00	.00	0.00
F Tot Eligible Days Present (D-E)	932.00	961.00	843.00	.00	.00	.00	.00	2736.00
G Refined ADA (F/A)	54.82	56.53	49.59	.00	.00	.00	.00	160.94
H Percent Attendance (%)	93.39	91.35	90.65	.00	.00	.00	.00	91.81







Cnty-Dist: 200-901

BALLINGER ISD

Page: 10 of 10

Campus: ALL

01-04-2024 To 01-31-2024

Sch Year: 2024

A Number of Days Taught Campuses-Tracks: 001-01 (17), 001-02 (17), 001-03 (17), 003-01 (16), 005-01 (16), 041-01 (17), 101-01 (17), 101-02 (17), 101-03 (17)

	EE	PK	KG	1	2	3	4	5
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B Tot Days Membership - All Students	.00	530.50	969.00	918.00	1310.00	681.00	793.00	823.00
C Tot Days Absent - All Students	.00	38.50	87.00	87.00	113.00	55.00	68.00	64.00
D Tot Days Present - All Students (B-C)	.00	492.00	882.00	831.00	1197.00	626.00	725.00	759.00
E Ineligible Days Present	.00	198.00	0.00	0.00	0.00	0.00	0.00	0.00
F Tot Eligible Days Present (D-E)	.00	294.00	882.00	831.00	1197.00	626.00	725.00	759.00
G Refined ADA (F/A)	.00	17.29	51.88	48.88	70.41	36.82	42.65	44.65
H Percent Attendance (%)	.00	92.74	91.02	90.52	91.37	91.92	91.42	92.22
	6	7	8	9	10	11	12	Total
	-----	-----	-----	-----	-----	-----	-----	-----
B Tot Days Membership - All Students	998.00	1052.00	978.00	982.00	1060.00	965.00	816.00	12875.50
C Tot Days Absent - All Students	66.00	91.00	98.00	85.00	105.00	80.00	105.00	1142.50
D Tot Days Present - All Students (B-C)	932.00	961.00	880.00	897.00	955.00	885.00	711.00	11733.00
E Ineligible Days Present	0.00	0.00	0.00	0.00	0.00	0.00	0.00	198.00
F Tot Eligible Days Present (D-E)	932.00	961.00	880.00	897.00	955.00	885.00	711.00	11535.00
G Refined ADA (F/A)	54.82	56.53	51.90	52.94	56.18	52.06	41.82	678.85
H Percent Attendance (%)	93.39	91.35	89.98	91.34	90.09	91.71	87.13	91.13

2023 - 2024 Enrollment Figures

DATE	PPCD	PK-H	PK	PK In	KG	1ST	2ND	3RD	4TH	5TH	ELEM TOTAL	6TH	7TH	8TH	JH TOTAL	9TH	10TH	11TH	12TH	Flex	HS TOTAL	SubTotal	FAC DISC	FAC	DIST TOTAL
FIRST DAY	0	17	16	11	57	53	74	38	46	45	357	60	62	62	184	61	64	64	53		242	783	0	0	783
8/31/2023	0	17	20	12	60	53	76	38	49	47	372	60	65	65	190	60	64	61	55		240	802	1	2	805
9/30/2023	0	17	22	12	57	53	78	39	47	48	373	58	62	62	182	58	62	59	54		233	788	4	2	794
10/27/2023	0	17	21	12	57	52	78	39	47	49	372	58	62	60	180	57	62	59	52		230	782	4	2	788
10/31/2023	0	17	21	12	57	53	78	40	46	49	373	59	62	58	179	55	64	62	52		233	785	5	1	791
11/30/2023	0	17	23	11	57	54	77	40	45	49	373	60	62	59	181	54	62	58	48	9	231	785	4	1	790
12/15/2023	0	17	22	12	57	53	77	40	45	49	372	59	62	56	177	54	62	58	48	4	226	775	5	2	782
1/31/2024	0	17	22	11	57	54	76	40	46	48	371	58	63	55	176	53	63	56	48	3	223	770	4	3	777
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Added Flex students

Snapshot date

# TARLETON STATE UNIVERSITY

DUAL ENROLLMENT PROGRAM FOR TEXAS HIGH SCHOOL STUDENTS



Tarleton Today is the most affordable dual enrollment program for Texas high school students who seek to challenge themselves and accelerate their college preparation. Students will have the opportunity to earn college credit, and teachers will receive robust professional learning and development to deepen their classroom impact. Tarleton Today will work to serve students and teachers across the entire state of Texas.

## Information for Prospective Administrators and Teachers

- New program offers courses in agriculture, english, math and more!
- Schedule to align with your high school calendar
- Course taught at your school by your teacher
- Curriculum developed by Tarleton faculty
- Increase student academic performance and college readiness
- Provides professional development for teachers

## Advantages to High School Students, Parents

- Students are enrolled as a card-carrying Tarleton Texan with student benefits such as tutoring and fine arts events
- Earn college credit at a fraction of the cost
- Students can apply credits toward an undergraduate degree
- Provides students with a jumpstart on the college experience

*Allows students  
to earn college  
credit while in  
high school*

**PARTNER WITH ONE OF THE FASTEST-GROWING UNIVERSITIES IN THE NATION**

Contact Dr. Matt Underwood for details

 [munderwood@tarleton.edu](mailto:munderwood@tarleton.edu)



**TARLETON  
STATE UNIVERSITY**  
Member of The Texas A&M University System

## Courses Offered for 2024-25 School Year

Core College Courses	High School Course	Length of Course
AGEC 2317 Introduction to Ag Economics (core social & behavioral sciences)	Agribusiness Management & Marketing	Full Year
ANSC 1319 + 1119 General Animal Science (core life & physical sciences*)	Advanced Animal Science	Full Year
BUSI 1307 Personal Finance (core social & behavioral science)	Personal Financial Literacy, Economics	One Semester
ENGL 1301 Composition I (core component area)	English III <small>(requires co-enrollment with ENGL 2326)</small>	Full Year
ENGL 2326 American Literature (core language, philosophy, & culture*)	English III <small>(requires co-enrollment with ENGL 1301)</small>	Full Year
HIST 1302 United States History II (core American history)	US History Studies since 1877	Full Year
MATH 1314 College Algebra (core mathematics)	Algebra II	Full Year
MATH 1314 College Algebra (core mathematics)	Independent Study in Math	Full Year
MATH 2412 Precalculus (core mathematics)	Precalculus	Full Year
MUSI 1306 Music Appreciation (core creative arts)	Music Studies-Music Appreciation I or II	Full Year
PSYC 2301 General Psychology (core social & behavioral sciences)	Psychology	One Semester
Field of Study Courses		
EDUC 1301 Intro to the Teaching Profession	Instructional Practices in Education and Training	Full Year
HORT 1301 Horticulture	Horticultural Science	Full Year
LDRS 2301 Foundations of Leadership	Taught dual credit through Junior ROTC programs only	Full Year
*Pending curriculum approval Fall 2023		



**Memorandum of Understanding  
Between  
Tarleton State University  
and  
{{DISTRICT FULL NAME}}**

**FOR THE 2024-2025 TARLETON TODAY PROGRAM**

This Memorandum of Understanding (MOU) with an Effective Date of May 1, 2024, is entered by {{DISTRICT FULL NAME}} ({{DISTRICT ABBREVIATION}}) and TARLETON STATE UNIVERSITY, a member of The Texas A&M University System, an agency of the State of Texas, hereinafter referred to as “Tarleton”.

**Contracting Parties:**

Receiving Party ({{DISTRICT ABBREVIATION}})  
{{DISTRICT FULL NAME}}  
{{STREET}}  
{{CITY}}, {{STATE}} {{ZIP}}

Performing Party Tarleton State University  
1333 W. Washington St.  
Stephenville, TX 76402

**WHEREAS**, Tarleton and {{DISTRICT ABBREVIATION}} are collaborating to offer eligible high school students the opportunity to enroll in college courses while attending high school and receive simultaneous academic credits from Tarleton and their {{DISTRICT ABBREVIATION}} high school(s).

**WHEREAS**, eligible students will be able to participate in a dual enrollment, distance education program called Tarleton Today.

**NOW THEREFORE**, in consideration of the mutual promises herein contained, the Parties agree as follows:

**1. Nature of Tarleton Today**

Tarleton and {{DISTRICT ABBREVIATION}} enter into this Agreement to implement Tarleton Today by offering distance college courses through a dual-enrollment model, as well as high school teacher training and professional learning. Tarleton Today offers high school students the opportunity to earn high school credits from {{DISTRICT ABBREVIATION}} and college credits from Tarleton through a distance education course.

{{DISTRICT ABBREVIATION}} and Tarleton will share the responsibility to implement the Tarleton Today program. By entering into this Agreement for the delivery of distance college courses, {{DISTRICT ABBREVIATION}} becomes an active participant in

ensuring the effectiveness and quality of the implementation of Tarleton Today at {{DISTRICT ABBREVIATION}}.

## 2. Fees and Payments

### Enrollment Fees:

If joining the Tarleton Today program on or after the Effective Date, the cost of the Tarleton Today course materials, technical support and course implementation support outlined in this Agreement for {{DISTRICT ABBREVIATION}} will be defined on a per-student, per-course basis. Program costs will be evaluated annually.

Texas public ISDs will pay a subsidized rate of \$50 per student per semester credit hour during the 2024-2025 school year (3 credit courses = \$150; 4 credit courses = \$200).

Pending Texas FAST Program funding reimbursement, {{DISTRICT ABBREVIATION}} students with a free and reduced lunch status will receive a course fee credit equal to the course fee charge. Tarleton Today will be directly reimbursed for course fees through the FAST Program for these students after completion. Private, parochial, and out-of-state schools are not eligible for the subsidized rate and will be charged \$65 per semester credit hour.

The Tarleton Today course fee is assessed for each student registered in each Tarleton Today course on the designated enrollment date. The program fee covers access to course materials, technology tools, and credit eligibility evaluation. Refunds will not be given at the end of a course for any reason, including if a student is not eligible to earn college credit in the course or withdraws after the enrollment date.

### Professional Learning Development (PLD) Fee:

The cost of Tarleton Today professional development will be assessed on a per-teacher basis at a rate of \$500 for all teachers, both new and returning to the program. This fee covers professional learning and development requirements during the entire term of this agreement, including summer professional development courses, virtual learning modules, and coaching sessions from Tarleton. If {{DISTRICT ABBREVIATION}} or the {District Abbreviation} high school teacher joins after the conclusion of summer professional development, the total fee is still required based upon the status of the teacher at student enrollment date. For teachers that complete the Tarleton Today course with at least 60% of their students accepting college credit, Tarleton Today will provide them a \$500 end-of-year bonus.

Any professional development fees do not include lodging, transportation, or teacher substitute cost.

{{DISTRICT ABBREVIATION}} is responsible for paying within 30 days of receipt of any undisputed invoice.

All checks should be made payable to Tarleton State University. Payments should be mailed and/or delivered to:

Tarleton State University  
Tarleton Today  
1333 W. Washington St.  
Stephenville, TX 76402

### 3. Scope of Work and Responsibilities

Responsibilities to implement Tarleton Today distance college courses will be shared by {{DISTRICT ABBREVIATION}} and Tarleton Today. {{DISTRICT ABBREVIATION}} is an active participant in ensuring the effectiveness and quality of Tarleton Today implementation at its facilities. The Parties agree to provide the following, collectively referred to as the “Services.”

#### **Responsibilities of Tarleton Today**

##### **Enrollment and Records**

- A. Register high school students for Tarleton Today courses (as listed in Exhibit A) through the Tarleton Today student information system.
- B. Maintain, as part of routine educational effectiveness evaluation at Tarleton, Tarleton Today student educational records, including registration, enrollment, orientation, and course evaluation data for purposes of administering, implementing, and improving the program and providing official reporting to Tarleton and {{DISTRICT ABBREVIATION}}. Tarleton Today engages in additional data sharing with Tarleton departments as defined in the data sharing agreement between Parties, attached and incorporated herein.
- C. Record grades on Tarleton transcripts for students who are eligible for and accept college credit for the distance college course.
- D. Support documentation of distance college course credit, including enrollment and non-enrollment confirmation letters and assistance in securing official transcripts.

##### **Curriculum and Instruction**

- E. Provide Tarleton faculty and academic staff to develop and define college-level course materials and curriculum and assume primary responsibility for oversight of distance college courses.
- F. Deliver instructional materials via distance education. All college course-related materials will be available to the student through unique login in Canvas Learning Management System (Canvas LMS).
- G. Administer Tarleton Today distance college courses via a dual enrollment model. Tarleton faculty and academic course staff ensure comparability of distance college courses to campus-based courses and are approved by Tarleton Department Chairs and supported by Deans. All Tarleton Today students register for semester- or year-long courses. The college enrollment process differs between the two course types.
  - a. Semester-long and year-long course college enrollment information
    - i. Students must complete a series of required assignments and summative assessments as published in the college syllabus that are designed, designated, and evaluated by Tarleton faculty and college Instructors of Record to earn college credit.

- ii. Students in year-long courses must earn a passing grade (D or above) on the designated portion of the course determined by the Tarleton Instructor of Record to be eligible to earn college credit in the Tarleton Today distance college course.
    - iii. Students who earn a passing grade (D or above) in the college course may accept their college credit or withdraw from the course.
    - iv. Students who accept college credit will have an official Tarleton transcript showing the letter grade earned in the course.
  - b. Additional year-long course college enrollment information
    - i. A student who does not earn a passing grade (D or above) may be determined to be eligible if the student meets the Texas Success Initiative (TSI) exemption criteria for that course. Grade-based eligibility criteria and TSI exemption criteria are detailed in each college course syllabus for which TSI exemption may be used, as well as attached in Exhibit C.
    - ii. Eligible student enrollments are recorded with Tarleton in alignment with Tarleton Today and Tarleton processes.
- H. Provide technology and support services necessary for teaching and learning in Tarleton Today courses and program implementation:
  - a. Maintain servers operated by or hosted on Tarleton Today’s web-based Canvas LMS.
  - b. Provide access and training on the Canvas LMS for every Tarleton Today student to access course content and instructional experiences.
  - c. Provide online and phone-based technical support for Tarleton Today teachers, students, and Tarleton faculty using the curriculum when that support is not provided through Canvas LMS.
  - d. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants available to students for writing consultation related to distance college course writing assignments.
  - e. Provide a student orientation module in Canvas LMS for all Tarleton Today courses that detail program enrollment, student academic integrity, and FERPA rights.
  - f. Provide information in the Tarleton Today college courses and through Canvas notifications related to distance college course enrollment activities, including registration, eligibility, credit type selection, credit status, and official transcript requests.
  - g. Provide adequate procedures for submitting and resolving complaints, grade appeals, information requests, and other inquiries related to participation in Tarleton Today.

**Professional Development and Support**

- I. Deliver professional learning to participating {{DISTRICT ABBREVIATION}} teachers who teach a Tarleton Today course.
  - a. Summer professional development for participating {{DISTRICT ABBREVIATION}} teachers will be delivered by Tarleton Today using distance education and virtual learning technologies, or in-person trainings at one of the Tarleton locations. Summer professional development is required for all Tarleton Today high school teachers.

- b. Academic year Professional Learning: One-day Professional Learning for new and returning participating {{DISTRICT ABBREVIATION}} teachers will be held at Tarleton or designated regional sites, or delivered virtually during the fall and spring semesters, at Tarleton's sole discretion. {{DISTRICT ABBREVIATION}} teachers are **required** to participate in and fully complete the one-day workshop during each semester in which the teacher delivers a Tarleton Today course, regardless of whether the course will be offered in the subsequent year.
- c. Participating {{DISTRICT ABBREVIATION}} teachers will be provided certificates of completion for the hours of documented attendance, which may count as continuing professional education hours with their district.
- J. Deliver professional learning and development opportunities specific to administrative and counselor roles and functions to {{DISTRICT ABBREVIATION}} and its administration.
- K. Deliver in-person or virtual presentations and/or workshops to {{DISTRICT ABBREVIATION}} staff and community members regarding the Tarleton Today program overview, implementation, and strategies for success.
- L. Tarleton Today will hire and assign a qualified course coordinator for each course offered. The coordinator will serve as the content expert and point of contact and support for the high school teacher.
- M. Provide ongoing, one-on-one feedback and guidance to the high school teacher.
- N. Provide virtual coaching to each Tarleton Today high school teacher to support course implementation and enhance their professional practice.

**Institutional Effectiveness**

- O. Provide feedback regarding course implementation to Tarleton faculty and academic staff, as well as {{DISTRICT ABBREVIATION}} high school teachers and administrators. To ensure Tarleton Today is implemented and facilitated with quality and fidelity, Tarleton Today staff will provide updates at the end of the fall and spring semesters and, as needed, throughout the year regarding the status of Tarleton Today implementation, based on communication with the Tarleton Today {{DISTRICT ABBREVIATION}} high school teacher(s) and classroom observations.
  - a. Tarleton Today staff will alert {{DISTRICT ABBREVIATION}} administration of any serious concerns regarding {{DISTRICT ABBREVIATION}} or campus implementation of the Tarleton Today course pertaining to quality and fidelity. If {{DISTRICT ABBREVIATION}} implementation of the Tarleton Today course is deemed unsatisfactory, Tarleton Today reserves the right to deny the opportunity to offer the Tarleton Today course in the future or to require a replacement high school teacher.
  - b. A {{DISTRICT ABBREVIATION}} high school teacher deemed by Tarleton Today to be unsatisfactorily implementing the course will be given the opportunity to bring course implementation into alignment with Tarleton Today expectations and be provided coaching and support as available through the course staff, Tarleton Today Professional Learning, virtual coaching, and ongoing communication. Should the high school teacher's implementation of Tarleton Today continue to be unsatisfactory or without improvement in

Tarleton Today's sole discretion, Tarleton Today will notify {{DISTRICT ABBREVIATION}}, who will use its best efforts to identify an alternate high school teacher, and {{DISTRICT ABBREVIATION}} will work with Tarleton Today to continue implementation of the course with the alternate high school teacher. Tarleton Today reserves the right to deny any unsatisfactorily performing teacher the opportunity to offer the course in the future.

- c. Should Tarleton Today deem a Tarleton Today {{DISTRICT ABBREVIATION}} high school teacher as not compatible with or not in the best interest of the program in Tarleton Today's sole discretion, Tarleton Today will notify {{DISTRICT ABBREVIATION}} who will work with Tarleton Today to continue the course through an alternate teacher.
- d. Any person performing Services under this Agreement on behalf of Tarleton Today must be actively employed or eligible for employment by Tarleton and may not be on administrative or medical leave. Tarleton must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If Tarleton becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, a representative of the Tarleton Today program must inform the {{DISTRICT ABBREVIATION}} district contact.

**Extended Student Absences [subject to {{DISTRICT ABBREVIATION}} policies]**

- P. In a case where a student is removed from their home campus and assigned to an alternative campus due to disciplinary reasons, the {{DISTRICT ABBREVIATION}} point of contact, campus principal and/or the high school teacher of the campus must notify the Tarleton Today Program Coordinator. Information needs to include the length of the placement to determine if the student will continue in the enrolled Tarleton Today course. If the alternative placement is longer than seven (7) school days, then the following will need to be done:
  - a. The administrator, Tarleton Today {{DISTRICT ABBREVIATION}} high school teacher, and Tarleton Today course staff will work together to determine if the student has the opportunity to continue the course at the alternative campus. If determined the student will not have the appropriate instruction and access to the course, the student will be dropped from the Tarleton Today course.
    - i. If this occurs prior to the identified course enrollment date, then the {{DISTRICT ABBREVIATION}} will not be invoiced for this student.
    - ii. If the student is enrolled in a year-long Tarleton Today course, the student will be dropped from the Tarleton Today course, the Canvas LMS system, and a schedule change will be made for the student's high school schedule.
- Q. In a case where a student is hospitalized or removed from instruction or the school setting for longer periods due to illness, accident, or other circumstance, the {{DISTRICT ABBREVIATION}} point of contact, campus principal and/or the high school instructor must notify the Tarleton Today Program Coordinator immediately to determine if eligibility for enrollment may continue, which decision will be made on Tarleton Today in its sole discretion.

**4. Responsibilities of {{DISTRICT ABBREVIATION}} [subject to {{DISTRICT ABBREVIATION}} policies and applicable law]**

- A. Implement one or more Tarleton Today courses.
  - a. Assign a(n) {{DISTRICT ABBREVIATION}} contact responsible for overseeing the implementation of Tarleton Today high school course(s) and participating in meetings designated for {{DISTRICT ABBREVIATION}} administration with Tarleton Today staff.
    - i. This {{DISTRICT ABBREVIATION}} contact will provide up-to-date contact information for {{DISTRICT ABBREVIATION}} and its campus administration. In the event there is a change in administration at {{DISTRICT ABBREVIATION}} or at its campuses, the {{DISTRICT ABBREVIATION}} contact will update Tarleton Today.
  - b. Assign 1-2 campus administrators to attend the Tarleton Today train-the-trainer session(s) held online in a webinar-based format. The training will model the parent night presentation, resources, and retention strategies.
  - c. Assign a designated contact for ensuring websites, email addresses, and support for technology related requests. This person will also be responsible for uploading course rosters following a specific format via Secure File Transfer Protocol (SFTP) prior to the start of the school year.
  - d. Tarleton Today courses do not replace Advanced Placement (AP) curriculum or prepare students for AP exams. Neither Tarleton Today syllabi nor course content may be used for submission to satisfy the requirements for third-party evaluation.
- B. Recruit high school teacher(s) with appropriate qualifications to teach the Tarleton Today course(s), all consistent with {{DISTRICT ABBREVIATION}} policies.
  - a. Minimum requirements for all Tarleton Today {{DISTRICT ABBREVIATION}} high school teachers include:
    - i. Bachelor's degree in the discipline or a related field.
    - ii. One (1) or more years of teaching experience in the relevant course or a higher-level course (e.g. calculus for pre-calculus).
    - iii. Completed annual Tarleton Today teacher application.
    - iv. Obtain a Tarleton UID in order to access Canvas LMS and other systems required for implementation of the Tarleton Today program. Tarleton Today will provision the UID as high assurance and may suspend, terminate, or revoke access to its systems through the UID affiliation at Tarleton Today sole discretion. The UID affiliation with Tarleton Today will be revoked if this agreement is terminated or if a Tarleton Today {{DISTRICT ABBREVIATION}} high school teacher can no longer complete the course.
    - v. Successful completion of required tasks before the start of summer professional development, including, but not limited to, completion of FERPA training module provided by Tarleton Today. Tasks will be determined and shared by the Tarleton Today professional learning and development staff in advance of summer professional development. {{DISTRICT ABBREVIATION}} high school teachers approved on a conditional basis may be required to complete additional tasks. Any high school teacher who does not complete the required pre-professional

development tasks may not be eligible to attend the summer professional development. The decision to admit or deny such teacher and any accompanying conditions will be determined by the Tarleton Faculty Lead and Program Coordinator at their discretion.

- vi. Successful completion of summer professional development. New Tarleton Today {{DISTRICT ABBREVIATION}} high school teachers must participate in the entire Summer professional development and complete all assigned work, both before and during the training.
  - vii. Attendance at and completion of all required virtual conferences or virtual learning modules, academic year trainings, and professional development assignments.
  - viii. Attendance at the Fall and Spring Professional Development
    1. {{DISTRICT ABBREVIATION}} teachers are required to participate in and fully complete both academic year professional developments in which the teacher delivers a Tarleton Today course, regardless of whether the course will be offered in the subsequent year. Each Fall and Spring professional development will provide up to eight hours of continuing professional education hours.
  - ix. Review communication from Tarleton Today course staff in weekly newsletters and respond accordingly to routine requests.
  - x. Adhere to guidelines regarding Tarleton Today course content intellectual property. {{DISTRICT ABBREVIATION}} is responsible for informing teachers that they do not have a license to use any Tarleton Today provided materials outside of the scope of this agreement.
  - xi. Deliver Tarleton Today instructional materials through the Tarleton Today instance of Canvas LMS.
  - b. Additional requirements for Tarleton Today returning {{DISTRICT ABBREVIATION}} teachers include:
    - i. Successful implementation of Tarleton Today course during the previous academic year according to requirements under section D below.
- C. Ensure Tarleton Today {{DISTRICT ABBREVIATION}} high school teachers and students have the necessary resources to implement the program with fidelity, including, but not limited to:
- a. Access to Canvas LMS. Participating {{DISTRICT ABBREVIATION}} campuses will work with the Tarleton Today support team to ensure their campus and students can fully access the Canvas LMS.
  - b. Access to computer, internet, and allow lists, as specified by Tarleton Today, and adhere to requirements outlined in the most recent Tarleton Today Technology Manual.
  - c. Scheduled access to technology that meets the specifications defined by Tarleton Today for each course. This includes regular in-class and out-of-class, one-to-one (1:1) access to computers and the internet to view materials and complete and submit assignments, quizzes, tests, and exams, and the following technology for specific course implementation (as applicable).
  - d. Graphing calculators for College Algebra and Precalculus.
  - e. Audio/visual projection and/or whiteboard.

- f. Copy/scanning services to duplicate some course materials and distribute to students in the Tarleton Today course and upload assignments.
  - g. For Intro to Animal Science, students must have periodic access to at least two livestock species (cattle, horses, sheep, goats, pigs, and/or poultry).
  - h. For Music Appreciation, students must have access and ability to utilize headphones for assessment purposes. Twice during the year they will need to attend a concert which may or may not be outside the school.
- D. Ensure Tarleton Today {{DISTRICT ABBREVIATION}} high school teachers implement the program with fidelity, including the following:
- a. Tarleton Today instructors are expected to adhere to Texas Administrative and Education Code, including the Educators' Code of Ethics (19 TAC Chapter 247).
  - b. Administer and facilitate Tarleton Today-required assignments and assessments without alteration through the Tarleton Today instance of Canvas LMS.
  - c. Have students create a TARLETON UID and register for Tarleton Today sections.
  - d. Use Canvas LMS to assign and grade high school work as specified by Tarleton Today course staff.
  - e. Participate in professional learning, including Summer professional development, one-day workshops, video conferences or virtual learning modules, virtual coaching, and ongoing opportunities during each semester in which they teach the Tarleton Today course. To facilitate teacher participation in the one-day workshops, {{DISTRICT ABBREVIATION}} agrees to pay the cost of substitute teachers for the days the teacher will attend the workshops.
  - f. Maintain regular communication via email, phone, video web conferencing, etc. with Tarleton Today course coordinator and other staff regarding the success and challenges of implementation, responding in a timely manner to requests for information, including turning in any requested documentation to evaluate student progress or success by specified deadlines.
  - g. Notify Tarleton Today of {{DISTRICT ABBREVIATION}} high school teacher absences that exceed four or more consecutive class days or of teacher resignations using the provided form in the case when the teacher cannot self-report.
- E. Recruit and approve students to participate in the Tarleton Today courses.
- F. Ensure students enrolled in the Tarleton Today program meet the minimum academic requirements for each course as shown in Exhibit A.
- G. Ensure students complete the Tarleton Today registration process within the first two weeks of school. The student and, if the student is under 18 years of age at the time of registration, the student's parent or guardian shall acknowledge and consent the student is enrolling in a college course with the opportunity to earn college credit. Consent forms must be submitted within one week of the {{DISTRICT ABBREVIATION}} school start date.
- H. Any person performing Services under this Agreement on behalf of {{DISTRICT ABBREVIATION}} must be actively employed or eligible for employment by {{DISTRICT ABBREVIATION}} and may not be on administrative leave. {{DISTRICT ABBREVIATION}} must comply with applicable criminal background check requirements for their respective faculty, staff, and employees

performing Services under this Agreement. If {{DISTRICT ABBREVIATION}} becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, the district contact, who oversees the Tarleton Today program, must inform Tarleton Today within 24 business hours.

## **5. Summer Professional Development, Teacher Registration, and Attendance**

1. {{DISTRICT ABBREVIATION}} high school teachers are required to register for Summer Professional Development **two weeks prior** to the start of Summer Professional Development.
2. New Tarleton Today {{DISTRICT ABBREVIATION}} high school teachers must participate in the entire Summer Professional Development and complete all assigned work, both pre- and during Professional Development. New Tarleton Today high school teachers are defined as those who are implementing a Tarleton Today course for the first time or for the first time after more than one year of absence.
  - a. The {{DISTRICT ABBREVIATION}} teacher assigned to the course **must** successfully complete the New Teacher Summer Professional Development experience at least once, in its entirety, before implementing a Tarleton Today course for the first time. If the teacher continues to offer the course in subsequent years, they are required to attend the Returning Instructor Summer Professional Development for each subsequent year they implement that course. If a teacher is assigned to implement a new Tarleton Today course in addition to their current Tarleton Today course, the instructor must complete the New Teacher Summer Professional Development for the new course.
3. Cancellation policy:
  - a. All high school teachers must cancel their registration in writing at least one week prior to any in-person Professional Development. {{DISTRICT ABBREVIATION}} will be invoiced for all registered high school teachers three weeks prior to the event starting, and will pay such invoices within thirty (30) days.
  - b. If a high school teacher registers for Summer Professional Development and is unable to attend, the teacher must communicate this change to the Tarleton Today Professional Learning and Development team in writing at least one week prior to the start of Summer Professional Development. The district contact may coordinate with Tarleton Today to identify an appropriate replacement. Fees will be assessed based on teachers who complete Summer Professional Development.
  - c. In the event of an emergency about which Tarleton Today staff and the teacher's principal are notified, a teacher may arrange to make up as much as 20% of Summer Professional Development and still be eligible to teach the Tarleton Today course. Tarleton Today {{DISTRICT ABBREVIATION}} high school teachers who miss more than 20% of Summer Professional Development, regardless of the reason, will be on probationary status and their approval to serve as a Tarleton Today high school teacher will be evaluated by Tarleton Today on a case-by-case basis.
4. If a high school teacher attends Summer Professional Development, and the course for which the teacher is trained is not offered for the school year, {{DISTRICT ABBREVIATION}} will be:
  - a. Charged the full fee based on whether they are new or returning, for Summer Professional Development.

- b. All materials provided to {{DISTRICT ABBREVIATION}} for the course must be returned to Tarleton Today within 30 days.

## **6. Educational Records and Data Sharing**

- A. {{DISTRICT ABBREVIATION}} and Tarleton Today create, maintain, and manage their own educational records for students and teachers. Tarleton Today maintains all educational records created as a result of the Tarleton Today program consistent with FERPA, as well as applicable Texas A&M University System (TAMUS) policy 16.01.02 and any applicable law. In order to provide the Tarleton Today program and related services to {{DISTRICT ABBREVIATION}} and for {{DISTRICT ABBREVIATION}}'s accountability reporting purposes, Tarleton Today requires specific student information from {{DISTRICT ABBREVIATION}}. All such records are provided the same security as those outlined in TAMUS Policy 16.01.02 and the Data Sharing Agreement, and will not be sold or shared with external sources except as allowed by law. See Exhibit B Data Sharing Agreement which sets terms and conditions for the exchange by the Parties of data needed to support the Tarleton Today program.
- B. Following Tarleton's Institutional Review Board standards and policy, as applicable, Tarleton Today may obtain and maintain data and/or feedback about student and teacher experiences with the program for the purpose of understanding outcomes and program improvements.
- C. For legitimate educational interests, Tarleton Today will facilitate the exchange of information among institutions, with the Texas Higher Education Coordinating Board, the Texas Education Agency, Tarleton Today high school teachers, Tarleton Today faculty and staff, and {{DISTRICT ABBREVIATION}} contacts 1) pertaining to students' progress toward the opportunity to earn college credit; 2) to verify student's economic status related to state funding reimbursement, 3) to verify student accommodations under IDEA and/or Section 504; 4) to facilitate early intervention and support student success; 5) pertaining to whether college credit is earned, accepted, and/or declined; 6) to facilitate accurate recordkeeping; and 7) to address academic integrity issues. If either party obtains access to {{DISTRICT ABBREVIATION}} and/or Tarleton records or record systems protected under FERPA, each party agrees to adhere to the provisions of FERPA. While in possession of FERPA records and data, only persons authorized to access the student data related to the Tarleton Today program will be granted access consistent with FERPA.

## **7. Insurance.**

{{DISTRICT ABBREVIATION}} acknowledges that, because Tarleton is an agency of the state of Texas, liability for the tortious conduct of employees of Tarleton or for injuries caused by conditions or use of tangible state property is provided solely by the provisions of the Texas Tort Claims Act (Texas Civil Practice and Remedies Code Chapters 101 and 104); and that workers' compensation insurance coverage for employees of Tarleton is provided by the [A&M SYSTEM] as mandated by the provisions of Chapter 502, Texas Labor Code. Tarleton shall have the right, at its option, to (a) obtain liability insurance protecting Tarleton and its employees and property insurance protecting Tarleton's buildings and contents, to the extent authorized by Section 51.966, Texas Education Code, or other law, or (b) self-insure against any risk that may be incurred by Tarleton as a result of its operations under the Agreement.

## **8. FERPA.**

For purposes of the Family Educational Rights and Privacy Act (“FERPA”), Tarleton hereby designates {{DISTRICT ABBREVIATION}} as a school official with a legitimate educational interest in any education records (as defined in FERPA) that {{DISTRICT ABBREVIATION}} is required to create, access, receive, or maintain in order to fulfill its obligations under this Agreement. {{DISTRICT ABBREVIATION}} shall comply with FERPA as to any such education records and is prohibited from redisclosure of the education records except as provided for in this Agreement or otherwise authorized by FERPA or Tarleton in writing. {{DISTRICT ABBREVIATION}} is only permitted to use the education records for the purpose of fulfilling its obligations under this Agreement and shall restrict disclosure of the education records solely to those employees, subcontractors or agents who have a need to access the education records for such purpose. {{DISTRICT ABBREVIATION}} shall require any such subcontractors or agents to comply with the same restrictions and obligations imposed on {{DISTRICT ABBREVIATION}} in this Section, including without limitation, the prohibition on redisclosure. {{DISTRICT ABBREVIATION}} shall implement and maintain reasonable administrative, technical, and physical safeguards to secure the education records from unauthorized access, disclosure or use.

## **9. Indemnification**

{{DISTRICT ABBREVIATION}} shall indemnify and hold harmless The Texas A&M University System, Tarleton, and their regents, employees and agents (collectively, the “A&M System Indemnitees”) from and against any third-party claims, damages, liabilities, expense or loss asserted against A&M System Indemnitees arising out of any acts or omissions of {{DISTRICT ABBREVIATION}} or its employees or agents pertaining to the activities and obligations under this Agreement, except to the extent such liability, loss or damage arises from an A&M System Indemnitee’s gross negligence or willful misconduct.

## **10. Term and Termination**

A. This Agreement shall commence on April 1, 2023 (the “Effective Date”) and continue through August 31, 2024 (the “Term”) unless earlier terminated as provided herein.

B. This Agreement may be terminated without cause by either Party upon 30 days’ written notice to the other Party.

## **11. Loss of Funding.**

Performance by Tarleton under this Agreement may be dependent upon the appropriation and allotment of funds by the Texas State Legislature (the “Legislature”). If the Legislature fails to appropriate or allot the necessary funds, Tarleton will issue written notice to {{DISTRICT ABBREVIATION}} and Tarleton may terminate this Agreement without further duty or obligation hereunder. {{DISTRICT ABBREVIATION}} acknowledges that appropriation of funds is beyond the control of TARLETON. In the event of a termination or cancellation under this Section, Tarleton will not be liable to {{DISTRICT ABBREVIATION}} for any damages that are caused or associated with such termination or cancellation.

## **12. PAYMENT TERMS/PROMPT PAYMENT**

Tarleton's payment shall be made in accordance with Chapter 2251, *Texas Government Code* (the "Texas Prompt Payment Act"), which shall govern remittance of payment and remedies for late payment and non-payment.

## **13. Ownership of Created Works.**

{{DISTRICT ABBREVIATION}} irrevocably assigns, transfers and conveys to Tarleton, for no additional consideration, all of {{DISTRICT ABBREVIATION}}'s ownership, rights, title and interest in and to all works prepared by {{DISTRICT ABBREVIATION}} under this Agreement ("Deliverables"), including, without limitation, all copyrights, patents, trademarks, trade secrets and other intellectual property rights and all other rights that may hereafter be vested relating to the Deliverables under law. {{DISTRICT ABBREVIATION}} certifies that all Deliverables will be original, or that {{DISTRICT ABBREVIATION}} will have obtained all rights necessary for the ownership and unrestricted use of the Deliverables by Tarleton. {{DISTRICT ABBREVIATION}} shall secure for TARLETON all consents, releases, and contracts and perform other reasonable acts as TARLETON may deem necessary to secure and evidence Tarleton's rights in any Deliverable.

## **14. Independent Contractor**

Notwithstanding any provision of this Agreement to the contrary, the Parties hereto are independent contractors. No employer-employee, partnership, agency, or joint venture relationship is created by this Agreement or by {{DISTRICT ABBREVIATION}}'s service to Tarleton. Except as specifically required under the terms of this Agreement, {{DISTRICT ABBREVIATION}} (and its representatives, agents, employees and subcontractors) will not represent themselves to be an agent or representative of Tarleton or [A&M SYSTEM]. As an independent contractor, {{DISTRICT ABBREVIATION}} is solely responsible for all taxes, withholdings, and other statutory or contractual obligations of any sort, including but not limited to workers' compensation insurance. {{DISTRICT ABBREVIATION}} and its employees shall observe and abide by all applicable Tarleton policies, regulations, rules and procedures, including those applicable to conduct on its premises.

## **15. Dispute Resolution.**

To the extent that Chapter 2260, *Texas Government Code* is applicable to this Agreement, the dispute resolution process provided in Chapter 2260, and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, shall be used by Tarleton and {{DISTRICT ABBREVIATION}} to attempt to resolve any claim for breach of contract made by {{DISTRICT ABBREVIATION}} that cannot be resolved.

## **16. Notice.**

Any notice required or permitted under this Agreement must be in writing, and shall be deemed given: (a) three (3) business days after it is deposited and post-marked with the United States Postal Service, postage prepaid, certified mail, return receipt requested, (b) the next business day after it is sent by overnight carrier, (c) on the date sent by email

transmission with electronic confirmation of receipt by the party being notified, or (d) on the date of delivery if delivered personally. Tarleton and {{DISTRICT ABBREVIATION}} can change their respective notice address by sending to the other Party a notice of the new address. Notices should be addressed as follows:

{{DISTRICT ABBREVIATION}} at:  
    {{DISTRICT FULL NAME}}  
    {{STREET}}  
    {{CITY}}, {{STATE}} {{ZIP}}

Tarleton at:  
    Dr. Jolena Waddell  
    Box T-0010  
    1333 W. Washington St.  
    Stephenville, TX 76402  
    jwaddell@tarleton.edu

With a copy to:  
    Tarleton State University  
    Attn: Contract Specialist  
    Box T-0120  
    Stephenville, TX 76402  
    contracts@tarleton.edu

### **17. Venue; Governing Law**

Pursuant to Section 85.18(b), *Texas Education Code*, mandatory venue for all legal proceedings against Tarleton is to be in the county in which the principal office of Tarleton's governing officer is located. The validity of this Agreement and all matters pertaining to this Agreement, including but not limited to, matters of performance, non-performance, breach, remedies, procedures, rights, duties, and interpretation or construction, shall be governed and determined by the Constitution and the laws of the State of Texas.

### **18. Entire Agreement**

This Agreement constitutes the entire and only agreement between the Parties hereto and supersedes any prior understanding, written or oral agreements between the Parties, or "side deals" which are not described in this Agreement. This Agreement may be amended only by a subsequent written agreement signed by authorized representatives of both parties.

### **19. Non-Assignment**

{{DISTRICT ABBREVIATION}} shall neither assign its rights nor delegate its duties under this Agreement without the prior written consent of Tarleton.

### **20. Survival**

Any provision of this Agreement that may reasonably be interpreted as being intended by the Parties to survive the termination or expiration of this Agreement will survive the termination or expiration of this Agreement.

## **21. Cybersecurity Training Program**

Pursuant to Section 2054.5192, *Texas Government Code*, {{DISTRICT ABBREVIATION}}’s employees, officers, and subcontractors who have access to TARLETON’s computer system and/or database must complete a cybersecurity training program certified under Section 2054.519, *Texas Government Code*, and selected by Tarleton. The cybersecurity training program must be completed by {{DISTRICT ABBREVIATION}}’s employees, officers, and subcontractors during the Term and any renewal period of this Agreement. {{DISTRICT ABBREVIATION}} shall verify completion of the program in writing to Tarleton within the first thirty (30) calendar days of the Term and any renewal period of this Agreement. {{DISTRICT ABBREVIATION}} acknowledges and agrees that its failure to comply with the requirements of this paragraph are grounds for Tarleton to terminate this Agreement for cause.

## **22. Access by Individuals with Disabilities**

{{DISTRICT ABBREVIATION}} represents and warrants that the electronic and information resources and all associated information, documentation, and support that it provides to Tarleton under this Agreement (collectively, the “EIRs”) comply with the applicable requirements set forth in Title 1, Chapter 213 of the *Texas Administrative Code* and Title 1, Chapter 206 of the *Texas Administrative Code* (as authorized by Chapter 2054, Subchapter M of the *Texas Government Code*) (the “EIR Accessibility Warranty”). If {{DISTRICT ABBREVIATION}} becomes aware that the EIRs, or any portion thereof, do not comply with the EIR Accessibility Warranty, {{DISTRICT ABBREVIATION}} shall, at no cost to Tarleton, either (1) perform all necessary remediation to make the EIRs satisfy the EIR Accessibility Warranty or (2) replace the EIRs with new EIRs that satisfy the EIR Accessibility Warranty. In the event that {{DISTRICT ABBREVIATION}} fails or is unable to do so, Tarleton may immediately terminate this Agreement, and {{DISTRICT ABBREVIATION}} will refund to Tarleton all amounts paid by Tarleton under this Agreement within thirty (30) days following the effective date of termination.

## **23. Payment of Debt or Delinquency to the State**

Pursuant to Sections 2107.008 and 2252.903, *Texas Government Code*, {{DISTRICT ABBREVIATION}} agrees that any payments owing to {{DISTRICT ABBREVIATION}} under this Agreement may be applied directly toward certain debts or delinquencies that {{DISTRICT ABBREVIATION}} owes the State of Texas or any agency of the State of Texas regardless of when they arise, until such debts or delinquencies are paid in full.

## **24. State Auditor’s Office**

{{DISTRICT ABBREVIATION}} understands that acceptance of funds under this Agreement constitutes acceptance of the authority of the Texas State Auditor's Office, or any successor agency (collectively, “Auditor”), to conduct an audit or investigation in connection with those funds pursuant to Section 51.9335(c), *Texas Education Code*. {{DISTRICT ABBREVIATION}} agrees to cooperate with the Auditor in the conduct of the audit or investigation, including without limitation, providing all records requested. {{DISTRICT

ABBREVIATION}} will include this provision in all contracts with permitted subcontractors.

**25. Severability**

In case any one or more of the provisions contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions hereof, and this Agreement shall be construed as if such invalid, illegal, and unenforceable provision had never been contained herein. The Parties agree that any alterations, additions, or deletions to the provisions of the Agreement that are required by changes in federal or state law or regulations are automatically incorporated into the Agreement without written amendment hereto and shall become effective on the date designated by such law or by regulation.

**26. Public Information.**

{{DISTRICT ABBREVIATION}} acknowledges that TARLETON is obligated to strictly comply with the Public Information Act, Chapter 552, *Texas Government Code*, in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law. Upon Tarleton's written request, {{DISTRICT ABBREVIATION}} will promptly provide specified contracting information exchanged or created under this Agreement for or on behalf of Tarleton to Tarleton in a non-proprietary format acceptable to Tarleton that is accessible by the public. {{DISTRICT ABBREVIATION}} acknowledges that Tarleton may be required to post a copy of the fully executed Agreement on its Internet website in compliance with Section 2261.253(a)(1), *Texas Government Code*. The requirements of Subchapter J, Chapter 552, *Texas Government Code*, may apply to this Agreement and {{DISTRICT ABBREVIATION}} agrees that this Agreement can be terminated if {{DISTRICT ABBREVIATION}} knowingly or intentionally fails to comply with a requirement of that subchapter.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as shown below.

Exhibit A  
2024-25 Tarleton Today Courses

<b>Tarleton Today Course Name</b>	<b>Tarleton Course Code</b>	<b>TCCNS Equivalency</b>	<b>Texas Core Code</b>	<b>High School Course</b>	<b>Required Prerequisites</b>
Intro to Agricultural Economics	AGEC 2317	AGRI 2317	080	Agribusiness Mgmt & Marketing	
General Animal Science	ANSC 1319 + 1119	AGRI 1419, AGRI 1319 + 1119	030	Advanced Animal Science	Biology & Chemistry or Integrated Physics & Chemistry (IPC); Algebra I & Geometry; and either Small Animal Management, Equine Science, or Livestock Production.
Personal Finance	BUSI 1307	BUSI 1307	080	Economics or Personal Financial Literacy	
Composition I	ENGL 1301	ENGL 1301	010	English III	Credit in English I and English II
American Literature	ENGL 2326	ENGL 2326	040	English III	Credit in English I and English II
United States History II	HIST 1302	HIST 1302	060	US History since 1877	
College Algebra	MATH 1314	MATH 1314	020	Algebra II or Independent Study in Math	Credit in Algebra I
Precalculus	MATH 2412	MATH 2412	020		Credit in Algebra II & Geometry
Music Appreciation	MUSI 1306	MUSI 1306	050	Music Studies- Music Appreciation I or II	
General Psychology	PSYC 2301	PSYC 2301	080	Psychology	
Intro to the Teaching Profession	EDUC 1301	EDUC 1301		Instructional Practices in Education and Training	
Horticulture	HORT 1301	HORT 1301		Horticultural Science	
Foundations of Leadership	LDRS 2301			Dual credit through Junior ROTC only	

Exhibit B  
Data Sharing Agreement

DATA SHARING AGREEMENT  
BY AND BETWEEN  
{{DISTRICT FULL NAME}}  
AND  
TARLETON TODAY  
AT TARLETON STATE UNIVERSITY

Pursuant to this Data Sharing Agreement, {{DISTRICT FULL NAME}} agrees to provide individual student-level data to Tarleton Today at Tarleton State University (Tarleton) for the purpose of implementing, billing, and evaluating the Tarleton Today dual enrollment program and informing Tarleton Today students of academic opportunities at Tarleton. {{DISTRICT ABBREVIATION}} hereby appoints Tarleton Today as a legitimate educational official of {{DISTRICT ABBREVIATION}} in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, Tarleton Today hereby appoints {{DISTRICT ABBREVIATION}} as a legitimate educational official of Tarleton Today in accordance with FERPA. Tarleton Today agrees to provide individual student-level data to {{DISTRICT ABBREVIATION}} for the purpose of evaluation, accountability, and student record-keeping. The terms of this Data Sharing Agreement are in effect until August 31, 2025 unless terminated in writing by one or both Parties.

**1. Data type and exchange timeline**

{{DISTRICT ABBREVIATION}} Designee for Student Data and Tarleton Today will coordinate data exchange for all Tarleton Today program participants for the 2024-2025 academic year, as follows:

Responsible Party	Time Period	Type of Data
Tarleton Today	August 2024 – July 2025	<p>Throughout the academic year Tarleton Today will provide information about student enrollments, including course rosters, college course eligibility status, and final grades. Access to the information will be limited to pre-identified campus and {{DISTRICT ABBREVIATION}} personnel who must obtain a TARLETON Electronic Identification and password in order to access the information.</p> <p>The following enrollment and performance data is provided throughout the academic year, as information becomes available.</p> <ul style="list-style-type: none"> <li>• Course enrollments</li> <li>• Eligibility status</li> <li>• Eligibility letter grade</li> <li>• Final letter grade</li> </ul>

		<ul style="list-style-type: none"> <li>• Credit decision (credit accepted or declined)</li> <li>• University transcript grade</li> <li>• Student qualifying status for free/reduced lunch</li> <li>• Student qualifying status for accommodations under IDEA or Section 504</li> </ul>
{{DISTRICT ABBREVIATION}}	<p>July 2024 (one month prior to student start date)</p> <p>October 2024 (for Spring only enrollments)</p>	<p>Student registration information will be provided by the district to Tarleton Today to enroll students in courses and create their Tarleton State University accounts. This data transfer will be via SFTP and will include the following information.</p> <ul style="list-style-type: none"> <li>• Student First Name</li> <li>• Student Middle Name</li> <li>• Student Last Name</li> <li>• Student Date of Birth</li> <li>• Student School Email Address</li> <li>• Student Projected High School Graduation Year</li> <li>• Student Gender</li> <li>• Student Ethnicity</li> <li>• Student Physical Address</li> <li>• Student Mailing Address (if different)</li> <li>• Student TSDS</li> <li>• Student School ID</li> <li>• Student Free/Reduced Lunch Status</li> <li>• Student Citizenship (Country)</li> <li>• Parent/Guardian Name</li> <li>• Parent/Guardian Email Address</li> <li>• Parent/Guardian Phone Number</li> </ul> <p>In order for Tarleton Today to identify students who qualify for the reduced course enrollment fee, Tarleton Today must obtain Student State IDs. Based on the Student State IDs, the Texas Education Agency (TEA) provides Tarleton Today with students' Economic Disadvantage Status.</p> <ul style="list-style-type: none"> <li>• TEA-assigned TX-UNIQUE-STUDENT-ID (Student Unique ID)</li> </ul>
{{DISTRICT ABBREVIATION}}	May 2025 – July 2025	<p>In order for Tarleton Today to engage in ongoing learning about student experiences, high school grades are exchanged.</p> <ul style="list-style-type: none"> <li>• High school grade in Tarleton Today course, semester 1</li> </ul>

		<ul style="list-style-type: none"> <li>• High school grade in Tarleton Today course, semester 2</li> <li>• High school grade in Tarleton Today course, cumulative</li> </ul>
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**2. Data protection**

All data will be exchanged using secure systems and in an encrypted, password-protected electronic format by {{DISTRICT ABBREVIATION}} and Tarleton Today.

Tarleton Today endeavors that in all reports, electronic or otherwise, derived from information made available under this Data Sharing Agreement, all data shall be aggregated in such a way that no individual will be identified directly or by deduction. Tarleton Today further endeavors that the data elements will not be released to a third party without written parental or student (as applicable) consent.

While in possession of this data, both Parties shall permit access only to employees and contractors authorized to assist in the implementation or evaluation of Tarleton Today or other Tarleton program to have access to the data. Both Parties agree to store the data in an encrypted format, in a secure area and to prevent unauthorized access.

**3. Information shared with TEA and THECB**

- Share rosters of individual students, including student state ID, for all students enrolled in a Tarleton Today course at fall or spring enrollment to determine student eligibility for reduced course fee, AND
- Share rosters of individual students, including student state ID, for students who complete a Tarleton Today course for the purpose of calculating state accountability and other required state performance reporting and metrics.

Exhibit C  
Math and English Course Eligibility

**1. MATH 1314 and MATH 2412 Eligibility**

Students who meet certain criteria gain eligibility for the opportunity to earn college credit through the dual enrollment program. The different ways to gain eligibility are detailed below.

<b>Math Eligibility Pathway</b>	<b>Requirements</b>	
College Grade	If you meet the minimum eligibility grade of a D on college assignment and assessments complete during the first part of the course, you are determined eligible for the opportunity to earn college credit based on your grade.	
Texas Success Initiative (TSI)	Submit proof of scores on certain standardized assessments, as shown in the Requirements for Eligibility by TSI table.	
College Algebra	If you have previous credit for College Algebra, it can be submitted to regain eligibility.	
<b>Requirements for Eligibility by TSI</b>		
<b>Assessment</b>	<b>Subject Area</b>	<b>Minimum Score</b>
TSI	MATH	350
TSIA 2.0	MATH	Math score of 950 or diagnostic level of 6
SAT	MATH	530
ACT	Composite and MATH	23 (Composite) and 19 (MATH)

**2. English 1301 (Composition I) Eligibility**

Students who meet certain criteria gain eligibility for the opportunity to earn college credit through the dual enrollment program. The different ways to gain eligibility are detailed below.

<b>ELAR Eligibility Pathway</b>	<b>Requirements</b>	
College Grade	If you meet the minimum eligibility grade of a D on college assignment and assessments complete during the first part of ENGL 1301, you are determined eligible for the opportunity to earn college credit based on your grade.	
Texas Success Initiative (TSI)	Submit proof of scores on certain standardized assessments, as shown in the Requirements for Eligibility by TSI table.	
<b>Requirements for Eligibility by TSI</b>		
<b>Assessment</b>	<b>Subject Area</b>	<b>Minimum Score</b>
TSI	READING	351
	WRITING	340 plus essay score 4-8, or diagnostic level 4-6 + essay score 5-8
TSIA 2.0	ELAR	Score of 945 + essay score 5-8, or diagnostic level of 5 or 6 + essay score 5-8.
SAT	Evidence Based	480
ACT	Composite and ENGL	23 (Composite) and 19 (ENGL)

Receiving Party  
{{DISTRICT FULL NAME}}

Performing Party  
TARLETON STATE UNIVERSITY

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

2023-24 Ballinger ISD							
YTD Monthly Revenue / Expenditures							
Board Report 1/31/2024							
Operating Fund 199							
		Current Budget	Encumbrances YTD	Revenues / Expenditures YTD	Monthly Revenues / Expenditures	Balances	Percent of Budget
REVENUES		General Fund	199				
5700	Local Intermediate, and Out of State	3,527,541.00		2,591,647.21	59,536.42	935,893.79	73.47%
5800	State Program Revenues	7,097,267.00		3,261,869.40	10,973.00	3,835,397.60	45.96%
5900	Federal Program Revenues *	27,500.00		30,099.00	27,500.00	-2,599.00	0.00%
7900	Other Res.Non-Op/Trans.In	0.00		0.00	0.00	0.00	0.00%
<b>Total Revenues</b>		<b>\$10,652,308.00</b>		<b>\$5,883,615.61</b>	<b>\$98,009.42</b>	<b>\$4,768,692.39</b>	<b>55.23%</b>
EXPENDITURES							
0011	Instruction	5,000,018.00	13,023.98	1,687,962.22	370,046.89	3,299,031.80	33.76%
0012	Instructional Resources and Media Services	67,762.00	7.89	28,256.89	5,626.37	39,497.22	41.70%
0013	Curriculum & Staff Development	37,524.00	1,509.37	6,013.87	0.00	30,000.76	16.03%
0021	Instructional	17,840.00	0.00	5,210.32	0.00	12,629.68	29.21%
0023	School Administration	566,020.00	2,080.23	219,941.57	38,303.27	343,998.20	38.86%
0031	General Counseling & Guidance *	362,810.00	0.00	89,060.08	20,586.11	273,749.92	24.55%
0033	Health Services	62,000.00	0.00	19,384.71	4,367.52	42,615.29	31.27%
0034	Student Transportation	281,190.00	22.69	155,594.52	22,182.24	125,572.79	55.33%
0036	Co-Curricular Activities	787,171.00	57,508.23	351,413.35	57,223.75	378,249.42	44.64%
0041	General Administration	625,483.00	12,549.72	269,702.52	37,858.51	343,230.76	43.12%
0051	Plant Maintenance & Operation	1,724,325.00	73,058.51	770,117.63	71,204.99	881,148.86	44.66%
0052	Security *	162,955.13	10,793.91	161,723.82	9,400.00	-9,562.60	99.24%
0053	Data Processing Services	71,451.00	0.00	21,155.41	4,005.59	50,295.59	29.61%
0071	Debt Services	71,000.00	0.00	23,471.07	5,553.43	47,528.93	33.06%
0081	Facilities *	2,698,523.00	3,561,742.91	5,382,917.40	1,264,481.30	-6,246,137.31	199.48%
0093	Special Ed / Fairview	232,000.00	72,239.65	157,876.46	41,914.18	1,883.89	68.05%
0099	Intergovernmental Charges	160,000.00	94,039.80	65,960.20	0.00	0.00	41.23%
8900	Subsidies	535,000.00	0.00	205,971.32	5,370.62	329,028.68	38.50%
	(Technology - Fund 161 - \$480,916)						
	(Food Service Subsidy - \$50,000)						
<b>Total Expenditures</b>		<b>13,463,072.13</b>	<b>\$3,898,576.89</b>	<b>\$9,621,733.36</b>	<b>\$1,958,124.77</b>	<b>-\$57,238.12</b>	<b>71.47%</b>
* Budget Amendments							

**2023-24 Ballinger ISD  
YTD Monthly Revenue / Expenditures  
Board Report 1/31/2024**

**Technology Fund 161**

		<b>Current Budget</b>	<b>Encumbrances YTD</b>	<b>Revenues / Expenditures YTD</b>	<b>Monthly Revenues / Expenditures</b>	<b>Balances</b>	<b>Percent of Budget</b>
<b>REVENUES</b>		<b>General Fund</b>	<b>161</b>				
5700	Other Revenue from Local Sources	1,000.00		0.00	0.00	1,000.00	0.00%
5800	State Program Revenues	6,604.00		0.00	0.00	6,604.00	0.00%
5900	Federal Program Revenues (ERATE)	0.00				0.00	0.00%
7900	Other Resources *	485,000.00		205,971.32	53,705.62	279,028.68	42.47%
<b>Total Revenues</b>		<b>492,604.00</b>		<b>\$205,971.32</b>	<b>\$53,705.62</b>	<b>\$286,632.68</b>	<b>41.81%</b>
<b>EXPENDITURES</b>							
0011	Instruction	268,781.00	18,805.42	92,185.68	1,209.02	157,789.90	34.30%
0023	School Administration	500.00	0.00	0.00	0.00	500.00	0.00%
0034	Pupil Transportation	0.00	0.00	0.00	0.00	0.00	0.00%
0051	Plant Maintenance & Operation	10,000.00	4,927.54	3,087.50	1,236.16	1,984.96	30.88%
0053	Data Processing Services *	213,323.00	0.00	80,800.74	13,496.94	132,522.26	37.88%
<b>Total Expenditures</b>		<b>492,604.00</b>	<b>\$23,732.96</b>	<b>\$176,073.92</b>	<b>\$15,942.12</b>	<b>\$292,797.12</b>	<b>35.74%</b>

**2023-24 Ballinger ISD  
YTD Monthly Revenue / Expenditures  
Board Report 1/31/2024**

**Food Service Fund 101  
As per Auditor, changed from 240 to 101**

		<b>Current Budget</b>	<b>Encumbrances YTD</b>	<b>Revenues / Expenditures YTD</b>	<b>Monthly Revenues / Expenditures</b>	<b>Balances</b>	<b>Percent of Budget</b>
<b>REVENUES</b>		<b>Food Service</b>	<b>240</b>				
5700	Local Intermediate, and Out of State	100,219.00		22,208.44	3,890.20	78,010.56	22.16%
5800	State Program Revenues - TGA Grant	2,000.00		0.00	0.00	2,000.00	0.00%
5900	Federal Program Revenues	353,582.00		204,203.43	65,992.72	149,378.57	57.75%
7900	Other Resources	50,000.00		0.00	0.00	50,000.00	0.00%
<b>Total Revenues</b>		<b>505,801.00</b>		<b>\$226,411.87</b>	<b>\$69,882.92</b>	<b>\$279,389.13</b>	<b>44.76%</b>
<b>EXPENDITURES</b>							
0035	Food Services	505,801.00	273,307.12	228,665.99	33,450.90	3,827.89	45.21%
0051	Plant Maintenance & Operation	0.00	0.00	0.00	0.00	0.00	0.00%
0081	Facilities	0.00	0.00	0.00	0.00	0.00	0.00%
0000	Other Uses Non-Op-Trans Out	0.00	0.00	0.00	0.00	0.00	0.00%
<b>Total Expenditures</b>		<b>505,801.00</b>	<b>\$273,307.12</b>	<b>\$228,665.99</b>	<b>\$33,450.90</b>	<b>\$3,827.89</b>	<b>45.21%</b>

ESSER II = \$790,233 (2021-2023)    ESSER III = \$1,775,324 (2021-2024)  
 Total ESSER Funds = \$2,565,227    20% of ESSER III spent on Learning Loss = \$355,065

January expenses

ESSER III    ESSER II    Used in 21-22

ESSER Needs revised Summer 2023

Obj	Description of Need	Grant Year 21-22	Grant Year 22-23	Grant Year 23-24 (ESSER III only)	281 & 282 Total Spent 21-22	281 & 282 Total Spent 2022-23	282 Only 2023-24 Expenses YTD	ESSER III Remaining Budgeted Total Balance
61xx	Employee Incentive	\$ 168,123	\$ 158,000	\$ 168,123	\$ 168,122.69	\$ 157,741.97	\$ 86,856.67	\$ 81,524.67
	August 2021 - May 2024 Incentiv	\$ -	\$ -	\$ 160,000	\$ -	\$ -		\$ 160,000.00
	Elementary AP*1/2 Salary/Dean	\$ 71,443	\$ 71,500	\$ 45,000	\$ 71,442.81	\$ 90,750.16	\$ 24,792.84	\$ 957.19
	Rtl Coordinator Stipends		\$ 1,000	\$ 1,000		\$ 853.69	\$ 500.00	\$ 646.31
	Secondary Science Curriculum Coord	\$ -	\$ -	-	\$ -	\$ -	\$ -	\$ -
	Elem Family Engagement Coordinato	\$ -	\$ -	-	\$ -	\$ -	\$ -	\$ -
	Mental Health Counselor	\$ 24,402	\$ 71,506	\$ 71,506	\$ 24,407.20	\$ 71,505.93	\$ 32,496.00	\$ 39,004.87
	Summer School	\$ 66,025	\$ 53,555	\$ 55,000	\$ 66,025.00	\$ 53,554.35	\$ 1,000.00	\$ 54,000.65
61xx	Elem ESL Translator	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
62xx	Community In Schools Grant JH & HS	\$ 50,000	\$ 50,000	\$ -	\$ 50,000.00	\$ 50,000.00		\$ -
	PD for guided Reading and Math K-2		\$ 1,988		\$ 1,987.47			\$ 0.53
	PD for Leadership Teams		\$ 51,816	\$ 20,000		\$ 51,815.85	\$ 6,551.00	\$ 13,449.15
	Curriculum Coordinator Training		\$ -					\$ -
	Workforce Solutions Counselor	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000.00	\$ 10,000.00		\$ 10,000.00
	IXL Learning	\$ 5,232	\$ -	\$ 5,232	\$ 5,232.00			\$ 5,232.00
63xx	Lexia Learning	\$ 10,200	\$ -	\$ 8,800	\$ 10,200.00		\$ 8,800.00	\$ -
	Utilities ESSER III		\$ 79,000	\$ 237,000		\$ 90,987.56	\$ 117,591.26	\$ 107,421.18
62xx	Utilities ESSER II	\$ -	\$ 115,127	\$ -		\$ 174,025.14		\$ (58,898.14)
63xx	TI-84 Digital Calculators for 8-12		\$ -					\$ -
	TI-84 calculators JH & HS - 150	\$ 12,384			\$ 12,384.00			\$ -
	HS Media Yearbook Apple Desktop		\$ -					\$ -
	JH Digital Media 4 MacBooks		\$ -					\$ -
	Multimedia Equipment		\$ -					\$ -
	HS Industry Cirriculum		\$ -					\$ -
	JH Drone/Robotics UIL Kits	\$ -	\$ -	\$ 800				\$ 800.00
	Character Education - Elem	\$ -	\$ -	\$ 4,000				\$ 4,000.00
	Stylus Pens	\$ -	\$ -					\$ -
	Supplemental Programs for Els - Imagine Learning	\$ -	\$ -					\$ -
	Additional Supplies as needed	\$ 10,042	\$ 51,552	\$ 20,000	\$ 10,041.20	\$ 51,551.39	\$ 6,799.00	\$ 13,202.41
	Fuel		\$ 70,500	\$ 57,265		\$ 70,497.55	\$ 27,699.89	\$ 29,567.56
63xx	Additional SpEd & EL Resources		\$ -					\$ -
66xx	Suburban	\$ 47,854			\$ 47,853.58			\$ 0.42
66xx	Buses		\$ 440,582			\$ 440,581.15		\$ 0.85
							\$ 313,086.66	
<b>TOTAL EXPENSES</b>		\$ 475,705	\$ 1,226,126	\$ 863,726	\$ 2,565,557.00			
		2021-22	2022-23	2023-24	Total Exp Budget			
				Remaining	\$ -			

# DISTRIBUTION SUMMARY

## BEGINNING: 1/1/2024 ENDING: 1/31/2024

Entity

### 30-BALLINGER ISD

Current Taxes	Tax Paid	M & O	I & S	P & I	M & O	I & S	Total M & O	Total I & S	Tax & Fees	Attorney	Late Paid	Current Total
2023	1,098,705.82	1,098,705.82	0.00	40.98	40.98	0.00	1,098,746.80	0.00	1,098,746.80	0.00	718.43	1,099,465.23
Delq Taxes	Tax Paid	M & O	I & S	P & I	M & O	I & S	Total M & O	Total I & S	Tax & Fees	Attorney	Late Paid	Delq Total
2022	4,427.44	4,427.44	0.00	844.34	844.34	0.00	5,271.78	0.00	5,271.78	826.95	0.00	6,098.73
2021	1,448.23	1,448.23	0.00	372.57	372.57	0.00	1,820.80	0.00	1,820.80	233.17	0.00	2,053.97
2020	5.70	5.70	0.00	2.73	2.73	0.00	8.43	0.00	8.43	1.68	0.00	10.11
2019	216.58	216.58	0.00	129.95	129.95	0.00	346.53	0.00	346.53	69.31	0.00	415.84
2018	17.37	17.37	0.00	12.51	12.51	0.00	29.88	0.00	29.88	5.98	0.00	35.86
	<b>6,115.32</b>	<b>6,115.32</b>	<b>0.00</b>	<b>1,362.10</b>	<b>1,362.10</b>	<b>0.00</b>	<b>7,477.42</b>	<b>0.00</b>	<b>7,477.42</b>	<b>1,137.09</b>	<b>0.00</b>	<b>8,614.51</b>

### SUMMARY TOTALS

Entity  
30-BALLINGER ISD

Refunded Amounts	
Tax Paid P & I	(460.08)
Attorney	0.00
Late Fees	0.00

#### Current Collections

Tax Levy	1,098,705.82	M&O Levy	1,098,705.82	I&S Levy	0.00
P & I	40.98	M&O P & I	40.98	I&S P & I	0.00
<b>Total</b>	<b>1,098,746.80</b>	<b>M&amp;O Total</b>	<b>1,098,746.80</b>	<b>I&amp;S Total</b>	<b>0.00</b>

#### Delinquent Collections

Tax Levy	6,115.32	M&O Levy	6,115.32	I&S Levy	0.00
P & I	1,362.10	M&O P & I	1,362.10	I&S P & I	0.00
<b>Total</b>	<b>7,477.42</b>	<b>M&amp;O Total</b>	<b>7,477.42</b>	<b>I&amp;S Total</b>	<b>0.00</b>

Distribution Amounts	
Tax Paid P & I	1,104,821.14
Sub Total	1,403.08
Attorney	1,106,224.22
Late Fees	1,137.09
	718.43

Grand Total **\$1,108,079.74**

M&O Total	1,106,224.22
I&S Total	0.00
<b>Total</b>	<b>1,106,224.22</b>

Late Ag	67.85
Late Protest	0.00
Late Rendition	650.58

# CTD SUMMARY REPORT JANUARY 2024

## 30-BALLINGER ISD

YEAR	ORIGINAL LEVY	ADJUSTMENTS	SUPPLEMENTS	ADJUSTED LEVY	COLLECTED	COLLECTED W/LATEFEES	PENALTY & INTEREST	ATTORNEY	UNCOLLECTED	YTD COLLECTED	UNCOLLECTED W/LATEFEES	YTD COLLECTED W/LATEFEES
2023	3,278,311.46	(6,561.55)	8,393.51	3,280,143.42	2,811,742.04	2,813,761.99	40.98	0.00	468,401.38	2,811,742.04	469,158.75	2,813,761.99
2022	4,293,270.70	(18,721.72)	2,814.06	4,277,363.04	4,245,263.51	4,250,257.72	30,738.10	16,659.65	32,099.53	4,245,263.51	32,144.79	4,250,257.72
2021	4,023,613.91	(22,730.29)	2,319.12	4,003,202.30	3,989,845.61	3,994,197.49	66,869.06	18,951.58	13,356.69	3,989,845.61	13,467.57	3,994,197.49
2020	3,761,434.49	(3,561.22)	3,581.68	3,761,454.88	3,754,267.90	3,757,056.65	39,385.26	21,320.74	7,186.98	3,754,267.90	7,296.63	3,757,056.65
2019	3,647,822.12	(10,464.55)	69.64	3,637,427.21	3,630,908.28	3,635,481.51	41,147.23	24,269.66	6,518.93	3,630,908.28	6,606.81	3,635,481.51
2018	3,677,802.55	(18,099.25)	2,581.72	3,662,285.02	3,657,101.25	3,662,404.30	40,093.19	17,368.23	5,183.77	3,657,101.25	5,262.15	3,662,404.30
2017	3,311,915.66	(19,161.22)	3,929.58	3,296,720.02	3,289,916.10	3,291,885.98	45,060.88	18,313.64	6,803.92	3,289,916.10	6,803.92	3,291,885.98
2016	3,115,115.56	(14,634.99)	3,549.67	3,104,030.24	3,100,783.69	3,100,916.14	33,943.15	22,767.95	3,246.55	3,100,783.69	3,253.39	3,100,916.14
2015	3,113,431.46	(40,608.10)	3,323.97	3,076,147.33	3,073,247.33	3,074,004.67	39,543.15	20,442.38	2,900.00	3,073,247.33	2,900.00	3,074,004.67
2014	3,271,869.24	(17,016.16)	8,125.53	3,262,978.61	3,258,546.85	3,259,128.66	39,049.92	19,246.33	4,431.76	3,258,546.85	4,431.76	3,259,128.66
2013	3,041,836.46	(5,271.28)	76,996.37	3,113,561.55	3,108,180.27	3,110,505.54	39,075.26	21,594.95	5,381.28	3,108,180.27	5,381.28	3,110,505.54
2012	2,853,333.50	(13,526.98)	2,136.19	2,841,942.71	2,836,573.53	2,838,394.45	40,827.99	19,985.73	5,369.18	2,836,573.53	5,369.18	2,838,394.45
2011	2,839,991.52	(16,588.27)	986.07	2,824,389.32	2,821,467.71	2,823,564.69	42,356.20	22,657.80	2,921.61	2,821,467.71	2,921.61	2,823,564.69
2010	2,871,938.52	(33,256.98)	7,289.93	2,845,971.47	2,842,639.50	2,843,019.66	48,511.77	23,893.94	3,331.97	2,842,639.50	3,331.97	2,843,019.66
2009	2,685,606.08	(18,052.38)	3,762.01	2,671,315.71	2,669,798.15	2,670,552.42	47,883.85	28,285.16	1,517.56	2,669,798.15	1,517.56	2,670,552.42
2008	2,548,896.13	(17,715.00)	3,100.62	2,534,281.75	2,533,625.05	2,535,467.36	44,047.91	23,291.59	656.70	2,533,625.05	656.70	2,535,467.36
2007	2,238,263.17	(37,215.46)	9,927.28	2,210,974.99	2,210,257.34	2,212,385.43	33,943.45	15,837.93	717.65	2,210,257.34	717.65	2,212,385.43
2006	2,380,955.67	(5,274.39)	51.10	2,375,732.38	2,375,362.32	2,376,671.58	37,834.83	17,600.73	370.06	2,375,362.32	370.06	2,376,671.58
2005	2,534,678.59	(3,803.85)	58.56	2,530,933.30	2,530,729.98	2,531,907.82	37,504.90	12,564.61	203.32	2,530,729.98	224.86	2,531,907.82
2004	2,370,446.69	(4,784.24)	0.00	2,365,662.45	2,365,429.26	2,365,429.26	39,496.99	13,031.97	233.19	2,365,429.26	233.19	2,365,429.26
2003	2,346,491.36	(4,326.83)	58.56	2,342,223.09	2,342,129.53	2,342,129.53	45,509.92	15,879.46	93.56	2,342,129.53	93.56	2,342,129.53
2002	2,168,715.02	(3,718.24)	0.00	2,164,996.78	2,164,941.83	2,164,941.83	40,970.67	14,314.87	54.95	2,164,941.83	54.95	2,164,941.83
2001	2,215,483.86	(3,356.67)	0.00	2,212,127.19	2,212,127.19	2,212,127.19	51,060.17	16,222.99	0.00	2,212,127.19	0.00	2,212,127.19
2000	1,990,724.77	(3,868.09)	0.00	1,986,856.68	1,986,856.68	1,986,856.68	42,850.34	23,965.00	0.00	1,986,856.68	0.00	1,986,856.68
1999	1,929,366.85	(2,542.81)	0.00	1,926,824.04	1,926,824.04	1,926,824.04	44,890.30	18,087.99	0.00	1,926,824.04	0.00	1,926,824.04
1998(PRIOR)	796,474.14	(9,458.69)	0.00	3,787,015.45	3,786,860.77	3,786,860.77	164,163.78	64,070.93	154.68	3,786,860.77	154.68	3,786,860.77
=====												
	76,307,825.48	(354,319.72)	143,055.17	76,096,560.93	75,525,425.71	75,566,733.36	1,186,250.27	530,625.81	571,135.22	75,525,425.71	572,353.02	75,566,733.36
=====												
RATE SUMMARY INFORMATION												
M&O	75,182,479.63	(352,473.08)	143,049.95	74,973,056.49	74,401,960.26	1,155,008.95	28,523.25	518,531.94	571,096.24	74,401,960.23	38.98	1,120,993.41
I&S	1,122,873.78	(1,846.64)	5.22	1,121,032.37	1,120,993.38	0.00	0.00	0.00	0.00	1,120,993.38	0.00	0.00
SPC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
=====												
RATE SUMMARY INFORMATION CURRENT YEAR												
M&O	3,278,311.46	(6,561.55)	8,393.51	3,280,143.42	2,811,742.04	40.98	0.00	0.00	468,401.38	2,811,742.04	0.00	0.00
I&S	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SPC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
=====												
RATE SUMMARY INFORMATION DELINQUENT YEARS												
M&O	71,904,168.17	(345,911.53)	134,656.44	71,692,913.07	71,590,218.22	1,154,967.97	28,523.25	518,531.94	102,694.86	71,590,218.19	38.98	1,120,993.41
I&S	1,122,873.78	(1,846.64)	5.22	1,121,032.37	1,120,993.38	0.00	0.00	11,572.50	0.00	1,120,993.38	0.00	0.00
SPC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
=====												
	73,029,514.02	(347,758.17)	134,661.66	72,816,417.51	72,713,683.67	1,186,209.29	0.00	530,625.81	102,733.84	72,713,683.67	0.00	0.00
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PERCENT COLLECTED ORIGINAL ROLL = 85.768% ADJUSTED ROLL = 85.720%												

For the Month of January

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
005522	01-02-2024	TERRI HARRAL	001613	CORO	865-36-6399.21-121-499000	OPEN PO FOR CORONATION	300.00	N
005523	01-02-2024	MASTERCARD	001595	ENTRY FEE	865-36-6399.21-109-499000	ENTREES AT HOUSTON	716.00	N
005524	01-05-2024	THE THEATRE COMPAN	001630	00013634	865-36-6399.21-101-499000	WIZARD OF OZ COSTUMES	4,151.61	N
005525	01-05-2024	WAL-MART COMMUNITY	001598	SUPPLIES	865-36-6399.21-140-499000	ROTARY INTERACT GIFTS	699.88	N
005526	01-11-2024	ALYSSA AGUERO	001713	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231818	100.00	N
005527	01-11-2024	AMAZON CAPITAL	001672	CHEER BOWS	865-36-6399.21-122-499000	BOWS FOR CHEER	59.97	N
005528	01-11-2024	ATHLETIC SUPPLY	001448	10160113	865-36-6399.21-126-499000	PO Created by Req: 231536	1,800.00	N
			001442	10160114	865-36-6399.21-126-499000	PO Created by Req: 231528	6,720.00	N
<b>Totals for Check 005528</b>							<b>8,520.00</b>	
005529	01-11-2024	MICHAEL WOMACK JR	001443	2014	865-36-6399.21-137-499000	PO Created by Req: 231529	1,450.00	N
005530	01-11-2024	BRIANNA HERRERA	001715	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231820	100.00	N
005531	01-11-2024	ETHAN CORTEZ	001719	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231824	100.00	N
005532	01-11-2024	JAYDEN FUENTES	001714	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231819	100.00	N
005533	01-11-2024	KIRA GARCIA	001716	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231821	100.00	N
005534	01-11-2024	MARKUS TODD CASTLE	001724	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231825	100.00	N
005535	01-11-2024	DANIEL MEDINA	001718	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231823	100.00	N
005536	01-11-2024	MONTE MCKINNON	001717	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231822	100.00	N
005537	01-11-2024	TYLER VAUGHN	001725	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231826	100.00	N
005538	01-18-2024	TERRI HARRAL	001757	CASHBOX	865-36-6399.21-121-499000	CHANGE FOR DOOR	300.00	N
005539	01-13-2024	BIRDY BOUTIQUE LLC	001810	FUNDRAISER	865-36-6399.21-137-499000	PO Created by Req: 231918	3,772.50	N
005540	01-13-2024	BRADY ATHLETIC BOOS	001755	PL MEET	865-36-6399.21-137-499000	PO Created by Req: 231864	800.00	N
005541	01-13-2024	SAN SABA ATHLETICS	001754	ENTRY FEE	865-36-6399.21-137-499000	PO Created by Req: 231863	250.00	N
005542	01-13-2024	THE TREADMILL	001765	bhs cheer	865-36-6399.21-122-499000	SHIRTS FOR STATE	566.00	N
005543	01-13-2024	WAL-MART COMMUNITY	001736	MEALS	865-36-6399.21-137-499000	PO Created by Req: 231845	158.87	N
005545	02-02-2024	TEXAS DECA	001839	01113525	865-36-6399.21-142-499000	DECA STATE CONFERENCE	7,000.00	N
010752	01-02-2024	GLADIATOR DEFENSE	005427	BALLINGER 32	199-52-6399.00-999-499000	SUPPLIES	600.00	N
010753	01-02-2024	FSW ENTERPRISES LLC	001254	3640	199-52-6219.00-001-499000	SERCURITY DOGS	350.00	N
010754	01-02-2024	JACOB MARTIN	005425	18990	199-81-6629.01-999-499000	RE ROOF PROJECT	29,659.80	N
010755	01-02-2024	JESSE MCINTYRE	005429	24	199-36-6219.00-001-491000	CONTRACTED SERVICES	780.00	N
010756	01-02-2024	LONGHORN COMMERC	001650	OAP FLOOR	199-81-6629.01-999-499000	ROOF PROJECT	1,759.00	N
	01-05-2024	LONGHORN COMMERC	001650	OAP FLOOR	199-81-6629.01-999-499000	WRONG VENDOR	-1,759.00	N
<b>Totals for Check 010756</b>							<b>.00</b>	
010757	01-02-2024	MASTERCARD	001581	MEMBERSHIP	282-11-6399.00-999-111000	PO Created by Req: 231677	339.00	N
010758	01-02-2024	SHELL ENERGY SOLUTI	005430	1970170	199-51-6259.03-001-422000	ENERGY BILL	2,397.35	N
			005430	1970170	282-51-6259.03-999-199000	ENERGY BILL	13,735.42	N
<b>Totals for Check 010758</b>							<b>16,132.77</b>	

## For the Month of January

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
010759	01-02-2024	PAM WEST	005426	1668,1634,1675	199-41-6239.01-701-499000	CONSULTING	2,047.41	N
010760	01-02-2024	JARVIS A WRIGHT, PHD	005428	2023028	199-52-6219.01-999-499000	TESTING	400.00	N
010761	01-05-2024	AMERICAN SALES & SE	005454	113848	199-34-6399.00-999-499000	GENERAL SUPPLIES	199.00	N
			005454	113848	199-34-6399.00-999-499000	GENERAL SUPPLIES	187.50	N
						<b>Totals for Check 010761</b>	<b>386.50</b>	
010762	01-05-2024	ANGELO ARCHIVES INC	001358	108298	199-41-6219.00-750-499000	RECORDS MANAGEMENT	13.90	N
010763	01-05-2024	ATHLETIC SUPPLY	001526	10194669	199-36-6399.32-999-491000	PO Created by Req: 231620	471.00	N
010764	01-05-2024	BALLINGER FEED & SEE	005456	121993	199-51-6319.01-999-499000	FIELD SUPPLIES	150.00	N
010765	01-05-2024	BES-TEX SUPPLY LLC	005452	MAIN SUPPLIES	199-51-6319.00-999-499000	MAINT SUPPLIES	27.85	N
010766	01-05-2024	BYOB WATER STORE	005457	3936-45	199-34-6399.00-999-499000	GENERAL SUPPLIES	15.00	N
010767	01-05-2024	CTWP	005433	35565033	199-71-6512.00-999-499000	COPIER LEASE	5,553.43	N
			005433	35565033	205-11-6269.00-101-411000	COPIER LEASE	114.97	N
						<b>Totals for Check 010767</b>	<b>5,668.40</b>	
010768	01-05-2024	DNA'S AUTO BODY SHO	005453	1698	199-34-6319.60-999-499000	VEHICLE SUPPLIES	111.72	N
010769	01-05-2024	EASY PULL SERVICES	001596	23460	199-34-6319.72-001-422000	PO Created by Req: 231698	2,106.05	N
010770	01-05-2024	FIBERLIGHT LLC	001406	00089838	161-11-6219.00-001-411000	Internet Service	286.67	N
			001406	00089838	161-11-6219.00-041-411000	Internet Service	286.67	N
			001406	00089838	161-11-6219.00-101-411000	Internet Service	286.67	N
						<b>Totals for Check 010770</b>	<b>860.01</b>	
010771	01-05-2024	FSI OF ABILENE	005450	1164848	199-51-6249.00-999-499000	CONTRACTED SERVICES	756.00	N
010772	01-05-2024	GLOBAL INDUSTRIAL EQ	005449		199-51-6319.00-999-499000	MAINT SUPPLIES	1,505.13	N
010773	01-05-2024	HERBERT C HARRELL	005455	856171	199-34-6249.00-999-499000	BUS REPAIR	355.00	N
010774	01-05-2024	HASKELL HIGH SCHOOL	001685	BBALL MEALS	199-36-6412.37-999-491000	PO Created by Req: 231784	115.00	N
010775	01-05-2024	TERRY LEWIS	005458		199-36-6499.37-999-491000	Mileage for bball game	35.00	N
010776	01-05-2024	RUDY LOPEZ	005431	280591	199-51-6249.04-999-499000	OAP CLASS FLOOR	1,759.00	N
010777	01-05-2024	LYNN SMITH ELECTRICA	005451	12411	199-51-6249.00-999-499000	CONTRACTED SERVICES	2,043.00	N
010778	01-05-2024	MICHAEL MINZENMAYE	005432	JH COAHOMA	199-36-6129.99-999-491000	BOOKS COAHOMA	10.00	N
010779	01-05-2024	MUELLER INC	001279	7149681,708380	199-11-6399.72-001-422000	OPEN PO	445.77	N
010780	01-05-2024	535 TRANSPORT & SER	001696	62	199-81-6629.04-999-499000	PO Created by Req: 231798	3,250.00	N
010781	01-05-2024	RMA TOLL PROCESSING	005434	100071303687	199-34-6411.01-999-499000	TOLL FEES	2.20	N
010782	01-05-2024	WAL-MART COMMUNITY	001568	SUPPLIES	199-11-6399.00-101-411000	Science Experiment Supplies	6.12	N
			001601		199-23-6399.00-041-499000	MATH CLASS EXPEIMENTAL	82.10	N
			001636	SUPPLIES	199-36-6399.56-999-491000	PO Created by Req: 231742	162.87	N
			005436	ADMIN	199-41-6399.00-702-499000	ADMIN SUPPLIES	83.87	N
			005435	SB GIFTS	199-41-6499.02-702-499000	APPRECIATION GIFTS	419.86	N
			001486	FLORAL	429-11-6399.00-999-311000	FLORAL DESIGN SUPPLIES	206.94	N
						<b>Totals for Check 010782</b>	<b>961.76</b>	

For the Month of January

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
010783	01-11-2024	AIRGAS INC	001540	9144815702	429-11-6399.00-999-311000	SUMMER CTE FUND	2,057.47	N
010784	01-11-2024	AMAZON CAPITAL	005470	SUPPLIES	161-11-6399.00-999-411000	SUPPLIES	349.01	N
			001516	SUPPLIES	199-11-6399.00-001-411000	W GEOGRAPHY RESOURCES	55.65	N
			001638	VELCRO DOTS	199-11-6399.00-101-411000	Teacher supplies for 2	23.98	N
			001640	SUPPLIES	199-11-6399.00-101-411000	Classroom supplies	166.54	N
			001651	SUPPLIES	199-23-6399.00-001-499000	RAPTOR SUPPLIES	42.77	N
			001627	SUPPLIES	199-23-6399.00-041-499000	OFFICE SUPPLIES	113.10	N
			001593	CHAIR	199-34-6399.00-999-499000	PO Created by Req: 231690	98.99	N
			001634	OFFICE SIGNS	199-34-6399.00-999-499000	OFFICE SIGNS	29.98	N
			001676	SUPPLIES	199-34-6399.00-999-499000	Transportation supplies	200.47	N
			001661	BANDS	199-36-6399.55-999-491000	PO Created by Req: 231764	300.90	N
			001660	SUPPLIES	199-36-6399.56-999-491000	PO Created by Req: 231763	269.98	N
			005469	CALENDARS	199-41-6399.00-701-499000	CALENDARS	26.97	N
			001682	SUPPLIES	199-51-6319.00-999-499000	PO Created by Req: 231781	59.98	N
			005471	SUPPLIES	199-51-6319.00-999-499000	SUPPLIES	326.10	N
			001539	SUPPLIES	429-11-6399.00-999-311000	CTE GRANT PURCHASE	1,028.85	N
<b>Totals for Check 010784</b>							<b>3,093.27</b>	
010785	01-11-2024	ANGELO STATE UNIVER	005464	FRANKI GRAY	810-61-6223.00-999-499000	DEE OSBORN SCHOLARSHIP	1,500.00	N
			005464	MIKAELA	810-61-6223.00-999-499000	DEE OSBORN SCHOLARSHIP	1,500.00	N
			005464	KIRA GARCIA	810-61-6223.00-999-499000	DEE OSBORN SCHOLARSHIP	1,500.00	N
			005464	ADDISON	810-61-6223.00-999-499000	DEE OSBORN SCHOLARSHIP	1,500.00	N
<b>Totals for Check 010785</b>							<b>6,000.00</b>	
010786	01-11-2024	AT&T MOBILITY	005462	12272023	199-34-6259.02-999-499000	TELEPHONE	842.09	N
			005462	12272023	199-51-6259.02-999-499000	TELEPHONE	667.82	N
<b>Totals for Check 010786</b>							<b>1,509.91</b>	
010787	01-11-2024	ATHLETIC SUPPLY	001615	10194332	199-36-6399.32-999-491000	PO Created by Req: 231712	313.00	N
			001435	80010394	199-36-6399.54-999-491000	PO Created by Req: 231521	1,016.00	N
			001448	10160113	199-36-6399.99-999-491000	PO Created by Req: 231536	10,135.00	N
<b>Totals for Check 010787</b>							<b>11,464.00</b>	
010788	01-11-2024	BALLINGER FEED & SEE	001269	S347599	199-11-6399.72-001-422000	OPEN PO	42.50	N
			001269	S347560	199-11-6399.72-001-422000	OPEN PO	134.54	N
	01-29-2024	BALLINGER FEED & SEE	001269	S347599	199-11-6399.72-001-422000	OVERPAYMENT CHK SENT BACK	-42.50	N
			001269	S347560	199-11-6399.72-001-422000	OVERPAYMENT CHK SENT BACK	-134.54	N
<b>Totals for Check 010788</b>							<b>.00</b>	
010789	01-11-2024	BALLINGER PRINTING &	005463	1767	199-41-6499.00-701-499000	BUISNESS CARDS FOR CAROLIN	22.50	N
010790	01-11-2024	CITY OF BALLINGER	005466	WATER	199-51-6259.01-001-422000	WATER BILL	564.84	N
			005466	WATER	282-51-6259.01-999-199000	WATER BILL	5,388.38	N
<b>Totals for Check 010790</b>							<b>5,953.22</b>	
010791	01-11-2024	CLYDE HIGH SCHOOL	001708	meals	199-36-6411.17-041-499000	ALL REGION CONCRET/CLINIC	16.00	N
			001708	meals	199-36-6411.17-041-499000	NEED 2 SEPERATE CHECKS	-16.00	N
			001708	meals	199-36-6412.17-041-499000	ALL REGION CONCRET/CLINIC	144.00	N
			001708	meals	199-36-6412.17-041-499000	NEED 2 SEPERATE CHECKS	-144.00	N
			001710	PL ENTRY FEE	199-36-6499.54-999-491000	PO Created by Req: 231811	700.00	N
			001710	PL ENTRY FEE	199-36-6499.54-999-491000	NEED 2 SEPERATE CHECKS	-700.00	N
<b>Totals for Check 010791</b>							<b>.00</b>	

## For the Month of January

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
010792	01-11-2024	COMDATA, INC.	001599		199-11-6411.72-001-422000	SHOPPAS TRACTOR TECH CONT	60.00	N
			001668	MEALS	199-36-6411.01-001-491000	BASKETBALL - CLYDE	18.49	N
			001607	MEALS	199-36-6411.17-001-499000	ALL REGION AUDITIONS	102.25	N
			001574	MEALS	199-36-6411.17-041-499000	MEALS FOR ALL REGION BAND A	48.00	N
			001599		199-36-6411.72-001-422000	SHOPPAS TRACTOR TECH CONT	184.23	N
			001583	ROOMS	199-36-6411.72-001-422000	STATE LDE CONTEST	225.47	N
			001668	MEALS	199-36-6412.01-001-499000	BASKETBALL - CLYDE	72.00	N
			001607	MEALS	199-36-6412.17-001-499000	ALL REGION AUDITIONS	156.24	N
			001574	MEALS	199-36-6412.17-041-499000	MEALS FOR ALL REGION BAND A	94.79	N
			001616	MEALS	199-36-6412.31-999-491000	PO Created by Req: 231713	19.57	N
			001631	MEALS	199-36-6412.31-999-491000	PO Created by Req: 231729	31.28	N
			001667	MEALS	199-36-6412.31-999-491000	PO Created by Req: 231766	27.36	N
			001603	MEALS	199-36-6412.37-999-491000	PO Created by Req: 231699	396.35	N
			001686	MEALS	199-36-6412.37-999-491000	PO Created by Req: 231785	212.65	N
			001604	MEALS	199-36-6412.37-999-491000	PO Created by Req: 231700	379.73	N
			001666	MEALS	199-36-6412.37-999-491000	PO Created by Req: 231765	266.60	N
			001699	MEALS	199-36-6412.37-999-491000	PO Created by Req: 231801	503.78	N
			001694	MEALS	199-36-6412.37-999-491000	BB Tournament-Eula	235.56	N
			001623	MEALS	199-36-6412.37-999-491000	Basketball Tournament-Harper	472.21	N
			001658	MEALS	199-36-6412.37-999-491000	HS BB Food-Clyde	155.50	N
			001703	MEALS	199-36-6412.38-999-491000	PO Created by Req: 231805	385.74	N
			001679	MEALS	199-36-6412.38-999-491000	JH BB-Food GC	158.68	N
			001677	MEALS	199-36-6412.38-999-491000	JH BB-TLCA Food	117.07	N
			001599		199-36-6412.72-001-422000	SHOPPAS TRACTOR TECH CONT	244.23	N
			005473	MEALS	199-41-6499.00-701-499000	MEALS	211.85	N
			001346	MEALS	199-41-6499.02-702-499000	TASA CONFERENCE	26.15	N
						<b>Totals for Check 010792</b>	<b>4,805.78</b>	
010793	01-11-2024	TRI-STATE ENTERPRISE	005467	WME723727	199-34-6319.60-999-499000	VEHICLE SUPPLIES	88.97	N
010794	01-11-2024	FAIRVIEW ACCELERATE	001273	SECOND HALF	199-93-6492.00-001-426000	FAIRSHARE AGREEMENT	41,914.18	N
010795	01-11-2024	FRONTIER	001255	051311-5	199-51-6259.02-999-499000	FIRE ALARM	358.96	N
010796	01-11-2024	JAEGER SPORTS INC.,	001684	4545	199-36-6399.53-999-491000	PO Created by Req: 231783	504.26	N
010797	01-11-2024	LEON ALCALA PLLC	005476	82741	199-41-6211.00-701-499000	LEGAL SERVICES	700.00	N
010798	01-11-2024	KINSLEY LESTER	001729	MEALS	199-36-6412.74-001-422000	MEALS	145.00	N
010799	01-11-2024	LISA MORRISON	001728	MEALS	199-36-6412.76-001-422000	PO Created by Req: 231829	240.00	N
010800	01-11-2024	LONGHORN COMMERCIAL	001650	01227	199-81-6629.01-999-499000	ROOF PROJECT	1,225,471.50	N
010801	01-11-2024	MICKEY PHILLIPS	001287	2472	199-23-6399.00-001-499000	ROOM FRESHNER SRVC	48.00	N
010802	01-11-2024	SHELL ENERGY SOLUTI	005465	1978724	199-51-6259.03-001-422000	ENERGY BILL	1,930.74	N
			005465	1978724	282-51-6259.03-999-199000	ENERGY BILL	10,455.12	N
						<b>Totals for Check 010802</b>	<b>12,385.86</b>	
010803	01-11-2024	BARON SERVICE PARTS	005468	BUS SUPPLIES	199-34-6319.00-999-499000	BUS SUPPLIES	62.95	N

## For the Month of January

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
010804	01-11-2024	O'REILLY AUTO PARTS	005461	2103526	199-34-6319.60-999-499000	VEHICLE SUPPLIES	22.97	N
010805	01-11-2024	RMA TOLL PROCESSING	005460	100071751868	199-34-6411.01-999-499000	TOLL FEE	16.91	N
010806	01-11-2024	RUNNELS COUNTY TAX	005477	TAGS	199-34-6319.00-999-499000	BUS SUPPLIES	66.00	N
010807	01-11-2024	SAC INDUSTRIES	005472	54	199-41-6299.00-750-499000	RECYCLING	84.58	N
010808	01-11-2024	TASB, INC.	005475	651302	199-41-6214.00-701-499000	MEMBERSHIP FEES	2,424.55	N
010809	01-11-2024	TASB	005459	649202	199-41-6419.00-702-499000	TXEDCON2023	485.00	N
010810	01-11-2024	TASBO	001687	409767	199-41-6411.00-750-499000	RTSBA CERTIFICATION	195.00	N
010811	01-11-2024	CLYDE HIGH SCHOOL	005478	MEALS	199-36-6411.17-041-499000	MEALS	16.00	N
			005478	MEALS	199-36-6412.17-041-499000	MEALS	144.00	N
						<b>Totals for Check 010811</b>	<b>160.00</b>	
010812	01-11-2024	CLYDE HIGH SCHOOL	005479	ENTRY FEE PL	199-36-6499.54-999-491000	PL MEET ENTRY FEE	700.00	N
010813	01-18-2024	ANGELO STATE UNIVER	005495	MSMITH	199-31-6499.01-101-411000	TUITION	4,528.60	N
010814	01-18-2024	ATMOS ENERGY	005514		199-51-6259.04-001-422000	GAS BILL	2,900.49	N
			005514		282-51-6259.04-999-199000	GAS BILL	6,271.21	N
						<b>Totals for Check 010814</b>	<b>9,171.70</b>	
010815	01-18-2024	RA BAGWELL OIL CO IN	005506		199-51-6319.00-999-499000	FUEL	999.22	N
010816	01-18-2024	BCRR INC	005510	832036	199-51-6249.00-999-499000	CONTRACTED SERVICES	279.31	N
010817	01-18-2024	BORDER STATES ELEC	005507	927541906	199-51-6319.00-999-499000	MAINT SUPPLIES	50.60	N
			005507	927541918	199-51-6319.00-999-499000	MAINT SUPPLIES	258.58	N
						<b>Totals for Check 010817</b>	<b>309.18</b>	
010818	01-18-2024	BSN SPORTS	001744	107947	199-51-6349.06-999-499000	PO Created by Req: 231848	1,674.59	N
			001745	107947	199-51-6349.06-999-499000	PO Created by Req: 231849	1,385.85	N
						<b>Totals for Check 010818</b>	<b>3,060.44</b>	
010819	01-18-2024	BYOB WATER STORE	001439	0140486	199-23-6399.00-001-499000	WATER FOR OFFICE	16.00	N
			001410	0140487	199-41-6399.00-750-499000	WATER DELIVERY	3.00	N
			005493	0140488	461-23-6399.01-041-499000	WATER DELIVERY	15.00	N
			001451	0140489	461-23-6399.01-101-499000	PO Created by Req: 231534	40.00	N
						<b>Totals for Check 010819</b>	<b>74.00</b>	
010820	01-18-2024	CINDY COUCH	001752	001	199-36-6399.21-001-499000	CLINIC PAYMENT	275.00	N
010821	01-18-2024	ETC LITE	005492	7472346	199-41-6129.00-750-499000	CONSULTING SERVICES	726.95	N
010822	01-18-2024	FSI OF ABILENE	005505	1165042	199-51-6249.00-999-499000	CONTRACTED SERVICES	828.50	N
010823	01-18-2024	GLADIATOR DEFENSE	005490	BALLINGER 33	199-52-6219.01-999-499000	TRAINING	1,500.00	N
			005491	BALLINGER 34	199-52-6219.01-999-499000	TRAINING	5,000.00	N
			005490	BALLINGER 33	199-52-6399.00-999-499000	SUPPLIES	300.00	N
			005491	BALLINGER 34	199-52-6399.00-999-499000	SUPPLIES	1,250.00	N
						<b>Totals for Check 010823</b>	<b>8,050.00</b>	
010824	01-18-2024	ROSE HARRIS	001750	MEALS	282-11-6499.00-999-199000	PO Created by Req: 231855	485.00	N

For the Month of January

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
010825	01-18-2024	HIGGINBOTHAMS CO IN	001270	SUPPLIES	199-11-6399.72-001-422000	OPEN PO	40.99	N
			001514	materials	199-11-6399.78-001-422000	OPEN PO	65.75	N
			005513	MAIN SUPPLIES	199-51-6319.00-999-499000	MAINT SUPPLIES	349.20	N
<b>Totals for Check 010825</b>							<b>455.94</b>	
010826	01-18-2024	HOUSE OF CHEMICALS I	005498	1022277	199-51-6319.02-999-499000	CUSTODIAL SUPPLIES	1,902.56	N
			005508	1022451	199-51-6319.02-999-499000	CUSTODIAL SUPPLIES	407.23	N
<b>Totals for Check 010826</b>							<b>2,309.79</b>	
010827	01-18-2024	LEAD4WARD	001748	24RR34134603	282-11-6499.00-999-199000	PO Created by Req: 231852	1,275.00	N
010828	01-18-2024	KINSLEY LESTER	001741	MEALS	199-11-6411.74-001-422000	FCCLA CONFERENCE	174.00	N
			001742	MEALS	199-36-6412.74-001-422000	LUBBOCK CONF FCCLA	174.00	N
			001743	MEALS	199-36-6412.74-001-422000	MEALS/GAS	1,448.00	N
<b>Totals for Check 010828</b>							<b>1,796.00</b>	
010829	01-18-2024	GARY LYNN LINDSEY	001756	002	199-36-6399.21-001-499000	CLINIC COST	250.00	N
010830	01-18-2024	MICKEY PHILLIPS	001287	2471	199-23-6399.00-001-499000	ROOM FRESHNER SRVC	64.00	N
010831	01-18-2024	MID-AMERICAN RESEAR	005499	0807503-IN	199-51-6319.02-999-499000	CUSTODIAL SUPPLIES	264.83	N
010832	01-18-2024	MAYFIELD PAPER CO IN	005502	4020666	199-51-6319.02-999-499000	CUSTODIAL SUPPLIES	359.56	N
			005503	3355042	199-51-6319.02-999-499000	CUSTODIAL SUPPLIES	77.22	N
<b>Totals for Check 010832</b>							<b>436.78</b>	
010833	01-18-2024	MELODYS SOUTHWEST	005500	M202472	199-34-6219.05-999-499000	BUS DRIVER TEST	1,440.00	N
010834	01-18-2024	MR. WRIGHT'S TIRE	005509	002523	199-34-6249.60-999-499000	VEHICLE REPAIR	15.00	N
010835	01-18-2024	TRAFFICSAFETYSTORE.	001746	QTE387428	199-34-6399.00-999-499000	PO Created by Req: 231850	801.61	N
010836	01-18-2024	BARON SERVICE PARTS	005501	662306	199-34-6319.00-999-499000	BUS SUPPLIES	129.90	N
010837	01-18-2024	O'REILLY AUTO PARTS	005504	6068-170302	199-34-6319.60-999-499000	VEHICLE SUPPLIES	29.47	N
010838	01-18-2024	TEXAS A & M UNIVERSIT	005494	934003289	810-61-6223.00-999-499000	SCHOLARSHIP SKYLA HOSTETTE	1,500.00	N
010839	01-18-2024	TRACTOR SUPPLY CRE	001271		199-11-6399.72-001-422000	OPEN PO	25.07	N
			001271		199-11-6399.72-001-422000	OPEN PO	92.91	N
			001271		199-11-6399.72-001-422000	OPEN PO	11.47	N
			001271		199-11-6399.72-001-422000	OPEN PO	35.72	N
			005511		199-51-6319.00-999-499000	MAINT SUPPLIES	64.99	N
			005511		199-51-6319.00-999-499000	MAINT SUPPLIES	5.36	N
			005512	SUPPLIES	199-51-6319.01-999-499000	FIELD SUPPLIES	114.98	N
			001547		429-11-6399.00-999-311000	SHOP & AG FARM EQUIPMENT	640.96	N
			001547		429-11-6499.00-999-311000	SHOP & AG FARM EQUIPMENT	640.96	N
<b>Totals for Check 010839</b>							<b>1,632.42</b>	
010840	01-18-2024	TXTAG	005497	TOLL FEE	199-34-6411.01-999-499000	TOLL FEE	11.03	N
010841	01-18-2024	MICHELLE BELK	001764	10008	199-36-6399.01-001-491000	SIGNS FOR CHEER	51.00	N
			001764	10008	199-36-6399.02-001-491000	SIGNS FOR CHEER	325.00	N
<b>Totals for Check 010841</b>							<b>376.00</b>	
010842	01-19-2024	JIM NED PROJECT GRA	001773	MEALS	199-36-6412.37-999-491000	Girls and Boys Food-JN	416.00	N

For the Month of January

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
010843	01-23-2024	ALYSSA AGUERO	001792	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231900	125.00	N
010844	01-23-2024	BRIANNA HERRERA	001801	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231909	125.00	N
010845	01-23-2024	CAED REGEON	001808	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231916	125.00	N
010846	01-23-2024	CLEMENTE CAMARILLO	001809	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231917	125.00	N
010847	01-23-2024	ETHAN CORTEZ	001795	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231903	125.00	N
010848	01-23-2024	DERRICK MCBEE	001807	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231915	125.00	N
010849	01-23-2024	JAYDEN FUENTES	001798	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231906	125.00	N
010850	01-23-2024	LARISSA NANDIN	001806	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231914	125.00	N
010851	01-23-2024	MARKUS TODD CASTLE	001794	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231902	125.00	N
010852	01-23-2024	DANIEL MEDINA	001793	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231901	125.00	N
010853	01-23-2024	MONTE MCKINNON	001797	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231905	125.00	N
010854	01-23-2024	MARCUS REED	001799	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231907	125.00	N
010855	01-23-2024	MARINA SANCHEZ	001802	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231910	125.00	N
010856	01-23-2024	SECOND HAND SMOKE	001803	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231911	125.00	N
010857	01-23-2024	TEXAS STRENGTH SYST	001785	EQUIPMENT	865-36-6399.21-137-499000	PO Created by Req: 231890	2,090.20	N
010858	01-23-2024	TRYSTAN RIOS	001805	pl judge	865-36-6399.21-137-499000	PO Created by Req: 231913	125.00	N
010859	01-23-2024	TYLER VAUGHN	001796	pl judge	865-36-6399.21-137-499000	PO Created by Req: 231904	125.00	N
010860	01-23-2024	JOSH WATSON	001800	PL JUDGE	865-36-6399.21-137-499000	PO Created by Req: 231908	125.00	N
010861	01-26-2024	ACT	001783	26423	199-31-6399.00-001-411000	ACT DISTRICT TESTING	570.00	N
010862	01-26-2024	AGRI-PLEX HEATING & A	005524	SUPPLIES	199-51-6249.00-999-499000	CONTRACTED SERVICES	245.00	N
			005524	SUPPLIES	199-51-6319.00-999-499000	CONTRACTED SERVICES	935.00	N
						<b>Totals for Check 010862</b>	<b>1,180.00</b>	
010863	01-26-2024	AMERICAN SALES & SE	005522	GENERAL	199-34-6399.00-999-499000	GENERAL SUPPLIES	187.50	N
010864	01-26-2024	COLEMAN HIGH SCHOO	001778	MEALS	199-36-6412.38-999-491000	PO Created by Req: 231883	105.00	N
			001777	ENTRY FEE	199-36-6499.39-999-491000	PO Created by Req: 231882	375.00	N
						<b>Totals for Check 010864</b>	<b>480.00</b>	
010865	01-26-2024	ESC REGION 15	005521	QC 1076	211-21-6239.00-999-499000	2ND QRT	1,551.25	N
			005521	QC 1076	255-21-6299.00-999-499000	2ND QRT	243.75	N
			005521	QC 1076	289-21-6239.00-999-499000	2ND QRT	123.50	N
						<b>Totals for Check 010865</b>	<b>1,918.50</b>	
010866	01-26-2024	VANCE GOHLKE	001359	DECEMBER	199-36-6219.00-001-491000	OPEN PO	1,180.00	N
010867	01-26-2024	MASTERCARD	001739	SUPPLIES OAP	199-36-6399.21-001-499000	OAP SET FURNITURE	335.00	N
			005523	FEES	199-41-6399.00-701-499000	LATE FEES AND INTREST FEE	167.92	N
						<b>Totals for Check 010867</b>	<b>502.92</b>	
010868	01-26-2024	535 TRANSPORT & SER	001829	68	199-81-6629.04-999-499000	PO Created by Req: 231938	6,100.00	N

## For the Month of January

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
010869	01-26-2024	SANTA ANNA ATHLETIC	001727	ENTRY FEE	199-36-6499.54-999-491000	PO Created by Req: 231828	850.00	N
010870	01-26-2024	SHOPPIN BASKIT	001274	OPEN PO	199-11-6399.72-001-422000	OPEN PO	60.96	N
			001530	OPEN PO	199-11-6399.74-001-422000	GROCERIES	68.24	N
			005519	MAINTENCE	199-51-6319.00-999-499000	MAINTENANCE SUPPLIES	784.92	N
			005520	SUPPLIES	199-51-6319.00-999-499000	MAINTENANCE SUPPLIES	31.98	N
			005519	MAINTENCE	199-51-6319.01-999-499000	MAINTENANCE SUPPLIES	11.99	N
			001648	SUPPLIES	461-23-6399.01-101-499000	Staff Party desserts	44.49	N
<b>Totals for Check 010870</b>							<b>1,002.58</b>	
010871	01-26-2024	TASA	001772	MID WINTER	199-41-6411.00-701-499000	PO Created by Req: 231878	475.00	N
			001789	FTSA	199-41-6411.00-701-499000	PO Created by Req: 231897	845.00	N
<b>Totals for Check 010871</b>							<b>1,320.00</b>	
010872	01-26-2024	TAEA OFFICE - VASE	001787	85199	199-36-6412.18-001-499000	FEES FOR VASE	85.00	N
010873	01-13-2024	RA BAGWELL OIL CO IN	005526	75104	282-34-6311.00-999-199000	FUEL	10,290.00	N
010874	01-13-2024	BALLINGER PRINTING &	001831	DIPLOMS	199-23-6499.00-001-499000	DIPLOMAS	30.00	N
010875	01-13-2024	JOHNNY BARNES	005534	REFEREE	199-36-6299.37-999-491000	REFEREE PAY	80.00	N
010876	01-13-2024	JASON BATTLE	005541	MERKEL	199-36-6299.37-999-491000	OFFICIAL PAY	142.50	N
010877	01-13-2024	JENNIFER BROWN	001782	MEALS	199-36-6411.18-001-499000	UIL VASE COMPETITION	20.00	N
			001782	MEALS	199-36-6412.18-001-499000	UIL VASE COMPETITION	60.00	N
<b>Totals for Check 010877</b>							<b>80.00</b>	
010878	01-13-2024	BSN SPORTS	001683	924406716	199-36-6399.53-999-491000	PO Created by Req: 231782	1,102.19	N
010879	01-13-2024	CITY OF BALLINGER	005538	WATER BILL	199-51-6259.01-001-422000	WATER BILL	511.59	N
			005538	WATER BILL	282-51-6259.01-999-199000	WATER BILL	4,959.69	N
<b>Totals for Check 010879</b>							<b>5,471.28</b>	
010880	01-13-2024	DAVID HAIR	005540	MERKEL VS	199-36-6299.37-999-491000	OFFICIAL PAY	142.50	N
010881	01-13-2024	DEMCO	001639	7408987	199-12-6399.00-101-499000	Library supplies	94.23	N
			001639		199-12-6499.00-101-499000	Library supplies	83.53	N
<b>Totals for Check 010881</b>							<b>177.76</b>	
010882	01-13-2024	ESC LEARNING SYSTEM	001753	Q06771	282-11-6399.00-999-111000	PO Created by Req: 231862	6,460.00	N
010883	01-13-2024	FSI OF ABILENE	005528	CONTRACT	199-51-6249.00-999-499000	CONTRACTED SERVICES	756.00	N
010884	01-13-2024	GANDY INK	005536	T70933D	199-36-6412.47-999-491000	SHIRTS	535.53	N
010885	01-13-2024	INTERSTATE ALL BATTE	005530	MAINTENCE	199-34-6319.00-999-499000	BUS SUPPLIES	929.80	N
			005530	MAINTENCE	199-34-6319.60-999-499000	BUS SUPPLIES	279.90	N
<b>Totals for Check 010885</b>							<b>1,209.70</b>	
010886	01-13-2024	Kelly Gonzales	001827	MEALS	282-11-6499.00-999-199000	PO Created by Req: 231935	97.00	N
010887	01-13-2024	AMIE KIRK	001826	MEALS	282-11-6499.00-999-199000	PO Created by Req: 231934	97.00	N
010888	01-13-2024	LEON ALCALA PLLC	005535	50-82680	199-41-6211.00-701-499000	LEGAL SERVICES	1,340.00	N
			005535	50-82605	199-41-6211.00-701-499000	LEGAL SERVICES	2,248.00	N
<b>Totals for Check 010888</b>							<b>3,588.00</b>	

## For the Month of January

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
010889	01-13-2024	ANNE MARIE MANN	005539	1017	199-11-6219.70-001-411000	SPANISH TEACHING	4,947.00	N
010890	01-13-2024	MICHAEL MINZENMAYE	005525	JIM NED CLOCK	199-36-6129.99-999-491000	CLOCK JH GIRLS JIM NED	10.00	N
010891	01-13-2024	MUELLER INC	001279	7079511	199-11-6399.72-001-422000	OPEN PO	779.30	N
			001279	7185830	199-11-6399.72-001-422000	OPEN PO	125.64	N
<b>Totals for Check 010891</b>							<b>904.94</b>	
010892	01-13-2024	RADFORD LOCK & KEY	005529	MAINTENANCE	199-51-6319.00-999-499000	MAINTENANCE SUPPLIES	1,266.00	N
010893	01-13-2024	Renee Fulton	001825	MEALS	282-11-6499.00-999-199000	PO Created by Req: 231933	97.00	N
010894	01-13-2024	RUNNELS CO REGISTER	005537	SUBSCRIPTION	199-41-6491.00-701-499000	SUBCRIPTION	39.00	N
010895	01-13-2024	SAN SABA ATHLETICS	001754	ENTRY FEE	199-36-6499.54-999-491000	PO Created by Req: 231863	450.00	N
010896	01-13-2024	SIMPSON OPERATING S	005527	MAINTENANCE	199-51-6319.00-999-499000	MAINTENANCE SUPPLIES	100.00	N
010897	01-13-2024	VALLEY ATHLETICS	001733	53222	199-36-6399.53-999-491000	PO Created by Req: 231835	1,570.18	N
010898	01-13-2024	WAL-MART COMMUNITY	005533	LITTLE	199-36-6399.30-999-491000	BEARCATS DRIBBLERS	210.00	N
			001698	SUPPLIES	199-36-6399.56-999-491000	PO Created by Req: 231800	49.26	N
			005531	ADMIN	199-41-6399.00-701-499000	SUPPLIES	79.58	N
			005532	ADMIN	199-41-6399.00-701-499000	ADMIN SUPPLIES	129.26	N
			001761	FILTERS	461-23-6399.01-101-499000	Water filter + School Board	177.13	N
<b>Totals for Check 010898</b>							<b>645.23</b>	
010899	01-13-2024	WEAVER TECHNOLOGIE	001241	SI6549	161-51-6259.02-999-499000	OPEN PO	618.16	N
			001241	SI6394	161-51-6259.02-999-499000	OPEN PO	618.00	N
<b>Totals for Check 010899</b>							<b>1,236.16</b>	
010900	02-02-2024	ESGI LLC	001277	ESGI46849	199-11-6399.00-101-411000	Test Data Collection for K & 1	1,872.00	N
010901	02-02-2024	RUNNELS COUNTY TAX	005542	GNJDVJ4Z3A94	199-34-6319.00-999-499000	BUS 23 INSPECTION FEE	22.00	N
			005542	8LJDVB4XZ884Y	199-34-6319.00-999-499000	BUS 20 INSPECTION FEE	22.00	N
			005542	EMJDVH4YY9F4	199-34-6319.00-999-499000	BUS 25 INSPECTION FEE	22.00	N
			005542	GNJDVJ4Z3A94	199-34-6319.60-999-499000	SUB 14 INSPECTION FEE	7.50	N
<b>Totals for Check 010901</b>							<b>73.50</b>	
010902	02-02-2024	SFE	001537	23121050	101-35-6219.02-999-499000	PO Created by Req: 231635	33,936.00	N
010903	02-02-2024	UIL MUSIC REGION 6	001841	SZ BAND-ASU	199-36-6399.23-001-499000	SOLO/ENSEMBLE FEES	216.00	N
011024	01-10-2024	CLAIMS ADMINISTRATIV	005474	10102024	799-51-6499.00-999-499000	EPAY	184.00	N
011724	01-11-2024	ARBITER SPORTS	005496	GAME	199-36-6299.99-999-491000	GAME OFFICIALS	5,000.00	N
011924	01-19-2024	HEALTH E INNOVATION	005489	011924	799-51-6499.00-999-499000	EPAY	576.00	N
106887	01-03-2024	BISD OPERATING FUND	005446		313-93-6493.00-751-423000	B - SALARIES	15,310.34	N
106888	01-03-2024	KARI CALCOTE	005445		437-21-6411.00-751-423000	TRAVEL F/NOV-DEC.	1,361.03	N
106889	01-03-2024	CAPITAL ONE	005444		437-11-6399.00-751-423000	BH - WIPES	46.76	N
			005444		437-21-6399.00-751-423000	WATER, SUPPLIES F/OFFICE	79.68	N
<b>Totals for Check 106889</b>							<b>126.44</b>	
106890	01-03-2024	CHASE	005448		313-11-6399.00-751-423000	BE - TALKING CALCULATOR	39.90	N
			005448		313-11-6399.00-751-423000	BJ - HEADPHONES	61.02	N
			005448		437-11-6399.00-751-423000	BH - GLOVES & DISP. PADS	69.58	N

For the Month of January

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			005448		437-21-6399.00-751-423000	POSTAGE STAMPS	66.00	N
			005448		437-21-6411.00-751-423000	WH - HOTEL F/BAYES VISIT	107.00	N
			005448		437-31-6411.00-751-423000	CE-TEDA REGISTRATION - DENIS	200.00	N
<b>Totals for Check 106890</b>							<b>543.50</b>	
106891	01-03-2024	CITY OF BALLINGER	005443		437-51-6259.00-751-499000	WATER-TRASH-SEWER-STREET	151.48	N
106892	01-03-2024	COLEMAN ISD	005442		313-93-6493.00-751-423000	C - SALARIES	14,452.54	N
			005442		314-93-6493.00-751-423000	C - SALARIES	1,865.18	N
<b>Totals for Check 106892</b>							<b>16,317.72</b>	
106893	01-03-2024	COLEMAN ISD	005438		437-00-2183.00-000-400000	RESIDENTIAL ADD UPFRONT	14,270.24	N
106894	01-03-2024	KRISTI COOK	005447		437-31-6411.00-751-423000	TRAVEL F/DEC.	167.16	N
106895	01-03-2024	FRONTIER	005441		437-51-6259.00-751-499000	FAX PHONE LINE	102.20	N
106896	01-03-2024	MILES ISD	005439		313-93-6493.00-751-423000	M - SALARIES	8,666.16	N
			005439		459-93-6493.00-751-323000	M - SALARIES	1,312.59	N
<b>Totals for Check 106896</b>							<b>9,978.75</b>	
106897	01-03-2024	GINGER WALTON	005440		437-31-6411.00-751-423000	ASST DIAGS TRAVEL F/DEC.	86.46	N
106898	01-03-2024	WINTERS ISD	005437		437-00-2183.00-000-400000	RESIDENTIAL ADD UPFRONT	14,771.70	N
106899	01-16-2024	ATMOS ENERGY	005488		437-51-6259.00-751-499000	GAS	299.31	N
106900	01-16-2024	BAYES ACHIEVEMENT C	005481		437-11-6223.00-751-423000	WH - JANUARY RESIDENTIAL	21,796.41	N
106901	01-16-2024	DARLENE KELLY	005485		437-21-6411.00-751-423000	TRAVEL F/JAN	52.26	N
106902	01-16-2024	SAMANTHA KING	005483		437-11-6411.00-751-423000	VI TRAVEL NOV/DEC.	193.88	N
106903	01-16-2024	KRISTEN PRUSER	005482		437-31-6219.00-751-423000	M - ARD FACILITATOR - DEC.	1,052.40	N
106904	01-16-2024	RIVERSIDE INSIGHTS	005486	INV192672	313-31-6339.00-751-423000	WJIV COG FORMS	142.21	N
106905	01-16-2024	TRACEY ROACH	005484		437-11-6219.00-751-423000	M - OT-A F/DEC. 2023	1,620.03	N
106906	01-16-2024	SECURED DOCUMENT S	005487		437-21-6399.00-751-423000	SHREDDING	74.43	N
106907	01-26-2024	ASHLEY BOOK	005516		437-11-6219.00-751-423000	C - PT DEC. 2023	713.17	N
			005516		437-11-6219.00-751-423000	B - PT DEC. 2023	829.87	N
			005516		437-11-6219.00-751-423000	W- PT DEC. 2023	155.03	N
			005516		437-11-6219.00-751-423000	M- PT DEC. 2023	315.32	N
<b>Totals for Check 106907</b>							<b>2,013.39</b>	
106908	01-26-2024	CITY OF BALLINGER	005518		437-51-6259.00-751-499000	WATER-TRASH-SEWER-STREET	151.48	N
106909	01-26-2024	NCS PEARSON INC	005515	23996893	313-31-6339.00-751-423000	BYI-2 FORMS	357.01	N
106910	01-26-2024	RIVERSIDE INSIGHTS	005517	192898	313-31-6339.00-751-423000	WJIV-ACH & COG FORMS	1,353.63	N

**Total Checks 1,669,242.24**

End of Report



DARCY CAULEY  
PRINCIPAL

DAWN HUCKABEE  
ASSISTANT PRINCIPAL

## **Ballinger Elementary Principal's Report February 2024**

### **All the Things:**

- February 7/21/28 are Wacky Wednesday's where students receive an additional round of enrichment in addition to their usual PE/Fine Arts/Computers rotations.
- February 7<sup>th</sup>- 100<sup>th</sup> Day of School Fitness Challenge- Students had to complete 100 seconds of fitness activities. Those that completed the challenge, took a picture and signed the wall. We plan to make this a tradition so students can look back on each year and plan to crush the challenge for the next year!
- February 14<sup>th</sup>- Valentine's Day parties. Students will be making cards for the local nursing homes and for people admitted to the hospital on Valentine's Day.
- February 16<sup>th</sup>- CAR Event. Students have been working all six weeks to earn up to 3 events. We appreciate the help of BHS National Honor Society students and people in the community who volunteer to help make CAR Event a rewarding experience for the students!
  - Events this round include Sign Language with Ms. Dot Hoelscher, Martial Arts with Concho Valley Martial Arts, Board Games, Bearcat Buck Run, Homemade Playdough, Human Hungry Hippo, Yoga, Pokemon, and Prodigy.
- February 19<sup>th</sup>- Open House combined with PTO Night and the Scholastic Book Fair Family Night.
- February 19<sup>th</sup>- February 22<sup>nd</sup>- Scholastic Book Fair
- February 22<sup>nd</sup>- Spring Pictures

### **Total Student Enrollment: 374**

- Head Start- 17
- Pre-K/EE- 33/4
- Kinder- 57
- 1<sup>st</sup> Grade- 53
- 2<sup>nd</sup> Grade- 79
- 3<sup>rd</sup> Grade- 40
- 4<sup>th</sup> Grade- 47
- 5<sup>th</sup> Grade- 48

**Average Daily Attendance: \_\_\_%**

# **BALLINGER ELEMENTARY SCHOOL**

800 BROAD AVENUE, BALLINGER, TX 78621

325-365-3527



Sickness hit BES hard this month for both students and staff. Nurse Worthington's office has been a revolving door, and she is sending home sick students all day. Nurse worthington has been a great example of Grit and Grace during this cold and flu season and we appreciate her very much.

- Head Start/PK- \_\_%
- Kinder- \_\_%
- 1<sup>st</sup> Grade- \_\_%
- 2<sup>nd</sup> Grade- \_\_%
- 3<sup>rd</sup> Grade- \_\_%
- 4<sup>th</sup> Grade- \_\_%
- 5<sup>th</sup> Grade- \_\_%

**BALLINGER INDEPENDENT SCHOOL DISTRICT**

**P.O. Box 231  
Ballinger, TX 76821**

**Central Office (325) 365-7500  
High School (325) 365-3547**



**Junior High (325) 365-3537  
Elementary (325) 365-3527**

**Ballinger Junior High Principal's Report  
February 2024**

Total enrollment as of 2/7/2024 is 178 students.

**Upcoming Events:**

- February 16- 4<sup>th</sup> Six weeks ACE event
- February 19- Professional development day for teachers
- February 22- National Junior Honor Society Induction 3:15pm
- February 26- Cheer tryouts
- March 1- Ballinger JH track meet
- March 4-6- Spring Interim STAAR testing
- March 8- Jim Ned JH track meet; Professional development day for teachers
- March 11-15- Spring Break

**Curriculum and Instruction:**

- Teachers were able to use our last professional development day to examine classroom practices that enhance and deter student learning. We are working as a campus to further examine specific areas of concern that we need to address.
- STAAR field testing was completed on February 6th.
- Fourth 6 weeks Bearcat Way focuses
  - Demonstrate mastery of required curriculum content and skills
  - Acknowledge the benefits of democracy and demonstrate patriotism by participating in the political process
  - Hold a respect and responsibility for the past, the present, and the future
  - Adapt to new situations and challenges
  - Use a variety of multi-media and technology tools to enhance communication



**Ballinger High School Report  
February 13, 2024**

**I. Schedule of Events**

- a. February 1<sup>st</sup>-16<sup>th</sup> San Angelo Stock Show
- b. February 12<sup>th</sup>-25<sup>th</sup> San Antonio Stock Show
- c. February 13<sup>th</sup> Boys Basketball v. Jim Ned @ home
- d. February 14<sup>th</sup> Boys Golf Tournament @ Llano
- e. February 15<sup>th</sup>- 17<sup>th</sup> DECA State @ Houston
- f. February 15<sup>th</sup> -17<sup>th</sup> Softball Tournament @ Midland Greenwood
- g. February 15<sup>th</sup> Powerlifting @ San Saba
- h. February 15<sup>th</sup> – 16<sup>th</sup> Tennis @ Reagan County
- i. February 16<sup>th</sup> End of 4<sup>th</sup> Six Weeks
- j. February 17<sup>th</sup> Art VASE Contest
- k. February 17<sup>th</sup> OAP Clinic
- l. February 19<sup>th</sup> Student Holiday/Staff PD
- m. February 19<sup>th</sup> Girls Golf @ Sonora
- n. February 20<sup>th</sup> Baseball v. Bangs @ home
- o. February 20<sup>th</sup> Softball @ Eula
- p. February 21<sup>st</sup> Girls Golf Tournament @ Coleman
- q. February 21<sup>st</sup> Boys Golf Tournament @ Sonora
- r. February 21<sup>st</sup> Leadership Academy
- s. February 22<sup>nd</sup> Tennis @ Abilene Tournament
- t. February 22<sup>nd</sup> - 24<sup>th</sup> Softball @ Abilene Tournament
- u. February 22<sup>nd</sup> - 24<sup>th</sup> Baseball @ Bangs Tournament
- v. February 23<sup>rd</sup> Band Solo/Ensemble @ ASU



- w. February 23<sup>rd</sup> Track @ Lakeview
- x. February 26<sup>th</sup> Cheer Tryouts
- y. February 27<sup>th</sup> ACT Testing on Campus
- z. February 27<sup>th</sup> Baseball v. Brady @ home
- aa. February 27<sup>th</sup> Softball v. Grape Creek @ home
- bb. February 28<sup>th</sup> Boys Golf Tournament @ Robert Lee
- cc. February 29<sup>th</sup> OAP Zone Contest @ Ballinger
- dd. February 29<sup>th</sup>- March 3<sup>rd</sup> FCCLA Region Contest @ Waco
- ee. February 29<sup>th</sup> Track Bearcat Relays
- ff. February 29<sup>th</sup>- March 2<sup>nd</sup> Baseball @ Hawley Tournament
- gg. February 29<sup>th</sup> Tennis @ Early Tournament
- hh. February 29<sup>th</sup> Girls Golf @ Robert Lee
- ii. March 1<sup>st</sup> – 2<sup>nd</sup> Powerlifting Girls Regional @ Colorado City
- jj. March 2<sup>nd</sup>-4<sup>th</sup> FCCLA Region Contest @ Waco
- kk. March 3<sup>rd</sup> – 4<sup>th</sup> State Tractor Tech @ Houston
- ll. March 4<sup>th</sup>- 15<sup>th</sup> Houston Stock Show

## **II. Updates**

- a. Enrollment is at 225 students.
- b. Overall attendance is at 90.9%.  
All students: 9<sup>th</sup>- 92.5%    10<sup>th</sup>- 89.21%    11<sup>th</sup>- 91.27%    12<sup>th</sup>- 86.5%
- c. Evan Busenlehner, Nic Holder and Eracio Garza qualified for UIL State Solo/Ensemble!
- d. Ag Mechanics projects all received a blue ribbon for their projects at San Agnelo Stock Show. They are repainting for State contest.
- e. Coronation was successful and prom has been set for April 6<sup>th</sup>.

## BALLINGER BEARCATS

### Athletic Board Report

February 2024

#### **High School Basketball Report**

Girls: By the time you get this, they will have played their play-in game vs Merkel and their round 1 game. I hope we are prepping for the next one! Shout out to Coach Willis, Coach Beasley, Coach Minzenmayer. Keep it up Lady Cats!

Boys: End their season tonight vs Jim Ned. Thanks to Coach Holland, Coach Virden and Coach Wilson for the hard work they put in for our boys!

#### **Boys/Girls Powerlifting Report**

- Thursday, Feb 15<sup>th</sup> at San Saba (4:00 start)
- Thursday, Feb 22<sup>nd</sup> Boys at Post (Last Chance Qualifier)
- Girls Regionals will be in Colorado City
- Boys Regionals will be in Brownfield

#### **Boys Golf**

Wednesday, Feb 14<sup>th</sup> at Llano

Thursday, Feb 22<sup>nd</sup> at Coleman

Wednesday, Feb 28<sup>th</sup> at Quicksand (Hosted by Robert Lee)

#### **Girls Golf**

Monday, Feb 12<sup>th</sup> at Llano

Shout out to Mrs. Griffis for volunteering to take the Girls Golf team to Llano!

Wednesday, Feb 21<sup>st</sup> at Coleman

Thursday, Feb 29<sup>th</sup> at Quicksand (Hosted by Robert Lee)

#### **Track**

Friday, Feb 23<sup>rd</sup> at Lakeview

Thursday, Feb 29<sup>th</sup> at Ballinger (JH Track Meet on 3/1 also at Ballinger)

**Softball**

Tuesday, Feb 20<sup>th</sup> - at Eula 5:00 (Varsity only)

Thursday, Feb 22<sup>nd</sup> – Saturday, Feb 24<sup>th</sup> at Abilene Ice Breaker Tournament (Varsity)

Tuesday, Feb 27<sup>th</sup> – vs Grape Creek 5:00/7:00 (V/JV)

**Baseball**

Tuesday, Feb 20<sup>th</sup> – vs Bangs 5:00/7:30 (Varsity/JV)

Thursday, Feb 22<sup>nd</sup> – Saturday, Feb 24<sup>th</sup> at Brown County Invitational (Varsity)

Tuesday, Feb 27<sup>th</sup> – vs Brady 4:00/7:00 (JV/Varsity)

Thursday, Feb 29<sup>th</sup> – Saturday, March 2<sup>nd</sup> – at Hawley Tournament (Varsity)

**Tennis**

Tennis season is underway and Coach Burgess is doing a great job. More details to come in the next board report.

A huge THANK YOU to each of our board members. We wouldn't be where we are without you! We look forward to seeing you soon.

Ballinger ISD Board of Trustees Special Meeting  
Friday, January 5, 2024 5:00 PM Central

1. Call to order
2. Roll Call/Establish a Quorum
  - Manuel Galvan
  - Scott King
  - Cheryl Buchanan
  - Michelle Aguilera
  - Jason Battle - Absent
  - Dan Slaughter
  - Jason Strube - Absent
  
  - Caroline Toliver

No visitors attended the meeting in person.

3. Public Forum/Comments to the Board - (Invitation to address the Board - Time Allocation to be specified by the Board President)

No comments were made.

Open session ended at 5:07 PM with closed session beginning at 5:08 PM.

4. Executive Session

4.A. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, specifically to hire Caroline Toliver as the Ballinger ISD Superintendent.

Closed session ended at 5:09 PM with open session beginning at 5:10 PM.

5. Return to Open Session and take any action deemed necessary upon discussion in the closed meeting to include the approval of the Ballinger ISD Superintendent's contract.

Mrs. Aguilera moved, seconded by Mrs. Buchanan to approve Mrs. Caroline Toliver's three-year term contract as the Ballinger ISD Superintendent as finalized beginning, January 5, 2024. The motion passed unanimously.

6. A Public Hearing on the District's FIRST (Financial Integrity Rating System of Texas) Report will be held within the Regular Meeting on Monday, January 22, 2024, at 5:30 P.M.

7. Official Adjournment

Mr. King moved, seconded by Mr. Slaughter to adjourn. Motion passed unanimously.

The meeting ended at 5:19 PM.

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Board President

Date

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Board Secretary

Date

# **Ballinger ISD Board of Trustees Regular Meeting Monday, January 22, 2024 5:30 PM**

1. Call to order
2. Roll Call/Establish a Quorum

- Manuel Galvan
- Scott King
- Cheryl Buchanan
- Michelle Aguilera
- Jason Battle
- Dan Slaughter - Absent
- Jason Strube
  
- Caroline Toliver

About 30 visitors attended the meeting in person.

3. Invocation
4. Pledge of Allegiances to the US Flag and the Texas Flag
5. Public Forum/Comments to Board - (Invitation to address the Board- Time Allocation to be specified by the Board President).

Ballinger High School Flex students, Adrian Gonzales, Penny Cavazos, Andrew Ponce, Brett Molina and Franchesa Juarez were presented with diplomas for successfully completing the high school credits.

This action item was moved to the beginning of the meeting to accommodate the auditor needing to attend another board meeting he same evening.

8.B. Consider action to approve the 2022-2023 Ballinger ISD Financial Audit as presented by Cathy Pitcock with Eckert and Company.

Mr. Battle moved, seconded by Mrs. Aguilera to approve **the 2022-23 Ballinger ISD Financial Audit** as presented. Motion passed unanimously.

6. Public Hearing on Ballinger ISD 2022-2023 FIRST Report
7. Items for Information/Reports
  - 7.A. Superintendent's Report by Ms. Caroline Toliver
    - 7.A.1. Ballinger ISD School Board Recognition

7.A.2. Attendance Report

7.A.3. Other District Information and Reports

7.A.3.a. Memorandum of Understanding for Student Teacher Residency Grant with Angelo State University and ESC Region 15

7.A.3.b. Ballinger ISD's Teacher Incentive Allotment DRAFT Plan - Cohort G

7.A.3.c. 2024-2025 Runnels Central Appraisal District Directors

7.A.3.d. The 2020 Ballinger ISD Taxable Value Audit

7.A.4. December Supplemental Pay Report

7.B. Assistant Superintendent Reports by Ms. Caroline Toliver

7.B.1. Tax Collection Report

7.B.2. Budget Report

7.B.3. ESSER Budget Report

7.B.4. Quarterly Investment Report & Annual Review of Investment Policies and Strategies

7.B.5. Check Register Report

7.C. Elementary Principal Report by Ms. Darcy Cauley

7.D. Junior High Principal Report by Ms. Dawn Cornutt

7.E. High School Principal Report by Ms. Leslie Griffis

7.F. Athletic Director Report by Coach Ty Lang. Not present due to athletic duties.

8. Items for Action/Discussion

8.A. Consider approval of Minutes of the Regular Board Meeting held on Monday, December 11, 2023 and Special Board Meetings held on Friday, December 15, 2023 and Friday, January 5, 2024.

Mrs. Buchanan moved, seconded by Mr. King to approve **the minutes for December 11, 2023, December 15, 2023 and January 5, 2024** as corrected and presented. Motion passed unanimously.

8.C. Consider action to approve the Request for Proposal to provide food services for Ballinger ISD for the 2024-2025 school year.

Mr. King moved, seconded by Mrs. Buchanan to approve **the Request For Proposal for companies providing school nutrition services to Ballinger ISD for the 2024-25 school year** as presented. Motion passed unanimously.

8.D. DISCUSSION ITEM - Senate Bill 763 requires ISDs to vote on whether to adopt a policy that would authorize individual campuses to employ/accept a chaplain as a volunteer. This will be an action item at the regular February Board Meeting.

**Discussion item only – Senate Bill 763 – Chaplain as a volunteer.**

8.E. Water Seal Coating for Secondary Campus

No action was taken.

Open session ended at 6:51 PM with closed session beginning at 7:20 PM.

9. Executive Session

9.A. Pursuant to Texas Government Code Section 552.0821, deliberation and possible action regarding a matter involving a public school student which may reveal personally identifiable information about the student.

9.B. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; Specifically, to discuss contract, duties, employment, and annual evaluation of Superintendent Jeff Butts.

9.C. Ratify the resignations of employees that have been received by the Superintendent

9.D. Pursuant to Texas Government Code Section 551.076, to deliberate regarding matters of school safety and security

Closed session ended at 7:44 PM with open session beginning at 7:49 PM.

10. Return to open meeting and take any action deemed necessary upon discussion in the closed meeting.

Mrs. Buchanan moved, seconded by Mr. Battle to **ratify the resignation of Mr. Ken Frazier** as presented. Motion passed unanimously.

11. Official Adjournment

Mr. King moved, seconded by Mr. Battle to adjourn. Motion passed unanimously.

The meeting ended at 7:50 PM.

---

Board President

Date

---

Board Secretary

Date

**Eckert & Company**  
**CERTIFIED PUBLIC ACCOUNTANTS**

**A Limited Liability Partnership**

Michael E. Oliphant, CPA  
Wayne Barr, CPA  
Cathryn A. Pitcock, CPA  
Megan Solsbery, CPA

(325) 944-3571  
FAX: (325) 942-1093  
www.eckertcpa.com

Members of  
American Institute of CPAs  
Texas Society of CPAs

January 31, 2024

Caroline Toliver, Superintendent  
Ballinger Independent School District  
P.O. Box 231  
Ballinger, TX 76821-0231

We are in the process of planning our audit schedule for the fall. As a part of this planning, we have enclosed our engagement letter for the District's audit for the year ending August 31, 2024. **Once approved by the Board**, you and the Board President will need to electronically sign and date the engagement letter. Please keep a copy for your files.

Also enclosed are Form 1295, Certificate of Interested Parties, provided by the Texas Ethics Commission and instructions on how you are to acknowledge its receipt to the Commission.

We have enjoyed our past association and look forward to working with you again this fall.



Cathryn A. Pitcock, CPA

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A Limited Liability Partnership

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January 31, 2024

Board of Trustees  
Ballinger Independent School District  
P.O. Box 231  
Ballinger, TX 76821-0231

This will confirm our understanding of the services we are to provide for the Ballinger Independent School District for the year ending August 31, 2024.

#### **Audit Scope and Objectives**

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, and the disclosures, which collectively comprise the basic financial statements of the Ballinger Independent School District as of and for the year ending August 31, 2024. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the Ballinger Independent School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the Ballinger Independent School District's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles in the United States of America and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis
2. Budgetary Comparison Schedule - Major Funds
3. Schedules of Net Pension Liability and Contributions - Teacher Retirement System of Texas
4. Schedules of Net OPEB Liability and Contributions - Teacher Retirement System of Texas

We have also been engaged to report on supplementary information other than RSI that accompanies the Ballinger Independent School District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements:

1. Schedule of Expenditures of Federal Awards
2. Combining Statements
3. Required TEA Schedules

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America; and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objective also includes reporting on:

- Internal control over financial reporting and compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

#### **Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit**

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As a part of an audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and may include direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, creditors, and financial institutions. We may also request written representations from your attorneys as part of the engagement.

We have identified the following significant risks of material misstatement as part of our audit planning:

According to the auditing standards generally accepted in the United States of America, significant risks include management override controls, improper revenue recognition, employee errors due to complex accounting system, and noncompliance with Federal and State regulations. Accordingly, we have considered these as significant risks.

Our audit of the financial statements does not relieve you of your responsibilities.

### **Audit Procedures - Internal Control**

We will obtain an understanding of the District and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control, and accordingly no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls, and accordingly no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

### **Audit Procedures - Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Ballinger Independent School District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Ballinger Independent School District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the Ballinger Independent School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

### **Other Services**

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the Ballinger Independent School District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards*, and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

### **Responsibilities of Management for the Financial Statements and Single Audit**

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; following laws and regulations; ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; additional information that we may request for the purpose of the audit; and unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Management's responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

Management is responsible for the design and implementation of programs and controls to prevent and detect fraud and for informing us about all known or suspected fraud affecting the District involving management, employees who have significant roles in internal control, and others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review prior to the beginning of field work.

Management is responsible identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the management representation letter that you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; the methods of measurement or presentation have not changed from those used in the prior period; and you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with accounting principles generally accepted in the United States of America. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the management representation letter that you are responsible for presentation of the supplementary information in accordance with generally accepted accounting principles; you believe the supplementary information, including its form and content, is fairly presented in accordance with generally accepted

accounting principles; the methods of measurement or presentation have not changed from those used in the prior period; and you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

### **Engagement Administration, Fees, and Other**

At the conclusion of the engagement, we will complete the appropriate sections of and sign the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and a corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of thirty days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Eckert & Company, LLP, and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the oversight agencies for audits or their designees, a state or federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Eckert & Company, LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the oversight agencies for audits, pass-through entities, or the Texas Education Agency. If we are aware that a state or federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Thomson Reuters AdvanceFlow, ShareFile, and RightSignature are used solely to transmit data and as a method of exchanging information and are not intended to store the Ballinger Independent School District's information. Ballinger Independent School District is responsible for downloading any deliverables and other records from Thomson Reuters AdvanceFlow, ShareFile, and RightSignature that it wishes to retain for its own records at the completion of the engagement.

Cathryn A. Pitcock is the engagement partner and is responsible for supervising the engagement and signing the report. The beginning date of our audit will be communicated to you in a future letter. We expect to issue our report no later than 150 days after the District's fiscal year end.

Our fees for these services will be based on the actual time spent at our standard hourly rates plus out-of-pocket costs. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered as work progresses. The District will be invoiced at the completion of field work and on completion of the engagement.

**Reporting**

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Trustees of the Ballinger Independent School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor’s report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District’s internal control or on compliance, and the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District’s internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to the Ballinger Independent School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.



ECKERT & COMPANY, LLP  
Certified Public Accountants

This letter correctly sets forth the understanding of the Ballinger Independent School District.

By \_\_\_\_\_

Title Superintendent

Date \_\_\_\_\_

By \_\_\_\_\_

Title Board President

Date \_\_\_\_\_

# CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.  
 Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

## OFFICE USE ONLY CERTIFICATION OF FILING

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.

Eckert & Company, LLP  
 San Angelo, TX United States

Certificate Number:  
 2024-1115498

Date Filed:  
 01/24/2024

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.

Ballinger Independent School District

Date Acknowledged:

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.

N/A  
 Audit of Financial Statements

4	Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
			Controlling	Intermediary
	Oliphant, Michael	San Angelo, TX United States	X	
	Barr, Wayne	San Angelo, TX United States	X	
	Pitcock, Cathryn	San Angelo, TX United States	X	
	Solsbery, Megan	San Angelo, TX United States	X	

5 Check only if there is NO Interested Party.


6 UNSWORN DECLARATION

My name is Wayne Barr, and my date of birth is 3-18-60.

My address is 2201 Sherwood Way, Suite 302, San Angelo, TX, 76901, USA.  
(street) (city) (state) (zip code) (country)

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Tom Green County, State of Texas, on the 31st day of January, 20 24.  
(month) (year)

  
 \_\_\_\_\_  
 Signature of authorized agent of contracting business entity  
 (Declarant)

## Texas Ethics Commission Form 1295

Our Firm is required to give you this form and your governmental entity is required to electronically acknowledge receipt of this form each year. If you are not already familiar with this law, I think the videos below will help you with your part.

In 2015, the Texas Legislature adopted House Bill 1295, which added section 2252.908 of the Government Code. The law states that a governmental entity may not enter into certain contracts with a business entity unless the business entity submits a disclosure of interested parties to the governmental entity at the time the business entity submits the signed contract to the governmental entity.

The governmental entity must notify the commission, using the commission's filing application, of the receipt of the filed Form 1295 with the certification of filing not later than the 30th day after the date the governmental entity approves us to perform the audit. The commission will post the completed Form 1295 to its website within seven business days after receiving notice from the governmental entity or state agency.

You can use the address below to access two videos that will explain how to create an account if you do not already have one and how to acknowledge receipt of this Form 1295 using the Certificate Number in the upper right corner. **You will need to acknowledge receipt of this Form within 30 days of your approval for us to perform the audit.**

[https://www.ethics.state.tx.us/whatsnew/elf\\_info\\_form1295.htm](https://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm)

### Instructional Videos for Governmental Entities and State Agencies:

[Logging In the First Time - Government User](#)

[How To Acknowledge a Certificate](#)

**SB 763**  
**Frequently Asked Questions**

Relating to allowing public schools to employ or accept as volunteers chaplains.

**1. What actions must school boards take related to SB763?**

Each board of trustees of a school district and each governing body of an open-enrollment charter school **must** take a record vote not later than six months after the effective date of the legislation on whether to adopt a policy authorizing a campus of the district or school to employ or accept as a volunteer a chaplain.

**2. What is the deadline by which school boards have to vote to be in compliance with the statute?**

The effective date of SB763 was September 1, 2023, so board of trustees of a school district and each governing body of an open-enrollment charter school must take a record vote **not later than March 1, 2024**.

**3. What options for utilizing the services of chaplains are provided by the statute?**

Per the statute, school districts and open-enrollment charter schools may employ chaplains or accept chaplains as volunteers to provide support, services, and programs for students.

**4. Can charter schools utilize the services of chaplains?**

Yes, the statute permits charter schools to employ chaplains or accept chaplains as volunteers. The statute also requires charter school governing boards to hold a record vote related to the statute by the deadline described above.

**5. What source of district funds can be used to pay for chaplains?**

Districts may use funds from their School Safety Allotment or eligible school safety grant funds to pay for chaplains. Districts may also use general fund revenue to pay for chaplains. And Districts may use state special allotment funds to pay for chaplains, if both the students being served and the services provided by the chaplain must meet the state program's requirements.

**6. Do chaplains have to be licensed or certified?**

The statute does not contain any licensure requirements for chaplains and expressly states that a chaplain employed or volunteering is not required to be certified by the State Board for Educator Certification.

**7. What limitations are placed on the utilization of chaplains?**

As a school employee, the chaplain would be subject to the background check fingerprinting requirements under Texas Education Code (TEC) 22.0833 and the “Do Not Hire Registry” background check (TEC 22.092). A district or open-enrollment charter school may not employ or accept as a volunteer a chaplain who has been convicted of or placed on deferred adjudication community supervision for an offense for which a defendant is required to register as a sex offender under Chapter 62, in the Code of Criminal Procedure.

**8. Does TEA have a record of which districts have chaplains employed or volunteering in their district?**

No, TEA was not appropriated resources to track implementation of this statute.

**9. What supports may chaplains provide to the district?**

The legislation provided for costs associated with chaplains to be paid with funds including, but not limited, to those provided under the school safety allotment. The school safety allotment statute identifies some supports that chaplains can provide, in Texas Education Code 48.115(b)(3)(C) and 48.115(b)(4).

## SB 763: Chaplains

- Allows a school district or charter to employ or accept as a volunteer a chaplain to provide support, services, and programs for students as assigned by the Board of Trustees.
- Requires EVERY school board in Texas to vote by March 1, 2024, on whether to adopt a policy that would authorize individual campuses to employ/accept a chaplain as a volunteer.
  - Chaplains subject to criminal background check applicable to employees or volunteers.
- Funds allocated for school safety & security can be spent on services provided by Chaplains.



### BISD Threat Intervention Team

Caroline Toliver	Superintendent	Administrator
Darcy Cauley	Elementary Principal	Administrator
Dawn Cornutt	Junior High Principal	Administrator
Leslie Griffis	High School Principal	Administrator
Dawn Huckabee	Elementary Assistant Principal	Administrator
Ken Frazier	Secondary Assistant Principal	Administrator
Kari Calcote	Special Education COOP Director	Special Education
Kristi Cook	Behavioral Specialist	Mental Health/Substance Use & Behavior Management
Kim Castleberry	High School Counselor	Counseling
Tammy Hayes	Junior High Counselor	Counseling
Meagan Smith	Elementary Counselor	Counseling
Billy Mobley	Technology Director	Technology
Ty Lang	Athletic Director	Administrator
Janet Wilson	Band Director	Classroom Instruction
Jordan Fischer	English Teacher	Classroom Instruction
Kinzee Willis	English Teacher	Classroom Instruction
Ballinger PD	Police Rep	School Safety & Security, Emergency Management, Law Enforcement

### BES SSSP Team Members

Darcy Cauley  
Dawn Huckabee  
Abigail Winchester  
Kristy Worthington  
Shelly Holden  
Sarah Regeon  
Michele Lange  
Terry Bean

### BJHS SSSP Team Members

Dawn Cornutt  
Tammy Hayes  
Rose Harris  
Abby Winchester  
Tara Drennan  
Jordyn Fischer  
Ray Cornutt

### BHS SSSP Team Members

Leslie Griffis  
Kim Castleberry  
Ken Frazier  
Abigail Winchester  
Janet Wilson  
Aaron Bowles  
Ray Cornutt  
Tony Harral  
Beth Manley

Ty Lang