



District Improvement Team
Thursday, February 2, 2023
5:00 – 7:00 pm

Via Zoom:

<https://springbranchisd.zoom.us/j/94201333835?pwd=dVd3WkQ2YUcxQmdseHILK1RaemRMZz09>

AGENDA

Welcome and District Update

Dr. Jennifer Blaine, Superintendent of Schools

Approval of the November 2022 Minutes

Linda Buchman, Associate Superintendent for Communications and Community Engagement

TAPR Report

Dr. Keith Haffey, Executive Director of Assessment and Compliance

School Finance Advocacy Presentation

Christine Porter, Associate Superintendent for Finance

2022-23 DIT Meeting Dates:

Thursday, March 2

Thursday, April 6

Thursday, May 4



District Improvement Team (DIT) Meeting
Thursday, November 3, 2022
5:00 – 7:00 p.m.
MINUTES

Meeting start time: 5:01 pm

Meeting end time: 6:10 pm

Current Member Attendance (21)

Amanda Sierra, Crystal Arrington, Elizabeth Wiehle, Emily Sperandio, Hayley Davis, Heather Morse, Jennifer Sharp, Karla Gordillo Andrade, Kristin Craft, Laurel Wheatley, Lynne Barry, Marcela Halmagean, Mary Chamberlain, Matthew Morley, Minda Caesar, Nicole Stone, Rebecca Ramey, Richard Yuen, Sarah Morris, Stephanie Blackmon, Warren Sloan

Percent of current DIT members in attendance: 51.22%

Non-Member Attendance (6)

Amy Accardo, Annie Wolfe, Deborah Muniz, Kary Castillo, Lance Stallworth, Lawanda Coffee, Linda Buchman, Michael Thomas, Tyra Walker

District Update

Dr. Kristin Craft opened the meeting with a district update.

- The district has finished the first nine weeks of schools and we have now entered the second nine weeks.
- Principals are starting to do their Campus Improvement Plan for formative reviews.
- Course catalogs came out this past weekend. In September, middle school students visited the Guthrie Center to learn more about their course options.
- On November 12, there will be an event at Spring Woods High School where the Career and Technical Educational Team will showcase career opportunities.
- The 2022 Bond passed in May included rebuilding the Guthrie Center & Ag Farm. There have been visits to CTE facilities in the Houston area to gain feedback, and learn what they might improve on if they were building their facilities today.
- Architects are meeting with teachers from the Guthrie Center and giving the teachers a chance to be involved in the project.
- A CEO Roundtable was held a few weeks ago, and there will be up to three more meetings in November.

Linda Buchman spoke about the School Finance Advocacy Team and encouraged DIT members to learn more and help amplify our message.

Approval of May 2022 Minutes

Linda Buchman, Associate Superintendent for Communications and Community Engagement, asked members who attended the October meeting to review and approve those minutes. Eleven voted to approve and no one opposed.

Development of 2023-24 and 2024-25 Academic Calendars

Dr. Lance Stallworth, Executive Director for Student Support Services, shared the calendar survey results for 2023-2024 and 2024-2025. Results included additional comments from the community. The DIT was given the opportunity to ask questions or share comments. DIT members affirmed involving the community in a survey created an opportunity to receive feedback that is beneficial to the development of the Academic Calendars.

District Improvement Plan Review and Feedback

Lawanda Coffee, Director of External Funds and Compliance introduced the District Improvement Plan and asked the DIT members to give feedback and discuss any changes needed in the Student Achievement and Student Support Plan Goals. DIT members were broken up into two zoom rooms where they heard both presentations and were given an opportunity to ask questions. Dr. Stallworth, Executive Director of Student Support Services and Annie Wolfe, Executive Director of Curriculum and Instruction presented the Student Achievement Plan. Tyra Walker, Executive Director of Postsecondary Outcomes, Counseling and Responsive Services presented the Student Support Plan.

Closing

Having no other business, Linda Buchman thanked all attendees and adjourned the meeting at 6:10 p.m.



Texas Academic Performance Report

2021-22 District Performance

Public Hearing

Presentation to the Board

January 23, 2023



2021-2022

Texas Academic Performance Report

Data are compiled by TEA for state, region, district, and campus levels using the following:

- PEIMS
- Student Assessment Data
- Other Sources include ACT, College Board, Texas Higher Education Coordinating Board

Two forms are available:

- The online TAPR System (HTML version) will no longer be published, but the data can be accessed online through the Texas Performance Reporting System (TPRS)
 - Data will be updated as they become available
- PDF version (the “Paper TAPR”)
 - Includes major, statutorily-required data points
 - Designed to allow districts to fulfill their public notification requirements



2021-2022 Texas Academic Performance Annual Report and Public Hearing

Category	Data Year	
	2020-2021	2021-2022
Accreditation	√	
Attendance	√	
District Profile		√
STAAR Performance and Ratings		√
Graduation	√*	
College Readiness	√	
Texas Higher Education Coordinating Board Enrolled in Higher Ed Report	√*	
Report on Violent or Criminal Incidents		√
Campus Safety Policies and Procedures		√

*Some data may also come from years prior to 2020-2021



Rating & Accreditation Statuses

2022 Financial Integrity Rating System of Texas (FIRST)

A: Superior

2022 Accountability Rating

B - 89

2022 Special Education Determination Status

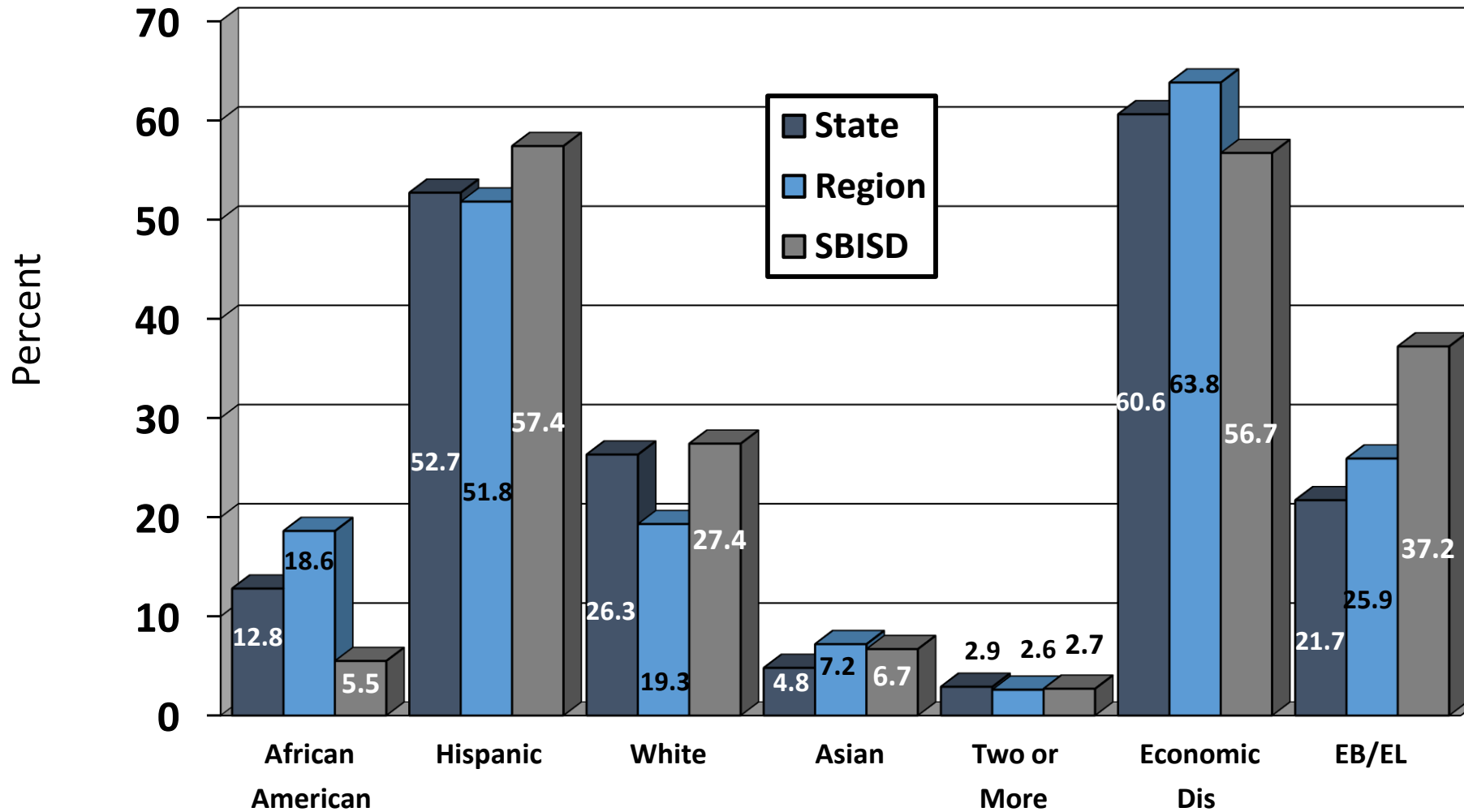
Meets Requirements

2021-2022 Accreditation Status

Not Issued in Texas

District Profile 2022

Total Enrollment – 33,545



- ✓ Enrollment increased by 257 students in 2021-2022.
- ✓ The percentage of EB/EL students in SBISD continues to be substantially higher than Region and State levels.

District Performance 2022 STAAR



2021-2022

Texas Academic Performance Report

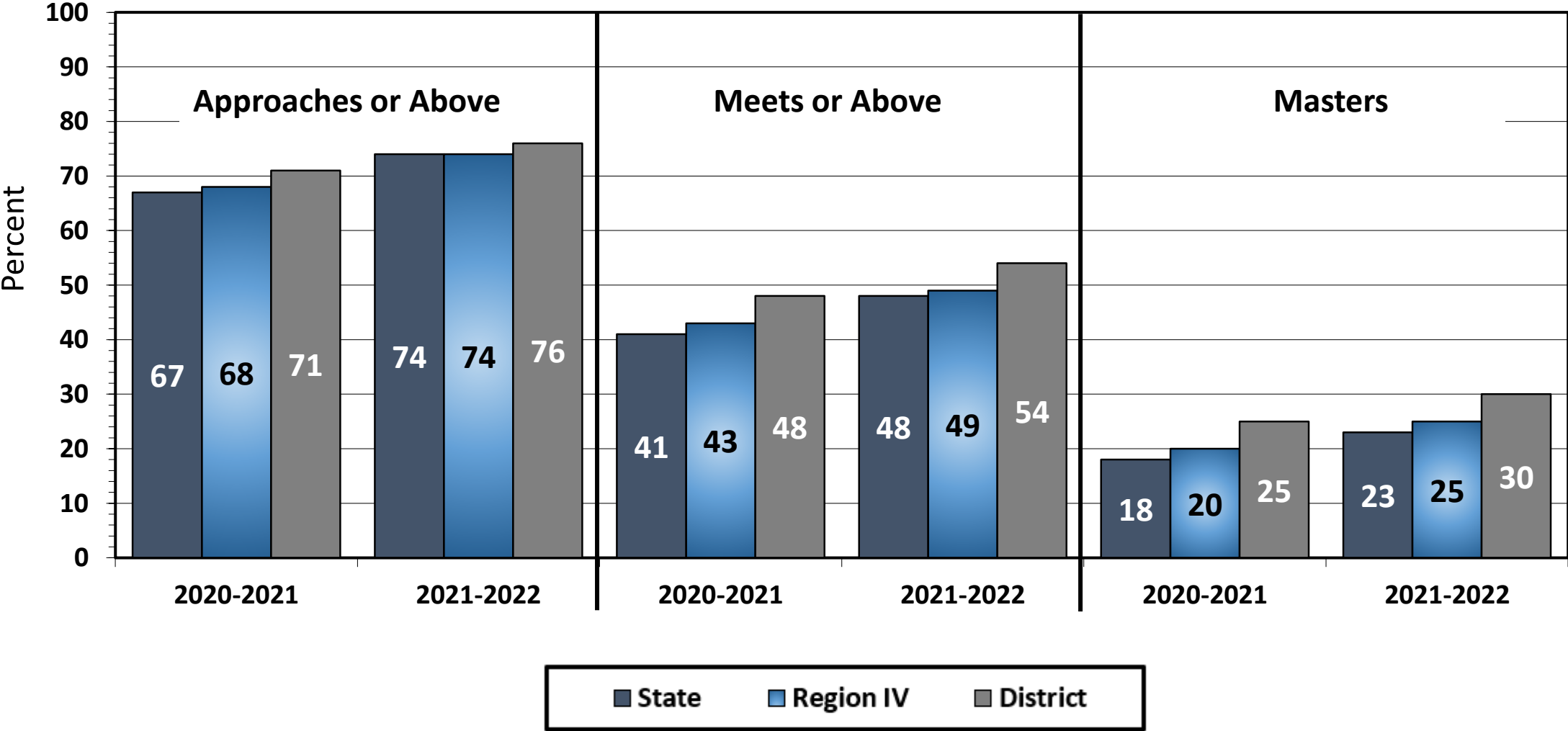
STAAR Performance – Achievement and Growth

- Three performance standards
 - Approaches Grade Level or Above
 - Meets Grade Level or Above
 - Masters Grade Level
- Reported for
 - Grades 3 – 8 Reading and Math
 - Grades 5 and 8 Science
 - Grade 8 Social Studies
 - End-of-Course (EOC) for Algebra I, Biology, English I and II, and U. S. History
- Reported by
 - Race/Ethnicity – African American, Hispanic, White, Asian, Two or More Races
 - Program – Special Education, Economically Disadvantaged, EB/EL (English Learner)
- Accountability Year – Summer 2021 EOC, December 2021 EOC, Spring 2022 3 – 8 and EOC
- Includes only students in the Accountability Subset

2021-2022 STAAR Results

District All Grades All Subjects

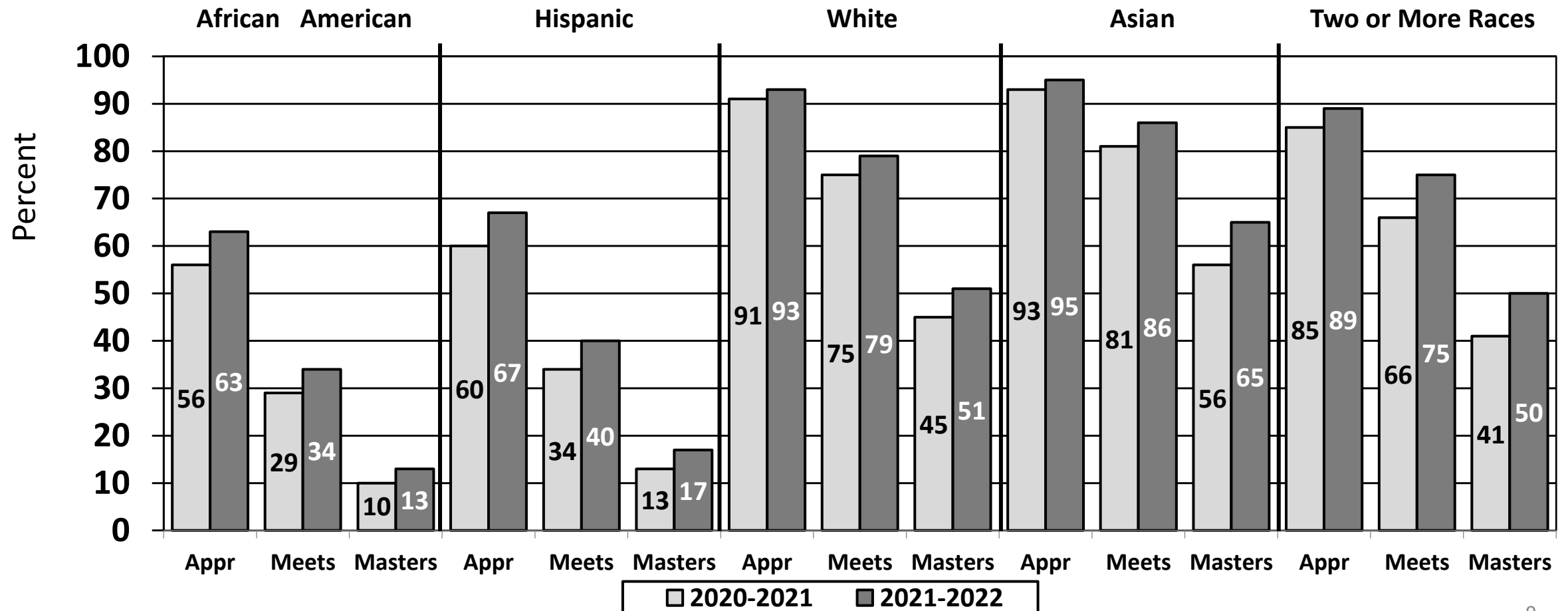
✓ District improved at every performance level and exceeded the State and Region.



2021-2022 STAAR Results

District All Grades All Subjects by Race/Ethnicity

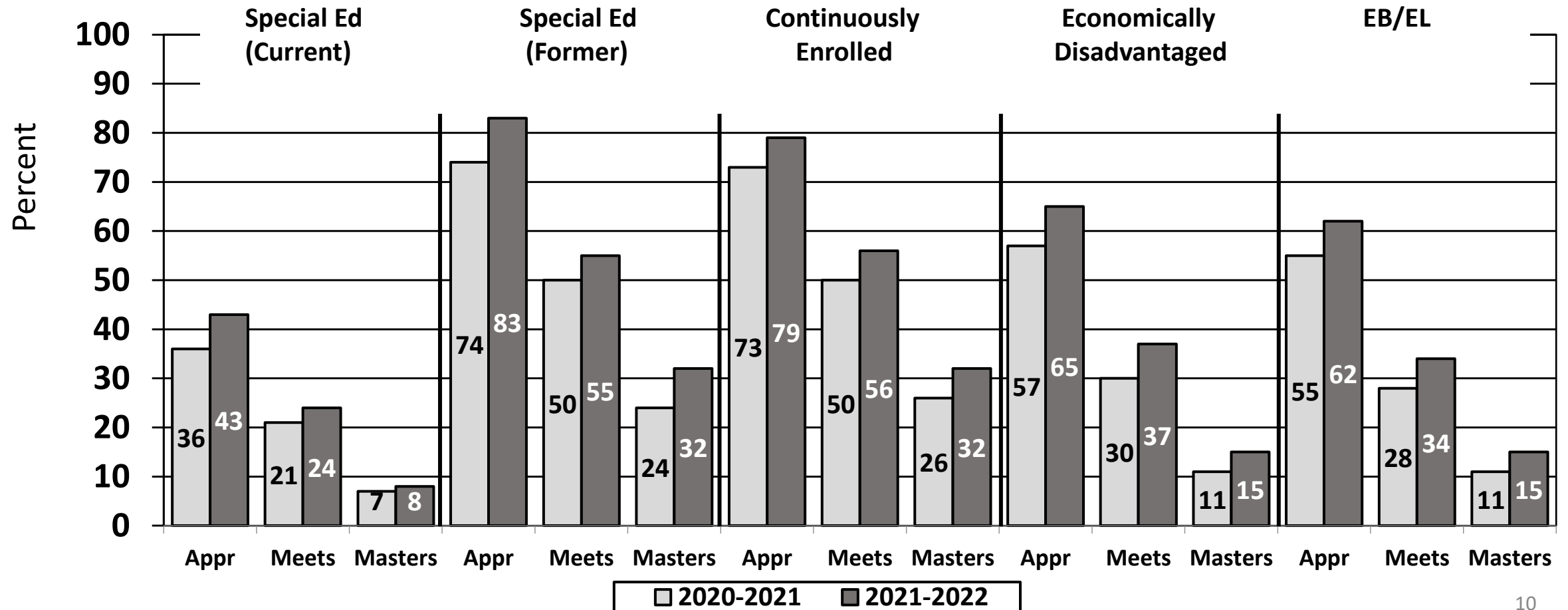
✓ Every race/ethnicity group demonstrated overall improvement in STAAR performance at every performance level compared to the previous year.



2021-2022 STAAR Results

All Grades All Subjects by Program Groups

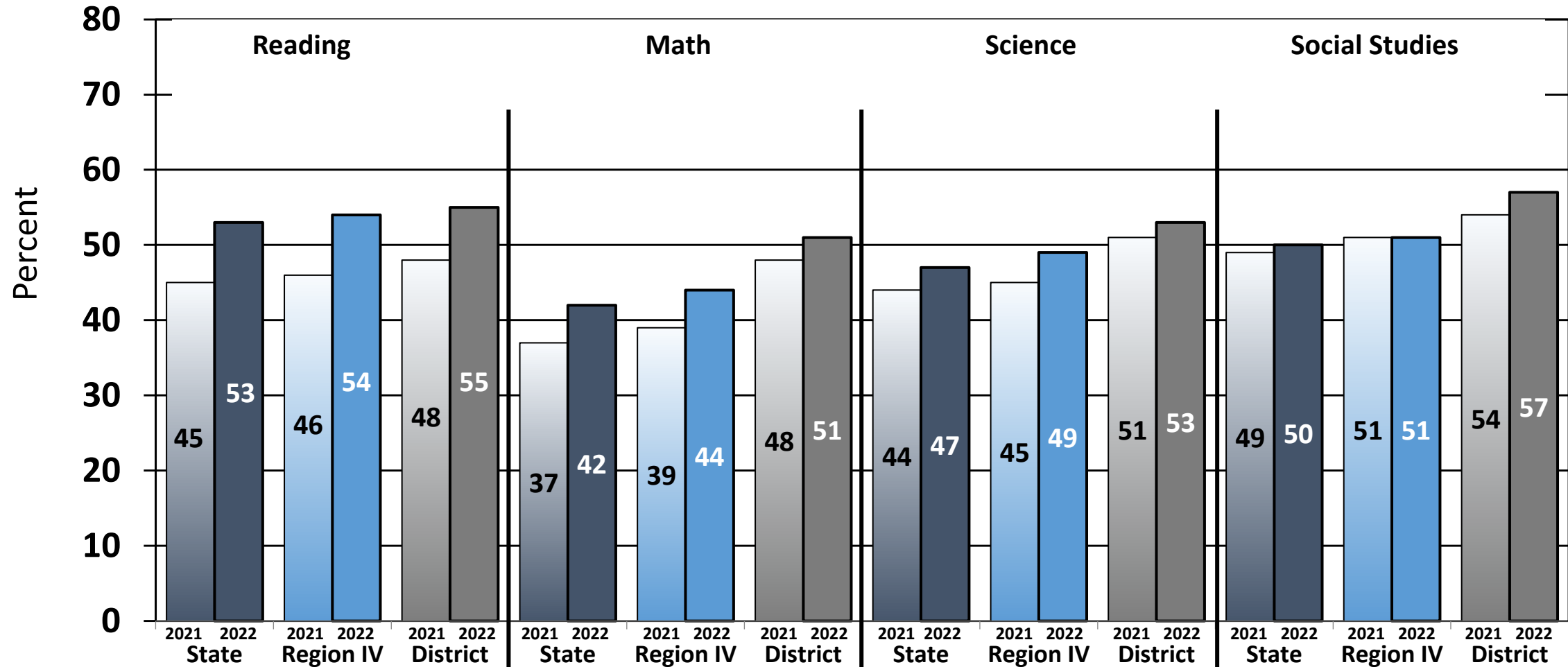
✓ Every program group demonstrated overall improvement in STAAR performance at every performance level compared to the previous year.



2022 Region and State Results All Grades

% Meets Grade Level or Above

✓ District performance improved at the Meets Grade Level or Above and exceeded State and Region in every subject.



District Performance College Readiness Indicators



2021-2022 Texas Academic Performance Report

College Readiness Indicators

- Advanced Course/Dual Credit and Onramps Course Completion
- AP/IB Students Tested
- AP/IB Students Meeting or Exceeding Criterion Score
- Students Taking SAT/ACT
- Students Scoring at or Above Criterion Score on SAT/ACT
- Average SAT/ACT Scores
- College, Career, Military Ready Graduates

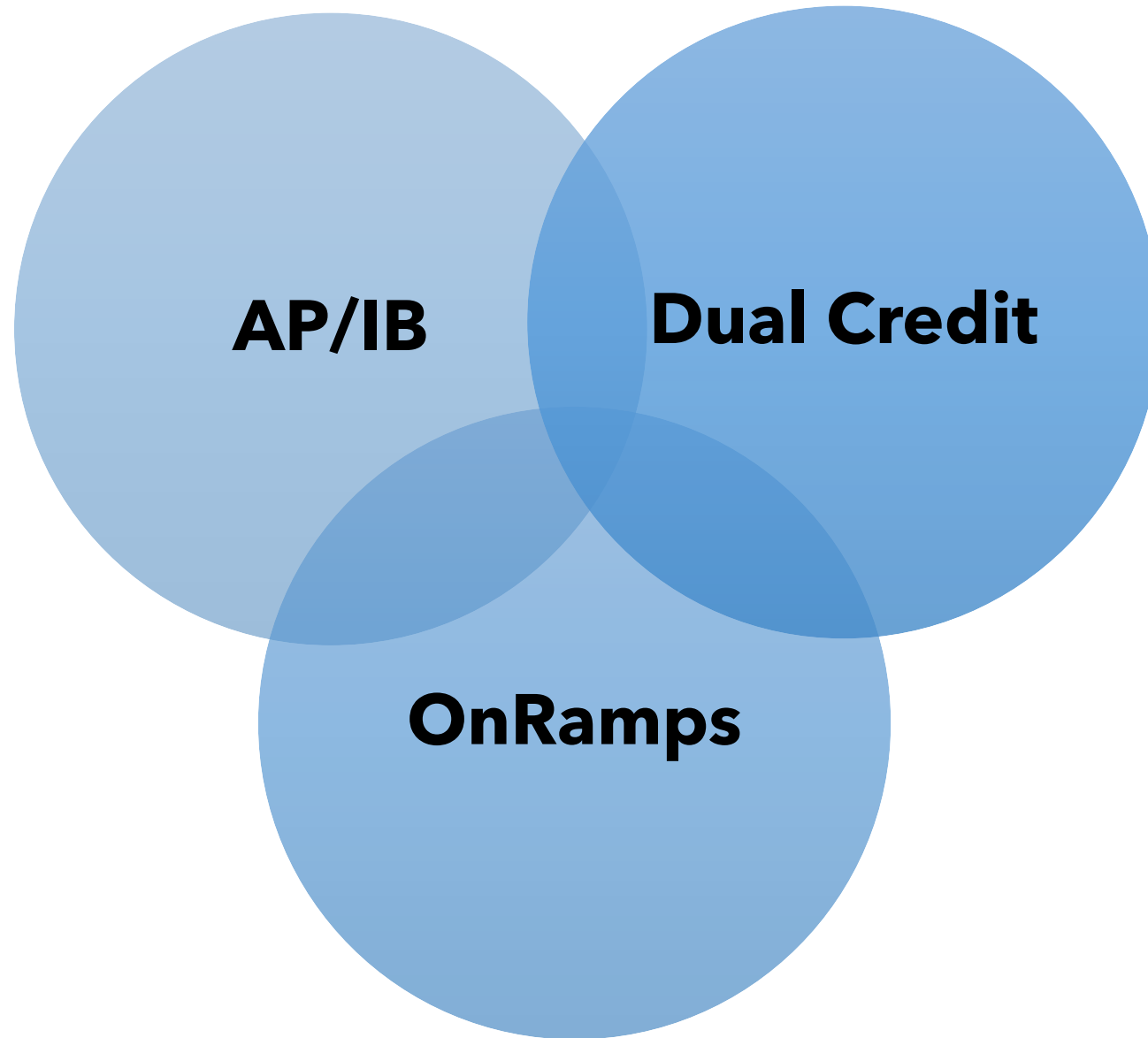
Reported by

- Race/Ethnicity – African American, Hispanic, White, Asian, Two or More Races
- Program – Special Education, Economically Disadvantaged, English Learner

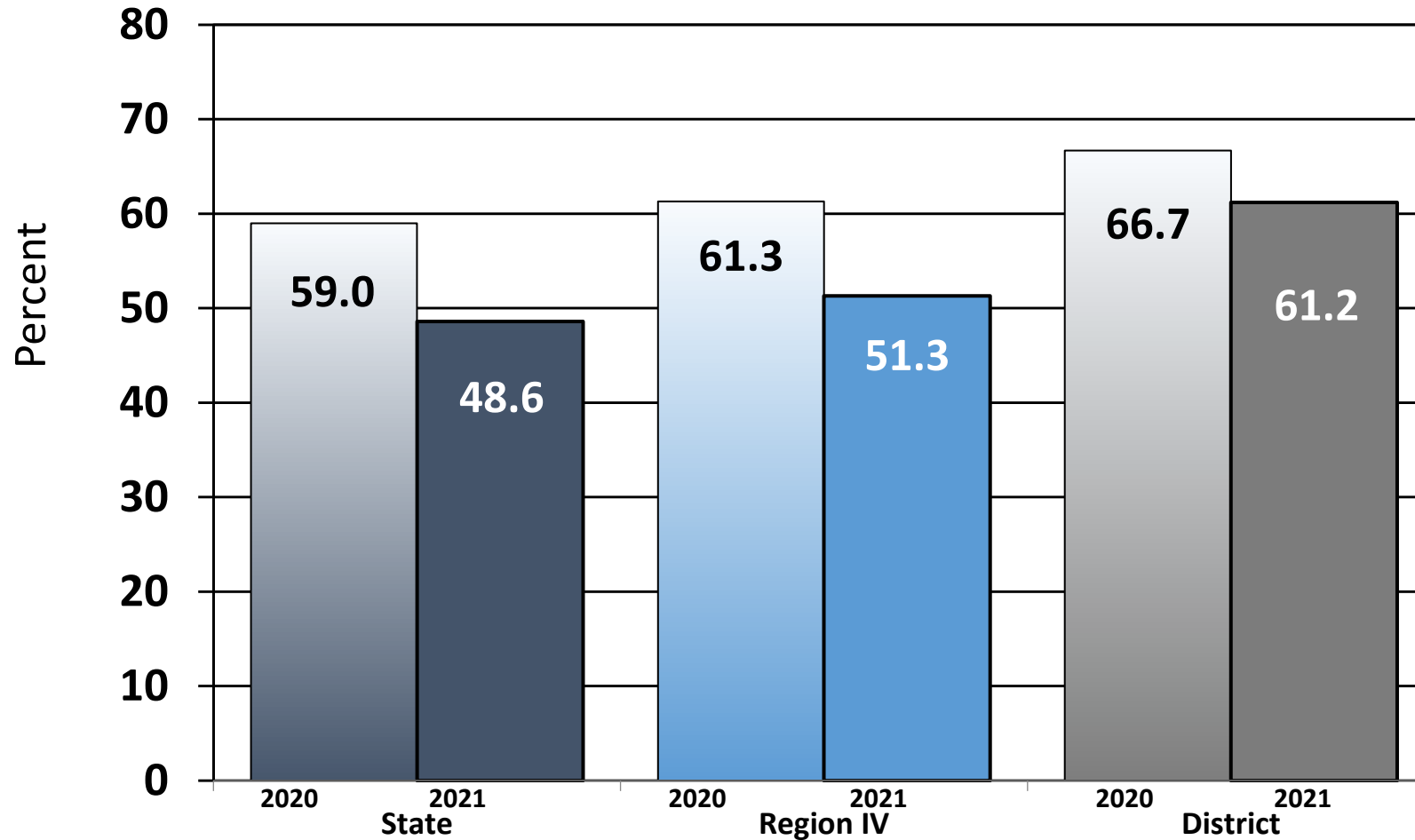
Post-Secondary Indicators

- Graduates enrolled in Higher Education

College Readiness Course Options

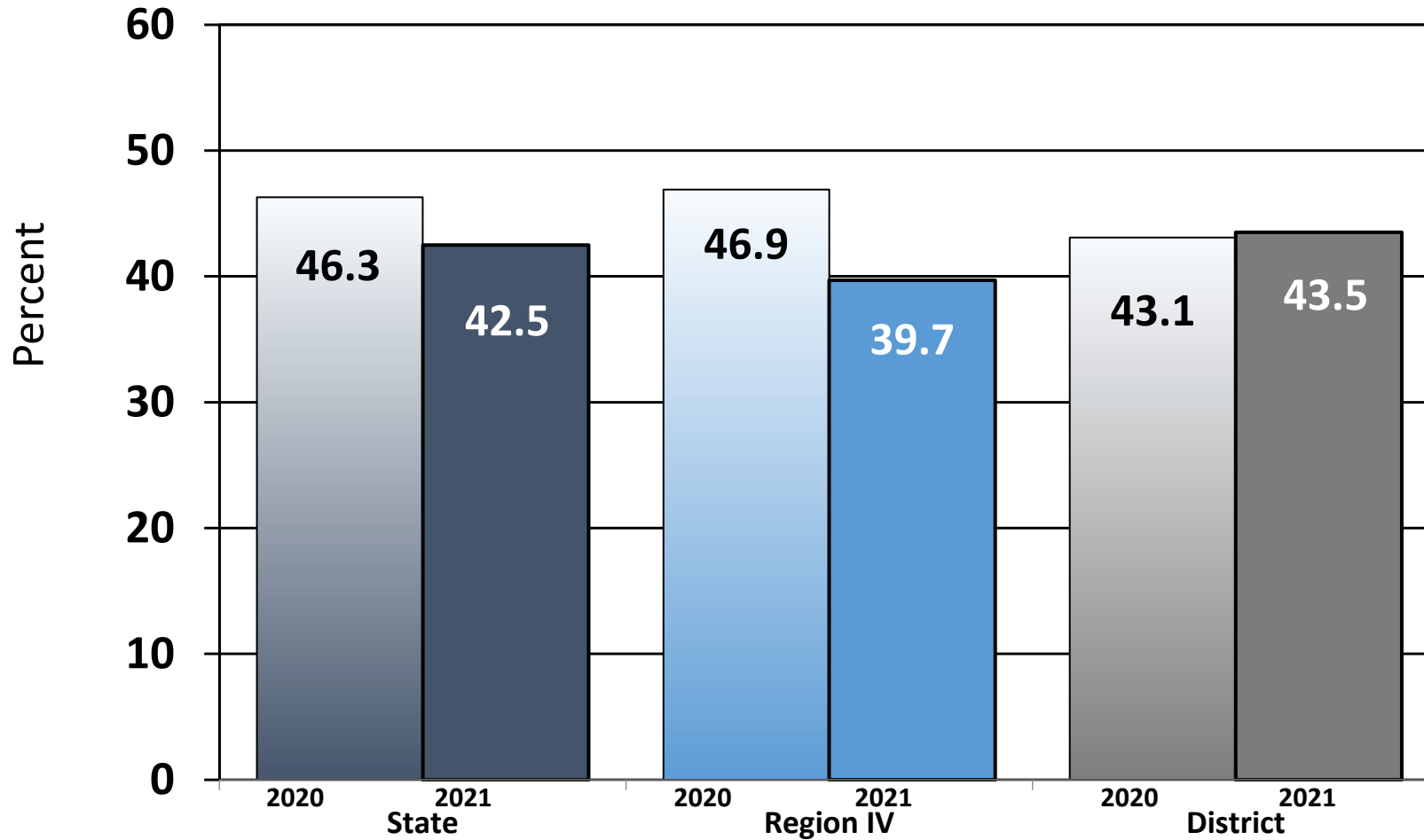


Advanced Placement/International Baccalaureate Percent Scoring \geq Criterion Grades 11-12



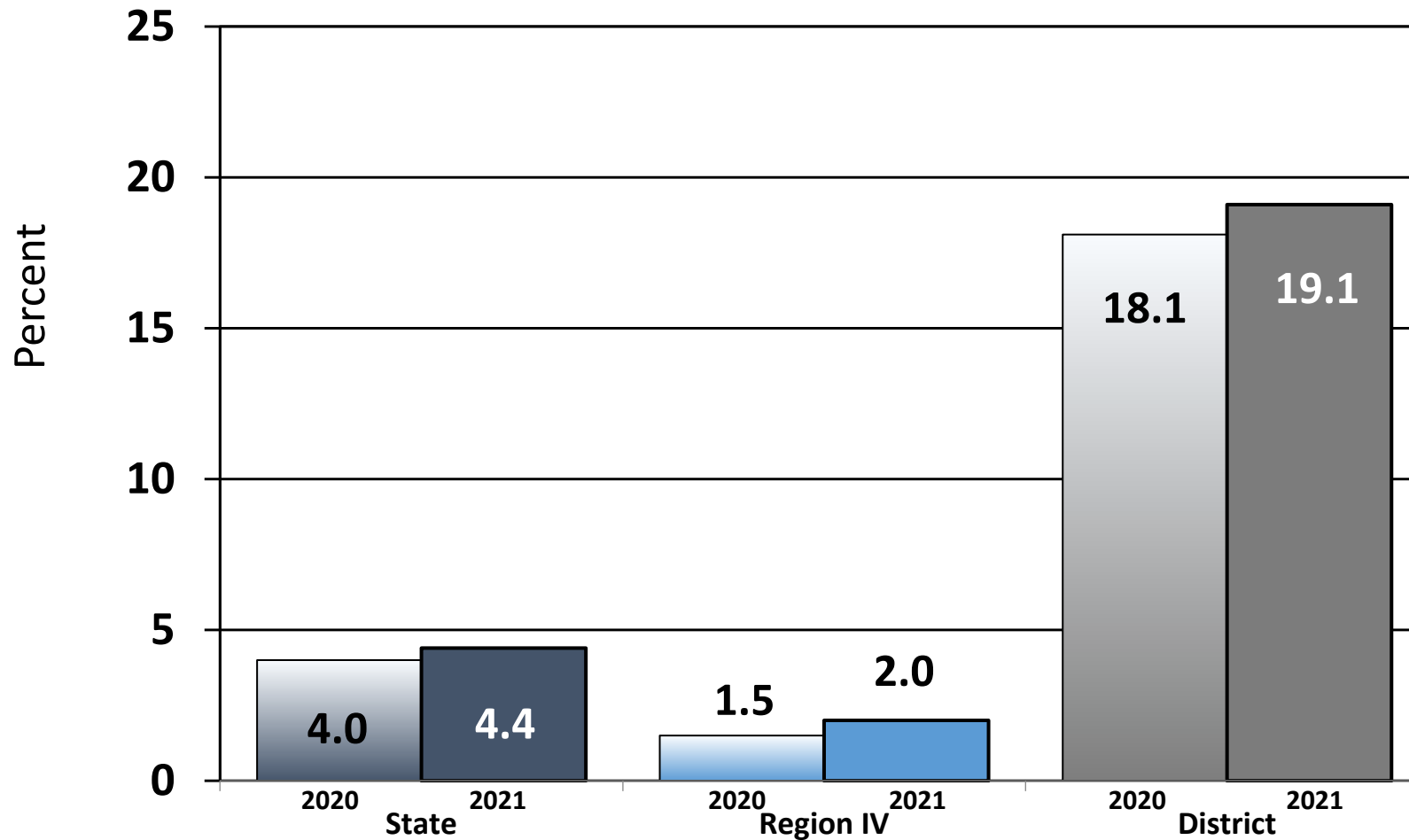
✓ District students scoring at or above the criterion levels on AP/IB exams exceeded State and Region levels again in 2021

Dual Credit Course Completion Grades 9-12



✓ District completion rates of Dual Credit courses improved and exceeded State and Region levels.

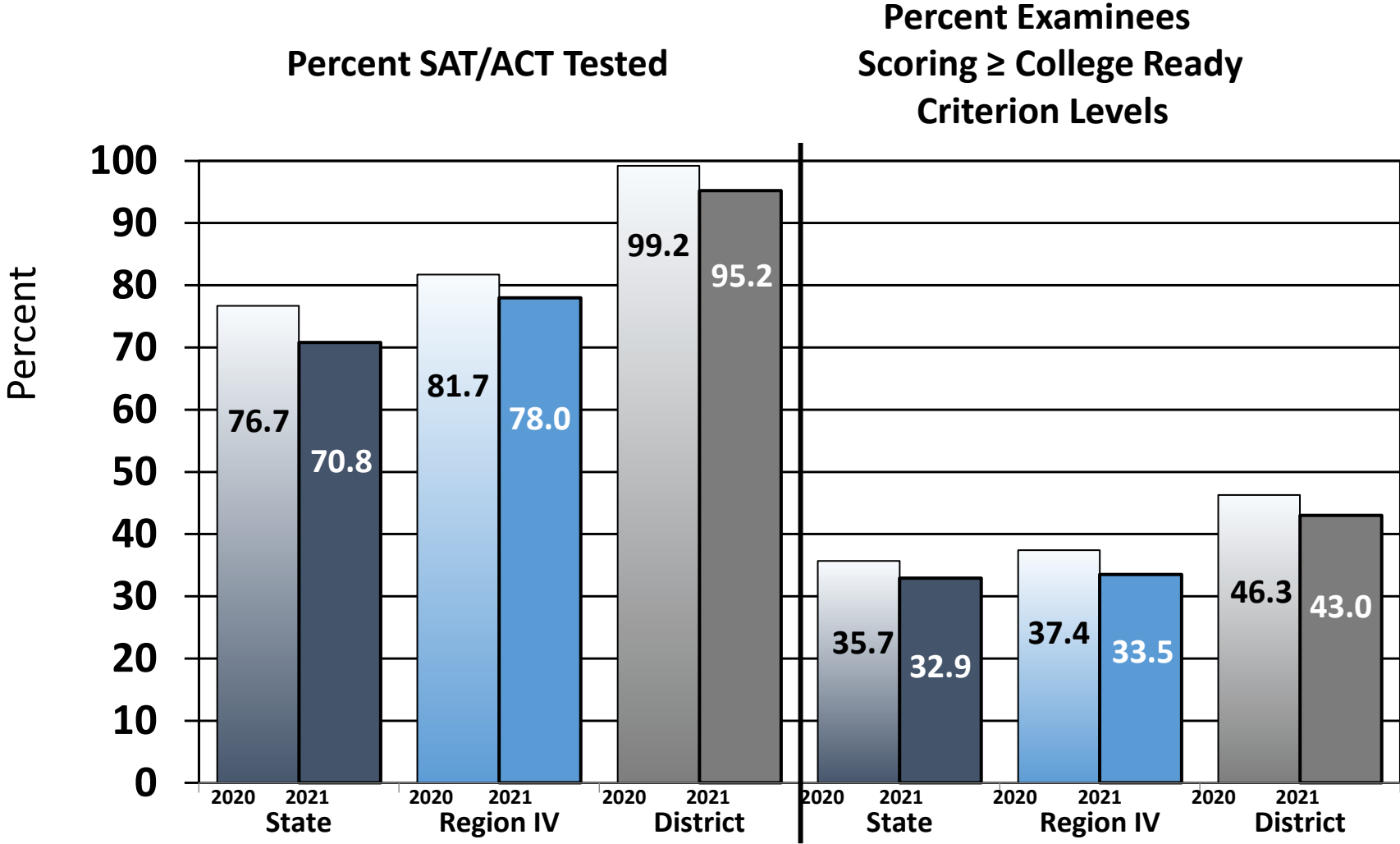
OnRamps Course Completion Class of 2020 and 2021



✓ District completion rates of OnRamps courses increased and exceeded State and Region levels.

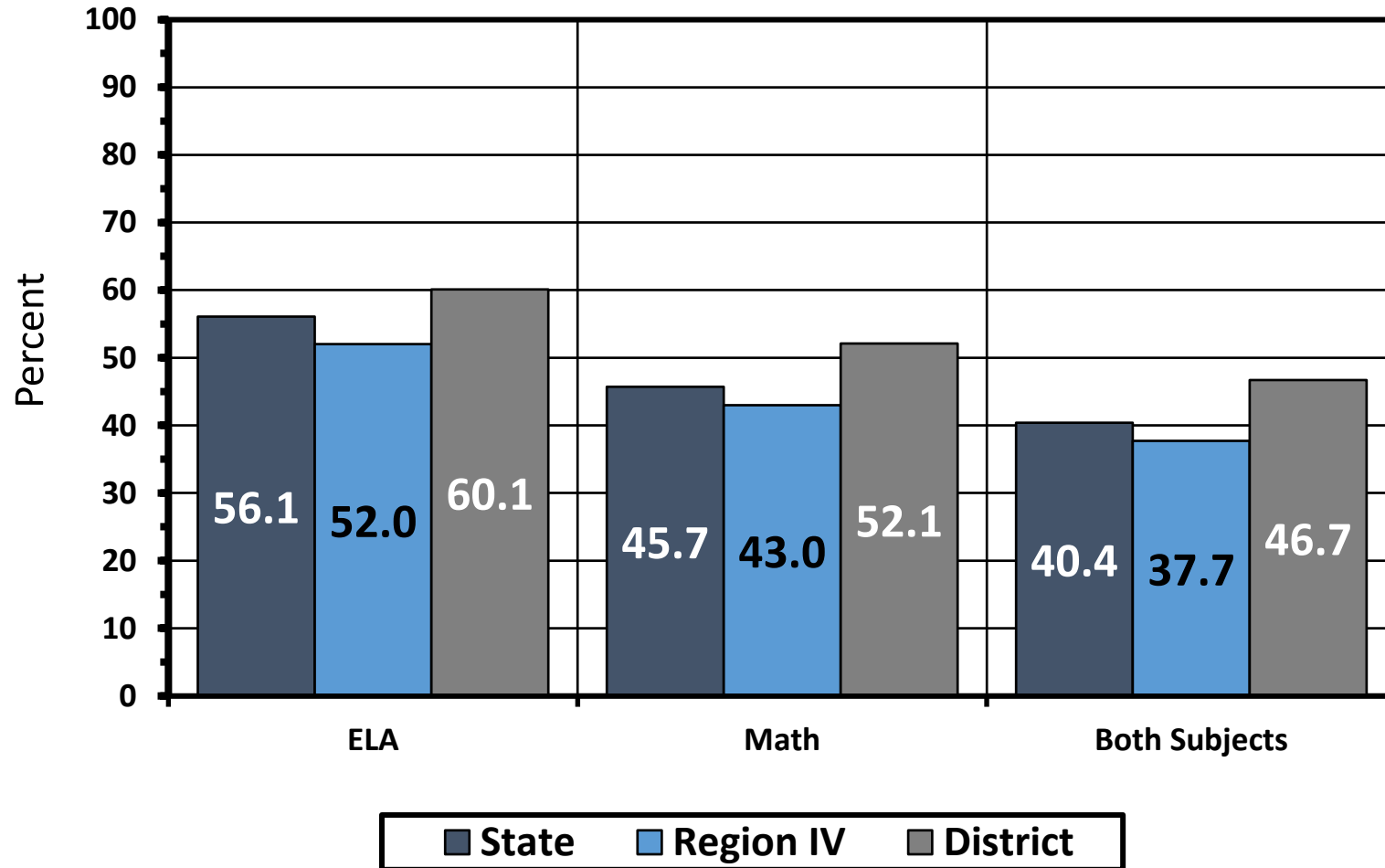
SAT/ACT Participation and Performance

Class of 2021



- ✓ District continues to exceed State and Region in SAT/ACT participation.
- ✓ Even with a greater portion of the graduating class testing, District students scoring at or above the criterion levels again exceeded State and Region levels.

Texas Success Initiative (TSI) Criteria Class of 2021



✓ District rates of Annual Graduates meeting TSI in English language arts, math, and both ELA and math exceeded State and Region levels.

Graduation and Attendance Rates



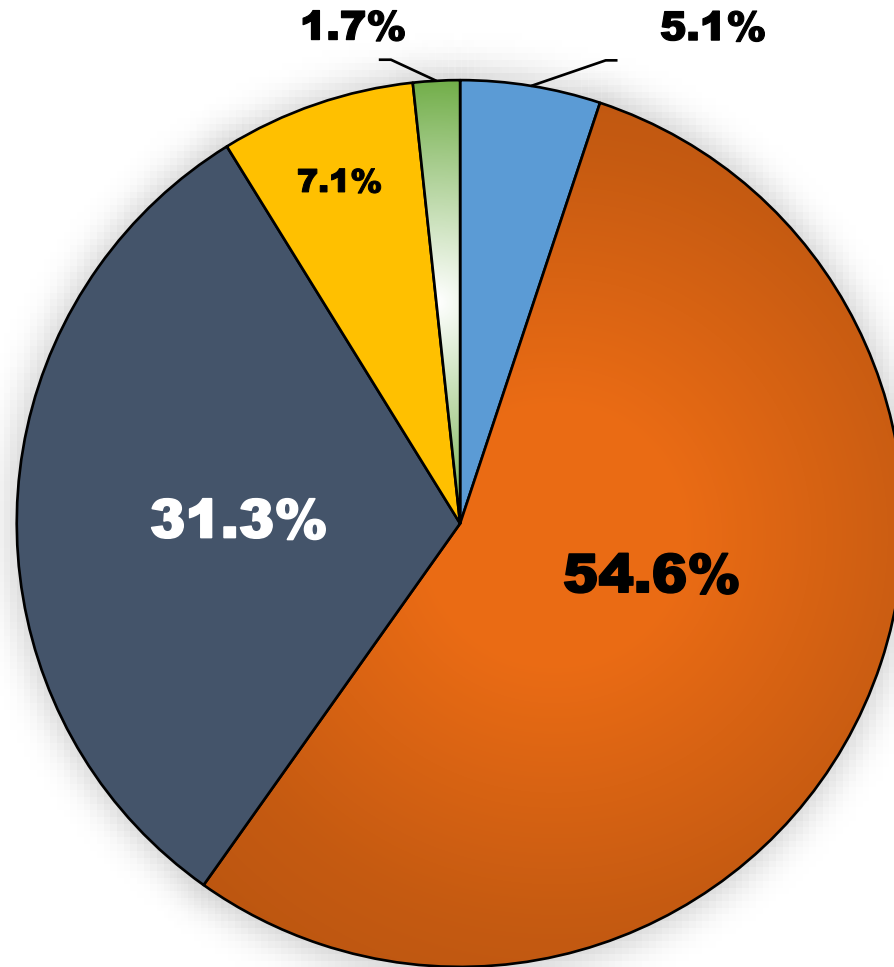
Longitudinal Graduation

- **Three Classes**
 - Class of 2021 – 4-Year Graduation Rates
 - Class of 2020 – 5-Year Graduation Rates
 - Class of 2019 – 6-Year Graduation Rates

- **Reported by**
 - Graduates
 - TxCHSE (Texas Certificate of High School Equivalency)
 - Continuers (Students enrolled beyond 4 years to meet graduation requirements)
 - Drop Outs

Graduating Class of 2021

Total Graduates – 2,367

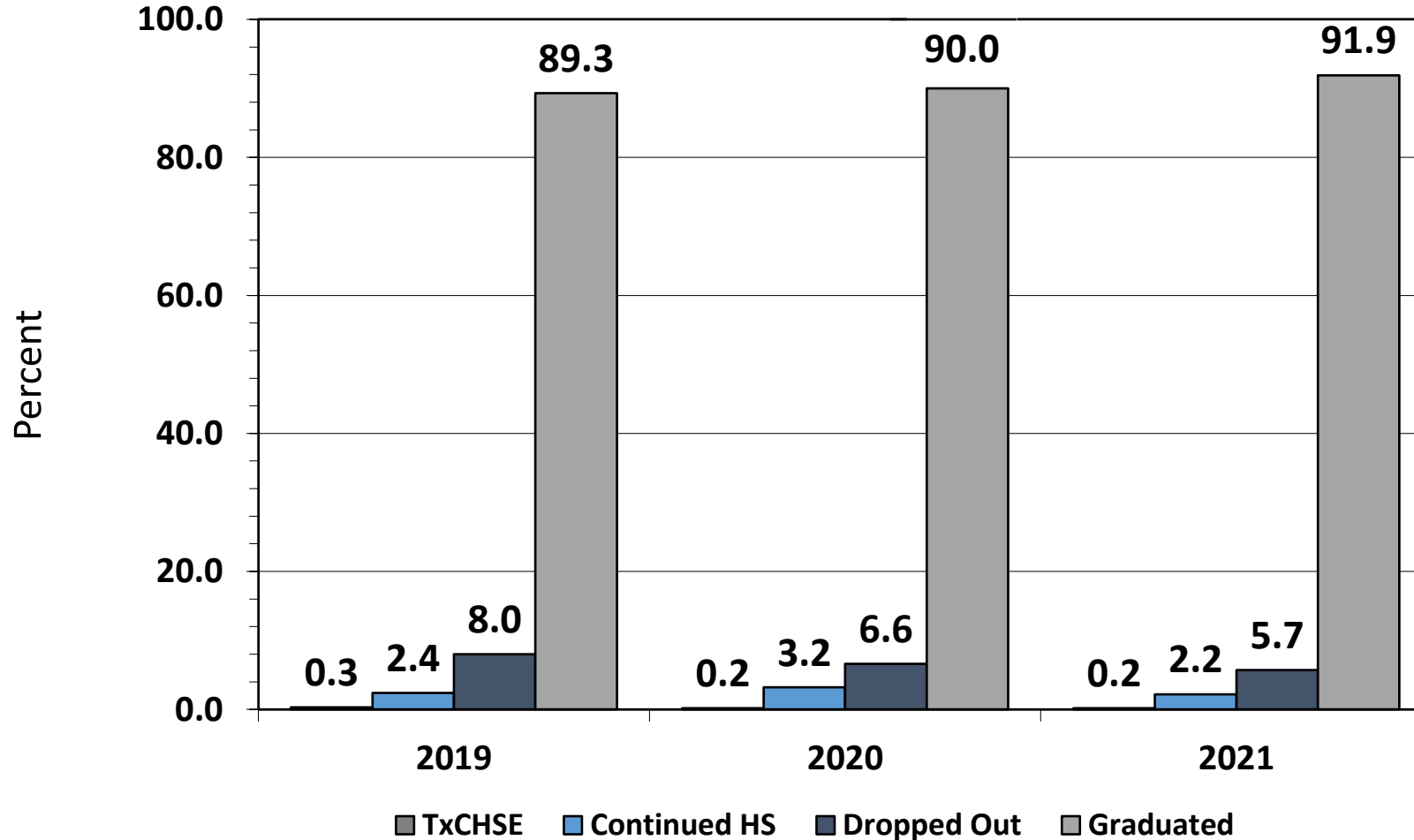


✓ Hispanic and White students comprise nearly 86% of the graduating class.

■ African Am. ■ Hispanic ■ White ■ Asian ■ Two or More

4-Year Completion/Student Status Rate

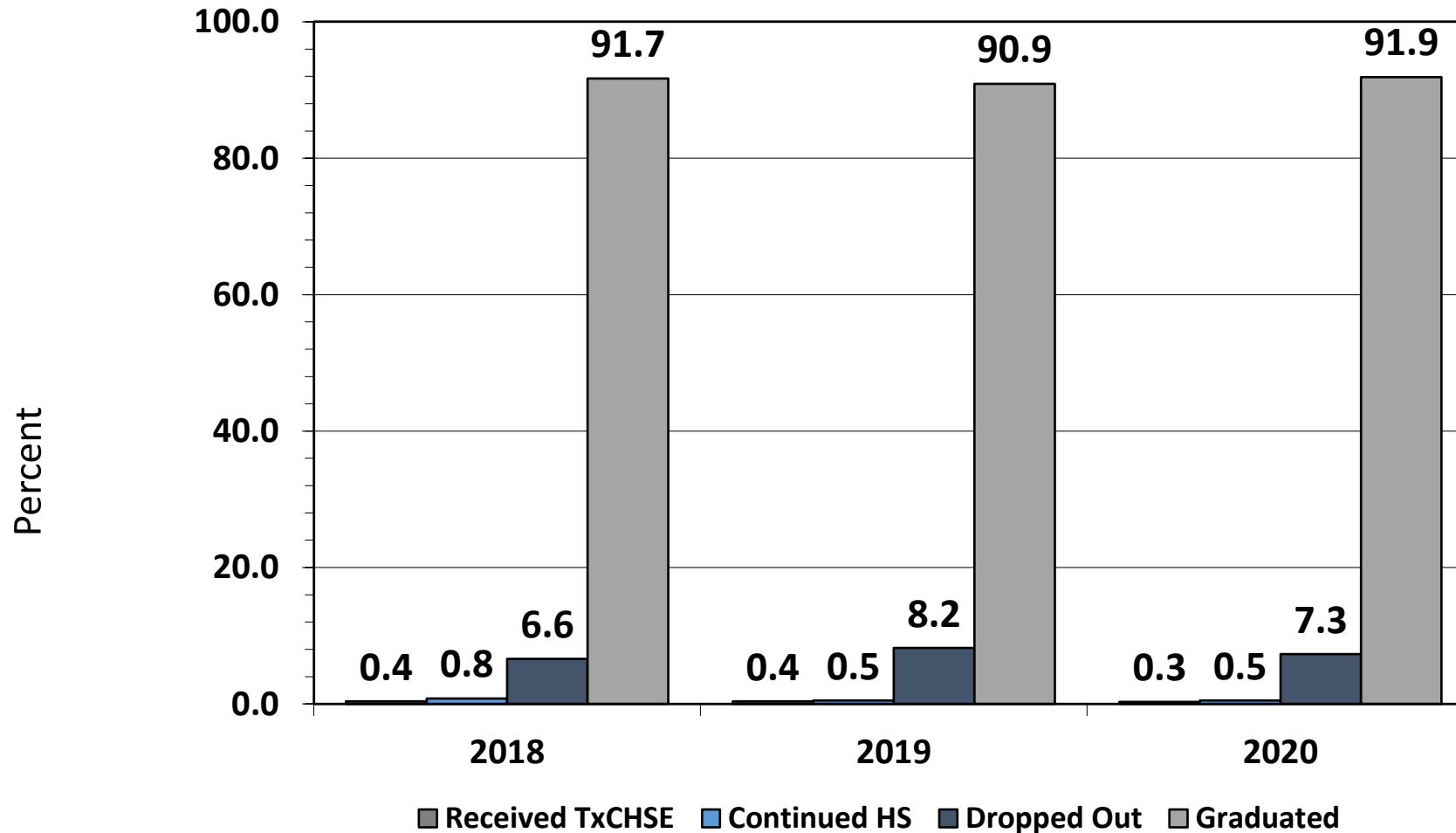
Classes of 2019, 2020, & 2021



- ✓ Graduation rate was at its highest in the last three years.
- ✓ Drop-out rate reached a three-year low.

5-Year Completion/Student Status Rate

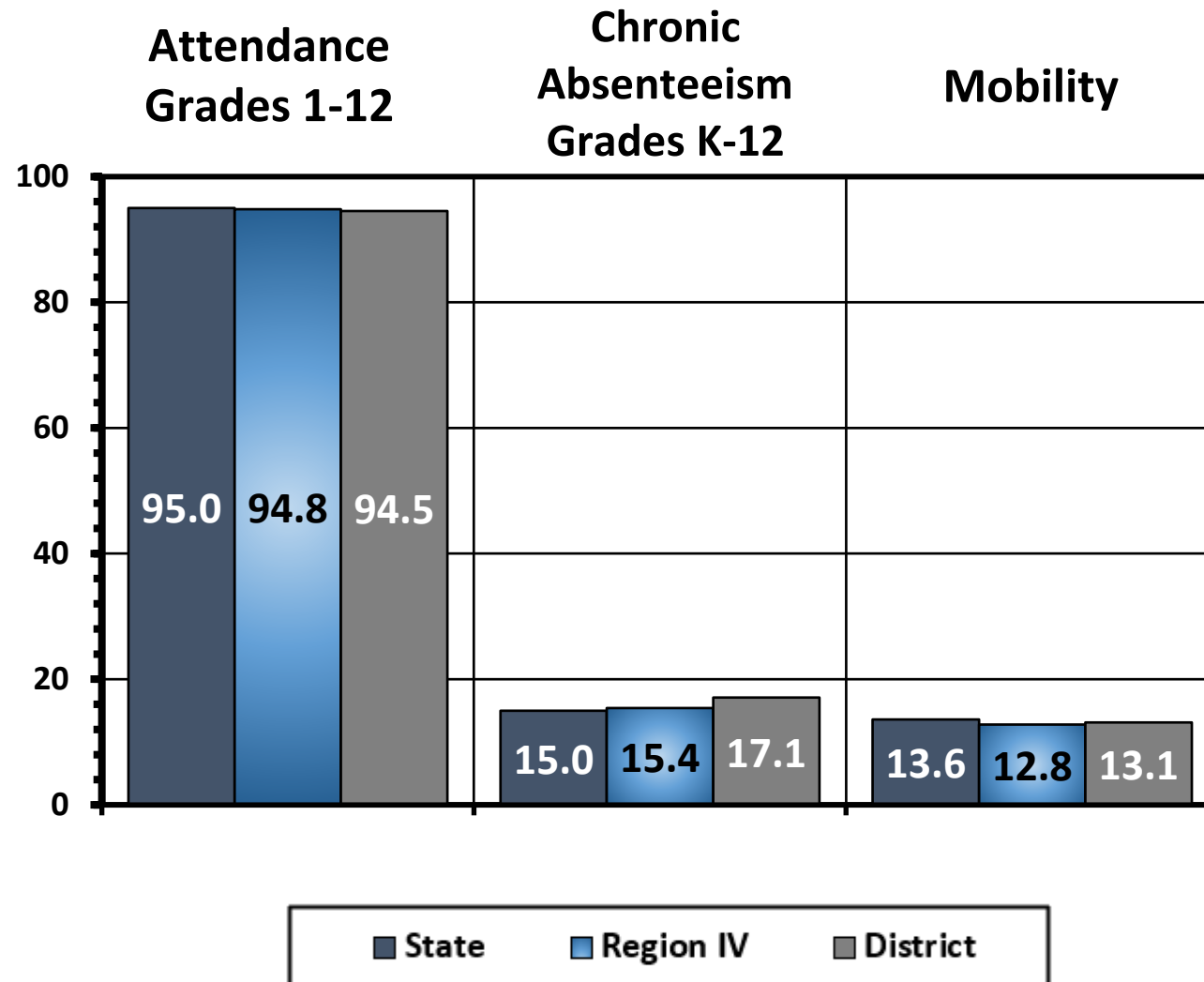
Classes of 2018, 2019, & 2020



- ✓ Graduation rate was at its highest in the last three years.
- ✓ Drop-out rate declined from the previous year.

Attendance and Chronic Absenteeism

2020-2021



- ✓ Attendance data lag by a school year.
- ✓ Chronic absenteeism includes any student in K-12 enrolled at least 10 days and absent for 10% or more days.
- ✓ Mobility represents any student enrolled for less than 83% of the school year.

For additional information, reports are available at TEA's website:



<https://tea.texas.gov/perfreport/tapr/index.html>

2021–22 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2022 Accountability Rating: The overall rating earned by the district or campus for 2022.

2022 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2022 RDA Manual: <https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf>

FFY 2022 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

2022 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.

2021–22 Texas Academic Performance Report (TAPR) Glossary

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2022/masking.html>.

STAAR Performance (2021–22)

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.

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

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.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.

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Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Bilingual Education/ESL

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

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

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),

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through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

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

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

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

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

STAAR Participation (2021–22)

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.

2021–22 Texas Academic Performance Report (TAPR) Glossary

- *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 (2021–22)

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

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2020–21 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2020–21 school year}}$$

(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:

2021–22 Texas Academic Performance Report (TAPR) Glossary

total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2020–21 school year

total number of K–12 students enrolled for at least 10 days during the 2020–21 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
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

number of dropouts in grades 7 and 8 during the 2020–21 school year

number of students in grades 7 and 8 in attendance at any time during the 2020–21 school year

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

number of dropouts in grades 9–12 during the 2020–21 school year

number of students in grades 9–12 in attendance at any time during the 2020–21 school year

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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, 2020–21](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2022 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 2017–18. They are followed through their expected graduation with the Class of 2021.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

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 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. 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:

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4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2021 for the 2021 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2021**

number of students in the 2021 cohort*

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

number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2021 cohort*

- (3) *Continued High School*: The percentage of the 2021 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 2021–22 school year

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 2021–22 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2021–22 school
year**

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:

**number of students from the 2021 cohort who received a high school diploma by August 31,
2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021**

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:

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$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year} \end{array}}{\text{number of students in the 2021 cohort*}}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021}}{\text{number of students in the 2020 cohort*}}$$

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2021}}{\text{number of students in the 2020 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2021–22 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\text{number of students in the 2020 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\text{number of students in the 2020 cohort*}}$$

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- (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, 2021
plus
number of students from the cohort who received a TxCHSE by August 31, 2021

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, 2021
plus
number of students from the cohort who received a TxCHSE by August 31, 2021
plus
number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2020 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2019 cohort*

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2019 cohort*

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2021–22 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2019 cohort*

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- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the **2021–22** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\text{number of students in the 2019 cohort}^*}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2021} \end{array}}{\text{number of students in the 2019 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year} \end{array}}{\text{number of students in the 2019 cohort}^*}$$

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

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

Additional Information about Federal Graduation Rates

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

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- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed through 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, 2021

number of students in the 2021 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed for five years to see if they graduated within a year 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, 2021

number of students in the 2020 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2019. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2019 cohort**

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

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

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2020–21](#) (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021) 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 2021 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2021 with reported graduation plans

(excludes graduates with FHSP degree 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 2021 who complete a 4-year FHSP-E

number of graduates in the Class of 2021 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 2021 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2021 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 2021 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2021 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2020-21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with
FHSP degree plans)**

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FHSP-E Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2020–21 who earn an FHSP-E

number of graduates in SY 2020–21 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2020–21) 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 2020–21 who earn an FHSP-DLA

number of graduates in SY 2020–21 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

**number of graduates in SY 2020–21 reported with graduation codes for RHSP or DAP
or FHSP-E or FHSP-DLA**

number of graduates in SY 2020–21 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 2021. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2021–22)

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 2020–21 are also shown:

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

(Data source: PEIMS 40203)

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Special Education: The population of students served by special education programs. *(Data source: PEIMS 41163)*

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

number of students in the 2020–21 school year eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students 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 students 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 students in the 2020–21 school year considered as at risk

total number of students

College, Career, or Military* Readiness (CCMR) (2021–22)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading 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, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. *(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)*

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- 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 industry-based certification under 19 TAC §74.1003. *(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 graduates under an advanced degree plan and is identified as a current special education student *(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)*
- 10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(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 2020 and 2021 annual graduates is included for indicators displaying military readiness.*

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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:

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

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

The percentages are calculated as follows:

English Language Arts.

number of 2020-21 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 2020-21 annual graduates

Mathematics.

number of 2020-21 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 2020-21 annual graduates

Both Subjects.

number of 2020-21 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 2020-21 annual graduates

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Any Subject.

number of 2020-21 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 2020-21 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 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2020-21 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 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2020-21 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 2020-21 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 2020-21 annual graduates

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

number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2020-21 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 [2022 Accountability Manual](#). (*Data source: PEIMS 48011*)

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number of 2020-21 annual graduates who earned an approved industry-based certification

number of 2020-21 annual graduates

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

number of 2020-21 annual graduates who earned a level I or level II certificate

number of 2020-21 annual graduates

Graduate 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 [2022 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2020-21 annual graduates

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

number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2020-21 annual graduates

CCMR-related Indicators (2021–22)

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.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2020-21 annual graduates

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

English Language Arts.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2020-21 annual graduates

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

All Subjects

number of students in grades 11 & 12 in the 2020-21 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 2020-21 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 2020-21 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 2020-21 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 2020-21 school year who took at least one AP or IB examination in social studies

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total students enrolled in grades 11 & 12

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

AP/IB Results (Examinees \geq 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 2020-21 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

English Language Arts

number of 11th and 12th graders in the 2020-21 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 2020-21 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 2020-21 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 2020-21 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 \geq 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)

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All Subjects

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

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

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

number of 2020-21 graduates who took either the SAT or the ACT

number of 2020-21 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 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2020-21 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2020-21 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 2020-21 graduates who took the SAT

number of 2020-21 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 2020-21 graduates who took the
SAT

number of 2020-21 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 2020-21 graduates who took the SAT

number of 2020-21 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

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

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

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2020-21}}$$

English Language Arts

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number of students in grades 9–12 in 2020-21 who received credit for at least
one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2020-21

Mathematics

number of students in grades 9–12 in 2020-21 who received credit for at least
one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2020-21

Science

number of students in grades 9–12 in 2020-21 who received credit for at least
one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2020-21

Social Studies

number of students in grades 9–12 in 2020-21 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2020-21

(Data source: PEIMS 43415)

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: PEIMS 40100, 40203, and 42400)*

number of in 2020-21 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of in 2020-21 annual graduates

Students who completed CTE coherent sequence courses are included when comparing 2019-20 results to 2020-21. *(Data source: THECB)*

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 2019-20 school year who attended a public or independent
college or university in Texas in the following academic year

number of graduates during the 2019-20 school year

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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 (2021–22)

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

Enrollment: Students reported as enrolled as of the last Friday in October (October 29, 2021).

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 and staff 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)

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

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2021–22, 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;

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(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

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

(Data source: PEIMS 40100)

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

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

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

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

number of students in the 2021–22 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 bilingual/ESL education, gifted and talented education, or special education. The

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percentages do not total to 100 because students may participate in more than one of these programs.
(Data source: 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)

- 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 2020–21

number of students who were in membership at any time during the
2020–21 school year

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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 Rates: The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. 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 they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2020} - \text{number of students who returned in fall 2021}}{\text{number of students enrolled in fall 2020}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2021 in the same grade in which they were reported for the last six-week period of the prior school year (2020–21).

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

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, 2020–21](#), available from TEA. (*Data source: PEIMS 40110*)

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

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2020–21 the end of the school-start window was September 25, 2021)

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number of underreported students

number of students in grades 7–12 who were served in the district in the 2020–21 school year

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2021–22)

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

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

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

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

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Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

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

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

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

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2020–21 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 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

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

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

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

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

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

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Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 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

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
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

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)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN

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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

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

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III

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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

I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HIGH 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
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENGINEERING DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED

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A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTRICITY & MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRONMENTAL SYSTEMS & SOCIETY STANDARD LEVEL
I3030001	IB DESIGN TECHNOLOGY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGLISH LANGUAGE
I3302300	IB SOC & CULTURAL ANTHROLOGY STANDARD LEVEL
I3302400	IB SOC & CULTURAL ANTHROLOGY HIGHER LEVEL
I3302500	IB GLOBAL POLITICS STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LEVEL
N1290325	IB BUSINESS & MANAGEMENT STANDARD LEVEL
N1290326	IB BUSINESS & MANAGEMENT HIGHER LEVEL
03310301	ECONOMICS ADVANCED STUDIES (1ST)
03380001	SOCIAL STUDIES ADVANCED STUDIES (1ST TIME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WORLD GEOGRAPHY)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HISTORY AFRICA & MIDDLE EAST HIGHER LEVEL
I3301300	IB HISTORY OF AMERICAS HIGHER LEVEL
I3301400	IB HISTORY ASIA & OCEANIA HIGHER LEVEL
I3301500	IB HISTORY 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

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I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

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
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

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03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
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

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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
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

2021–22 Texas Academic Performance Report

(TAPR) Glossary

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

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

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Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006.....	Audiologist
007.....	Corrective Therapist
008.....	Counselor
011	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant

2021–22 Texas Academic Performance Report (TAPR) Glossary

065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist

TEACHERS

087.....	Teacher
047.....	Substitute Teacher

EDUCATIONAL AIDES

033.....	Educational Aide
036.....	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

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

2021-22 Texas Academic Performance Report (TAPR)

District Name: SPRING BRANCH ISD

District Number: 101920

2022 Accountability Rating: B

2022 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	76%	77%	71%	68%	91%	100%	94%	-	93%	51%	81%	79%	72%	67%	67%
	2021	67%	68%	71%	62%	60%	92%	50%	91%	-	83%	40%	55%	73%	66%	56%	57%
At Meets Grade Level or Above	2022	51%	52%	55%	41%	40%	79%	80%	82%	-	78%	29%	56%	56%	50%	38%	38%
	2021	39%	39%	43%	27%	27%	70%	17%	72%	-	62%	23%	21%	44%	39%	22%	24%
At Masters Grade Level	2022	30%	31%	35%	22%	20%	57%	80%	66%	-	57%	13%	35%	36%	30%	18%	19%
	2021	19%	20%	23%	10%	11%	45%	0%	42%	-	48%	8%	6%	24%	20%	8%	9%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	71%	75%	60%	67%	91%	100%	93%	-	93%	44%	81%	77%	68%	64%	68%
	2021	62%	62%	69%	49%	58%	91%	33%	92%	-	83%	46%	67%	71%	63%	54%	57%
At Meets Grade Level or Above	2022	43%	44%	52%	31%	39%	75%	80%	82%	-	81%	28%	49%	54%	46%	36%	39%
	2021	31%	31%	43%	20%	28%	70%	0%	81%	-	62%	24%	39%	44%	39%	24%	27%
At Masters Grade Level	2022	21%	22%	29%	11%	16%	47%	40%	66%	-	61%	12%	22%	30%	25%	14%	17%
	2021	14%	15%	22%	6%	10%	43%	0%	53%	-	42%	7%	15%	23%	20%	7%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	77%	80%	70%	71%	94%	20%	95%	-	91%	46%	85%	82%	72%	69%	68%
	2021	63%	63%	66%	54%	55%	88%	56%	90%	-	87%	36%	58%	68%	61%	51%	52%
At Meets Grade Level or Above	2022	54%	55%	59%	47%	46%	81%	20%	89%	-	75%	29%	64%	62%	52%	42%	42%
	2021	36%	37%	41%	23%	26%	68%	44%	68%	-	69%	19%	40%	42%	37%	22%	24%
At Masters Grade Level	2022	28%	30%	34%	20%	21%	53%	0%	61%	-	54%	8%	44%	35%	29%	18%	20%
	2021	17%	18%	20%	8%	10%	37%	11%	47%	-	35%	5%	16%	21%	16%	7%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	70%	76%	59%	67%	92%	40%	97%	-	82%	41%	88%	79%	69%	64%	66%
	2021	59%	60%	68%	43%	57%	90%	44%	96%	-	84%	38%	79%	71%	57%	53%	57%
At Meets Grade Level or Above	2022	43%	44%	52%	28%	38%	75%	0%	84%	-	70%	24%	54%	55%	44%	34%	37%
	2021	36%	37%	48%	22%	34%	76%	22%	90%	-	60%	24%	48%	52%	36%	29%	33%
At Masters Grade Level	2022	23%	24%	31%	10%	17%	52%	0%	68%	-	47%	10%	32%	32%	27%	13%	16%
	2021	21%	22%	33%	13%	20%	58%	22%	76%	-	51%	10%	29%	36%	25%	15%	19%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	School Year	State	Region 04	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	2022	81%	81%	82%	65%	75%	95%	78%	98%	-	96%	50%	91%	84%	75%	72%	73%
	2021	73%	73%	75%	62%	65%	93%	*	93%	*	80%	34%	74%	77%	70%	63%	65%
At Meets Grade Level or Above	2022	58%	58%	62%	40%	50%	84%	33%	90%	-	80%	28%	68%	64%	56%	46%	47%
	2021	46%	47%	52%	41%	36%	79%	*	83%	*	68%	21%	46%	54%	47%	34%	36%
At Masters Grade Level	2022	36%	38%	41%	23%	29%	64%	22%	72%	-	61%	10%	43%	43%	37%	24%	27%
	2021	30%	31%	36%	23%	20%	64%	*	65%	*	53%	8%	37%	39%	30%	18%	20%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	76%	80%	59%	73%	95%	63%	100%	-	92%	45%	89%	82%	74%	70%	74%
	2021	70%	70%	77%	56%	68%	94%	*	97%	*	83%	42%	77%	79%	70%	65%	68%
At Meets Grade Level or Above	2022	48%	49%	56%	31%	43%	81%	38%	93%	-	77%	25%	69%	59%	49%	40%	45%
	2021	44%	45%	55%	31%	40%	82%	*	89%	*	67%	25%	60%	57%	47%	36%	41%
At Masters Grade Level	2022	25%	26%	32%	11%	20%	54%	0%	72%	-	45%	8%	39%	34%	26%	16%	21%
	2021	25%	26%	36%	17%	21%	63%	*	77%	*	47%	11%	37%	38%	30%	18%	23%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	66%	68%	44%	59%	87%	33%	93%	-	86%	36%	70%	71%	61%	55%	57%
	2021	62%	62%	66%	52%	53%	89%	*	89%	*	77%	32%	71%	69%	57%	50%	52%
At Meets Grade Level or Above	2022	38%	39%	42%	17%	30%	63%	22%	79%	-	59%	20%	42%	44%	35%	25%	28%
	2021	31%	32%	38%	22%	22%	66%	*	75%	*	52%	18%	37%	41%	31%	19%	22%
At Masters Grade Level	2022	18%	19%	22%	6%	13%	39%	11%	53%	-	34%	5%	25%	23%	19%	10%	13%
	2021	13%	14%	19%	8%	7%	37%	*	48%	*	29%	6%	20%	20%	14%	5%	8%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	70%	70%	55%	57%	91%	*	93%	*	85%	29%	78%	72%	62%	54%	54%
	2021	62%	64%	62%	52%	48%	86%	43%	83%	-	92%	23%	76%	63%	57%	44%	44%
At Meets Grade Level or Above	2022	43%	44%	47%	31%	30%	74%	*	79%	*	69%	17%	33%	49%	40%	27%	27%
	2021	32%	34%	36%	26%	23%	61%	14%	61%	-	67%	14%	48%	38%	32%	18%	19%
At Masters Grade Level	2022	23%	24%	27%	8%	13%	48%	*	61%	*	42%	6%	22%	29%	21%	11%	12%
	2021	15%	16%	19%	8%	9%	37%	14%	39%	-	36%	4%	24%	20%	15%	6%	8%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	73%	79%	68%	70%	95%	*	98%	*	89%	50%	89%	81%	73%	68%	68%
	2021	68%	68%	70%	49%	59%	91%	57%	94%	-	89%	39%	86%	72%	64%	56%	58%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	School Year	State	Region 04	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	2022	39%	40%	49%	25%	31%	80%	*	89%	*	69%	19%	48%	51%	41%	28%	30%
	2021	36%	37%	46%	20%	29%	76%	29%	83%	-	73%	22%	62%	47%	41%	25%	29%
At Masters Grade Level	2022	16%	18%	25%	4%	11%	49%	*	67%	*	39%	5%	26%	27%	21%	9%	11%
	2021	15%	17%	24%	11%	10%	47%	14%	58%	-	46%	6%	33%	25%	22%	7%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	81%	77%	68%	68%	96%	67%	92%	-	92%	44%	84%	80%	70%	66%	63%
	2021	69%	71%	71%	58%	60%	92%	*	93%	*	79%	32%	81%	74%	61%	57%	57%
At Meets Grade Level or Above	2022	56%	58%	59%	41%	43%	88%	33%	84%	-	88%	26%	64%	61%	52%	40%	37%
	2021	45%	47%	51%	36%	36%	77%	*	75%	*	68%	20%	58%	53%	42%	32%	33%
At Masters Grade Level	2022	37%	39%	43%	26%	27%	71%	33%	70%	-	75%	10%	56%	44%	40%	24%	22%
	2021	25%	27%	30%	21%	18%	51%	*	56%	*	40%	8%	23%	32%	23%	17%	16%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	63%	70%	50%	58%	93%	83%	96%	-	85%	47%	76%	72%	63%	56%	56%
	2021	55%	57%	65%	41%	52%	93%	*	95%	*	74%	29%	83%	69%	53%	48%	52%
At Meets Grade Level or Above	2022	31%	34%	48%	19%	30%	81%	33%	86%	-	76%	23%	60%	50%	42%	28%	29%
	2021	27%	29%	43%	14%	26%	75%	*	81%	*	58%	18%	62%	47%	31%	21%	25%
At Masters Grade Level	2022	13%	15%	29%	9%	14%	53%	17%	68%	-	55%	7%	38%	31%	24%	12%	14%
	2021	12%	13%	24%	6%	10%	47%	*	61%	*	35%	5%	31%	25%	17%	8%	11%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	84%	82%	73%	75%	95%	*	96%	*	94%	39%	85%	84%	74%	73%	70%
	2021	73%	74%	74%	62%	66%	89%	17%	96%	-	90%	37%	85%	77%	63%	63%	60%
At Meets Grade Level or Above	2022	58%	60%	61%	43%	49%	81%	*	87%	*	76%	21%	48%	64%	52%	47%	42%
	2021	46%	48%	48%	31%	37%	67%	17%	83%	-	61%	19%	53%	51%	40%	34%	33%
At Masters Grade Level	2022	37%	40%	41%	28%	28%	62%	*	72%	*	61%	8%	33%	43%	34%	26%	23%
	2021	21%	22%	23%	9%	15%	36%	0%	49%	-	34%	6%	29%	24%	18%	12%	12%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	69%	52%	63%	88%	*	98%	*	68%	35%	85%	71%	63%	61%	61%
	2021	62%	62%	56%	47%	47%	81%	0%	97%	-	82%	28%	64%	58%	50%	45%	47%
At Meets Grade Level or Above	2022	40%	41%	38%	17%	29%	63%	*	89%	*	52%	19%	45%	41%	29%	27%	27%
	2021	36%	37%	30%	20%	21%	54%	0%	92%	-	58%	15%	41%	33%	23%	19%	20%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	School Year	State	Region 04	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	2022	14%	15%	14%	5%	6%	31%	*	66%	*	26%	5%	25%	17%	8%	6%	7%
	2021	11%	11%	10%	2%	4%	19%	0%	65%	-	30%	6%	18%	11%	6%	3%	4%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	76%	79%	66%	70%	94%	*	97%	*	89%	40%	88%	82%	69%	68%	64%
	2021	68%	68%	70%	54%	58%	90%	17%	98%	-	92%	33%	82%	72%	61%	55%	54%
At Meets Grade Level or Above	2022	45%	48%	52%	29%	37%	76%	*	86%	*	65%	23%	58%	55%	39%	34%	32%
	2021	43%	45%	48%	26%	33%	75%	0%	84%	-	73%	21%	61%	51%	36%	29%	29%
At Masters Grade Level	2022	24%	26%	29%	12%	16%	50%	*	66%	*	48%	8%	36%	33%	19%	14%	13%
	2021	24%	25%	29%	12%	15%	51%	0%	65%	-	60%	9%	33%	31%	21%	12%	12%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	61%	68%	62%	53%	91%	*	93%	*	86%	31%	79%	70%	58%	51%	46%
	2021	57%	58%	60%	46%	45%	88%	17%	91%	-	81%	28%	74%	62%	55%	42%	40%
At Meets Grade Level or Above	2022	31%	32%	40%	23%	23%	67%	*	75%	*	64%	20%	55%	43%	31%	21%	18%
	2021	28%	29%	33%	18%	18%	60%	0%	68%	-	60%	18%	50%	34%	29%	15%	14%
At Masters Grade Level	2022	18%	20%	27%	12%	11%	49%	*	61%	*	50%	7%	42%	29%	19%	10%	7%
	2021	14%	15%	17%	6%	6%	36%	0%	46%	-	29%	8%	26%	18%	16%	5%	4%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	65%	62%	56%	51%	89%	30%	91%	*	84%	28%	70%	65%	53%	50%	42%
	2021	67%	67%	68%	57%	56%	92%	*	97%	-	88%	33%	69%	70%	60%	54%	44%
At Meets Grade Level or Above	2022	47%	48%	46%	32%	33%	80%	10%	85%	*	77%	17%	45%	50%	36%	31%	23%
	2021	50%	51%	53%	34%	39%	84%	*	91%	-	71%	17%	62%	55%	47%	36%	27%
At Masters Grade Level	2022	11%	12%	12%	4%	5%	28%	0%	43%	*	29%	4%	13%	14%	9%	4%	2%
	2021	12%	14%	18%	6%	7%	37%	*	51%	-	32%	4%	14%	18%	15%	5%	3%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	72%	70%	67%	60%	92%	86%	92%	*	86%	33%	76%	74%	60%	59%	41%
	2021	71%	71%	71%	60%	59%	92%	60%	92%	*	85%	35%	53%	73%	63%	57%	39%
At Meets Grade Level or Above	2022	55%	56%	57%	47%	43%	86%	43%	87%	*	80%	21%	53%	60%	45%	42%	21%
	2021	57%	58%	58%	50%	43%	86%	60%	88%	*	76%	24%	37%	61%	49%	40%	23%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	School Year	State	Region 04	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	2022	9%	10%	13%	6%	5%	28%	0%	38%	*	30%	4%	3%	14%	9%	4%	1%
	2021	11%	12%	16%	10%	6%	30%	20%	49%	*	37%	6%	5%	17%	12%	5%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	76%	81%	67%	76%	91%	50%	97%	*	95%	45%	84%	83%	75%	74%	73%
	2021	73%	74%	85%	70%	81%	94%	*	97%	-	89%	57%	86%	86%	84%	80%	80%
At Meets Grade Level or Above	2022	43%	45%	53%	31%	42%	74%	20%	88%	*	77%	24%	58%	56%	44%	39%	40%
	2021	41%	44%	55%	29%	46%	73%	*	85%	-	61%	28%	54%	56%	50%	45%	45%
At Masters Grade Level	2022	27%	30%	36%	16%	24%	56%	20%	79%	*	60%	7%	38%	38%	27%	20%	22%
	2021	23%	26%	32%	9%	21%	53%	*	68%	-	46%	7%	25%	34%	27%	20%	20%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	83%	86%	75%	81%	97%	63%	97%	-	96%	66%	89%	88%	78%	81%	75%
	2021	82%	82%	87%	77%	82%	96%	*	97%	-	90%	57%	89%	87%	84%	80%	75%
At Meets Grade Level or Above	2022	55%	56%	63%	46%	51%	86%	13%	93%	-	85%	34%	66%	66%	52%	50%	42%
	2021	55%	57%	66%	51%	54%	88%	*	89%	-	79%	31%	74%	68%	59%	51%	42%
At Masters Grade Level	2022	21%	24%	30%	12%	19%	50%	13%	75%	-	49%	9%	24%	33%	21%	18%	13%
	2021	22%	26%	32%	6%	21%	49%	*	67%	-	50%	9%	22%	34%	25%	20%	14%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	89%	89%	79%	85%	98%	100%	98%	*	95%	62%	95%	91%	83%	85%	74%
	2021	88%	89%	91%	83%	86%	98%	83%	98%	*	100%	59%	100%	92%	87%	86%	75%
At Meets Grade Level or Above	2022	68%	69%	74%	58%	64%	92%	29%	92%	*	89%	40%	68%	77%	63%	63%	44%
	2021	69%	70%	76%	55%	66%	94%	33%	92%	*	96%	41%	82%	77%	74%	65%	45%
At Masters Grade Level	2022	42%	44%	50%	33%	37%	73%	14%	79%	*	71%	17%	53%	53%	40%	36%	19%
	2021	43%	45%	53%	25%	39%	75%	33%	80%	*	76%	17%	53%	53%	52%	37%	21%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	94%	93%	100%	88%	100%	*	98%	-	95%	*	-	93%	96%	88%	67%
	2021	95%	96%	97%	89%	93%	100%	-	99%	-	100%	*	*	97%	97%	93%	88%
At Meets Grade Level or Above	2022	64%	70%	64%	33%	44%	92%	*	92%	-	84%	*	-	65%	48%	43%	24%
	2021	69%	75%	73%	50%	46%	93%	-	94%	-	100%	*	*	73%	73%	47%	30%

Texas Education Agency
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SPRING BRANCH ISD (101920) - HARRIS COUNTY

	School Year	State	Region 04	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	2022	13%	17%	21%	0%	5%	31%	*	70%	-	53%	*	-	22%	12%	4%	0%
	2021	14%	18%	23%	0%	2%	34%	-	56%	-	45%	*	*	23%	20%	3%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	74%	76%	63%	67%	93%	63%	95%	81%	89%	43%	83%	79%	68%	65%	62%
	2021	67%	68%	71%	56%	60%	91%	40%	93%	86%	85%	36%	74%	73%	63%	57%	55%
At Meets Grade Level or Above	2022	48%	49%	54%	34%	40%	79%	30%	86%	69%	75%	24%	55%	56%	45%	37%	34%
	2021	41%	43%	48%	29%	34%	75%	19%	81%	79%	66%	21%	50%	50%	41%	30%	28%
At Masters Grade Level	2022	23%	25%	30%	13%	17%	51%	17%	65%	50%	50%	8%	32%	32%	24%	15%	15%
	2021	18%	20%	25%	10%	13%	45%	11%	56%	43%	41%	7%	24%	26%	20%	11%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	75%	74%	65%	65%	93%	60%	94%	67%	90%	41%	82%	77%	66%	63%	58%
	2021	68%	69%	70%	59%	59%	91%	45%	92%	80%	85%	34%	70%	72%	62%	56%	52%
At Meets Grade Level or Above	2022	53%	54%	55%	40%	41%	82%	33%	85%	50%	78%	24%	55%	58%	47%	39%	34%
	2021	45%	46%	48%	34%	34%	74%	31%	79%	80%	68%	20%	45%	50%	42%	30%	28%
At Masters Grade Level	2022	25%	27%	29%	16%	17%	51%	19%	60%	50%	51%	8%	33%	31%	25%	15%	15%
	2021	18%	20%	23%	12%	12%	42%	10%	50%	40%	40%	6%	20%	24%	18%	10%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	73%	77%	60%	68%	93%	67%	97%	80%	88%	44%	85%	79%	70%	66%	67%
	2021	66%	66%	73%	52%	62%	92%	36%	96%	*	84%	40%	78%	75%	64%	59%	61%
At Meets Grade Level or Above	2022	42%	44%	51%	27%	37%	77%	33%	87%	80%	74%	24%	55%	53%	43%	34%	35%
	2021	37%	39%	48%	23%	33%	75%	14%	86%	*	65%	23%	54%	51%	40%	30%	32%
At Masters Grade Level	2022	20%	22%	29%	10%	16%	50%	17%	70%	60%	50%	8%	31%	30%	23%	13%	16%
	2021	18%	19%	27%	9%	14%	48%	11%	64%	*	43%	8%	28%	28%	22%	11%	14%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	78%	63%	71%	93%	52%	96%	*	91%	46%	81%	81%	70%	69%	66%
	2021	71%	71%	74%	61%	64%	92%	20%	94%	*	86%	39%	80%	76%	67%	61%	60%
At Meets Grade Level or Above	2022	47%	49%	53%	33%	40%	76%	19%	87%	*	71%	25%	53%	56%	43%	37%	35%
	2021	44%	45%	51%	33%	36%	76%	0%	83%	*	66%	22%	56%	53%	42%	32%	31%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	School Year	State	Region 04	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	2022	21%	23%	28%	10%	16%	47%	14%	65%	*	44%	7%	27%	30%	20%	14%	13%
	2021	20%	22%	26%	9%	14%	46%	0%	60%	*	45%	8%	25%	28%	20%	12%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	79%	70%	69%	94%	82%	96%	*	91%	46%	85%	81%	70%	68%	58%
	2021	73%	74%	75%	62%	65%	93%	50%	95%	*	90%	42%	82%	77%	70%	62%	53%
At Meets Grade Level or Above	2022	50%	51%	57%	40%	44%	80%	27%	84%	*	76%	30%	60%	60%	47%	41%	29%
	2021	49%	51%	54%	34%	41%	77%	17%	81%	*	77%	28%	61%	56%	50%	38%	25%
At Masters Grade Level	2022	30%	32%	39%	22%	24%	62%	18%	70%	*	60%	12%	46%	41%	30%	22%	12%
	2021	29%	31%	35%	14%	22%	56%	17%	64%	*	51%	12%	35%	35%	33%	19%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	37%	45%	27%	29%	70%	80%	75%	-	73%	24%	44%	47%	39%	27%	29%
	2021	24%	25%	33%	17%	17%	60%	0%	67%	-	51%	19%	18%	34%	28%	13%	15%
Reading and Mathematics Including EOC	2022	36%	37%	45%	27%	29%	70%	80%	75%	-	73%	24%	44%	47%	39%	27%	29%
	2021	24%	25%	33%	17%	17%	60%	0%	67%	-	51%	19%	18%	34%	28%	13%	15%
Reading Including EOC	2022	51%	52%	55%	41%	40%	79%	80%	82%	-	78%	29%	56%	56%	50%	38%	38%
	2021	38%	39%	43%	27%	27%	70%	17%	72%	-	62%	23%	21%	44%	38%	22%	24%
Math Including EOC	2022	43%	44%	54%	31%	40%	76%	80%	84%	-	82%	29%	49%	55%	47%	36%	40%
	2021	31%	31%	43%	21%	28%	71%	0%	82%	-	61%	24%	39%	45%	39%	23%	27%
4th Graders																	
Reading and Mathematics	2022	36%	37%	45%	24%	30%	69%	0%	80%	-	65%	20%	46%	48%	37%	26%	29%
	2021	26%	27%	34%	14%	20%	63%	22%	67%	-	56%	17%	33%	37%	28%	15%	18%
Reading and Mathematics Including EOC	2022	36%	37%	45%	24%	30%	69%	0%	80%	-	65%	20%	46%	48%	37%	26%	29%
	2021	26%	27%	34%	14%	20%	63%	22%	67%	-	56%	17%	33%	37%	28%	15%	18%
Reading Including EOC	2022	54%	55%	59%	47%	46%	81%	20%	89%	-	75%	29%	64%	62%	52%	42%	42%
	2021	36%	37%	41%	23%	26%	68%	44%	68%	-	69%	19%	40%	42%	37%	22%	24%
Math Including EOC	2022	43%	44%	52%	28%	38%	74%	0%	85%	-	72%	23%	56%	55%	44%	33%	37%
	2021	36%	36%	48%	21%	34%	75%	22%	90%	-	62%	24%	48%	52%	36%	29%	33%
5th Graders																	
Reading and Mathematics	2022	41%	42%	48%	26%	33%	76%	22%	86%	-	65%	18%	55%	50%	42%	29%	33%
	2021	34%	35%	43%	28%	26%	72%	*	80%	*	56%	17%	40%	45%	36%	22%	26%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	42%	48%	26%	33%	76%	22%	86%	-	66%	18%	55%	51%	42%	29%	33%
	2021	34%	35%	43%	28%	26%	72%	*	80%	*	56%	17%	40%	45%	36%	22%	26%
Reading Including EOC	2022	58%	58%	62%	40%	50%	84%	33%	90%	-	80%	28%	68%	64%	56%	46%	47%
	2021	46%	47%	52%	41%	36%	79%	*	83%	*	68%	21%	46%	54%	47%	34%	36%
Math Including EOC	2022	48%	49%	57%	31%	43%	82%	44%	94%	-	75%	25%	68%	59%	49%	40%	45%
	2021	44%	45%	56%	32%	40%	82%	*	91%	*	68%	26%	60%	58%	47%	37%	42%
6th Graders																	
Reading and Mathematics	2022	31%	32%	39%	19%	21%	68%	*	77%	*	63%	15%	30%	41%	32%	19%	20%
	2021	24%	26%	31%	12%	17%	57%	14%	59%	-	61%	12%	43%	33%	26%	13%	15%
Reading and Mathematics Including EOC	2022	31%	32%	39%	19%	21%	68%	*	78%	*	63%	15%	30%	42%	32%	19%	20%
	2021	24%	26%	32%	12%	17%	57%	14%	60%	-	63%	12%	43%	33%	27%	13%	15%
Reading Including EOC	2022	43%	44%	47%	30%	30%	74%	*	79%	*	69%	17%	34%	49%	39%	27%	27%
	2021	32%	34%	37%	26%	23%	62%	14%	62%	-	69%	14%	48%	38%	32%	18%	20%
Math Including EOC	2022	40%	41%	50%	26%	31%	80%	*	92%	*	74%	19%	49%	53%	41%	28%	31%
	2021	36%	38%	46%	20%	30%	76%	29%	83%	-	76%	21%	62%	48%	42%	25%	29%
7th Graders																	
Reading and Mathematics	2022	32%	34%	41%	16%	25%	75%	33%	72%	-	71%	17%	51%	42%	36%	22%	21%
	2021	26%	28%	34%	11%	21%	64%	*	59%	*	49%	14%	48%	37%	25%	17%	18%
Reading and Mathematics Including EOC	2022	33%	35%	44%	18%	26%	78%	33%	79%	-	74%	18%	53%	46%	38%	23%	22%
	2021	27%	29%	38%	12%	21%	67%	*	69%	*	52%	14%	50%	40%	28%	17%	18%
Reading Including EOC	2022	56%	58%	59%	42%	43%	88%	33%	84%	-	88%	25%	64%	61%	52%	40%	37%
	2021	45%	47%	51%	37%	36%	77%	*	76%	*	67%	20%	58%	53%	43%	32%	33%
Math Including EOC	2022	37%	39%	48%	20%	31%	81%	33%	84%	-	75%	23%	61%	50%	43%	28%	28%
	2021	32%	34%	44%	14%	27%	76%	*	82%	*	56%	19%	63%	48%	32%	21%	24%
8th Graders																	
Reading and Mathematics	2022	27%	29%	30%	14%	21%	55%	*	79%	*	39%	13%	25%	34%	21%	19%	19%
	2021	21%	21%	20%	14%	13%	37%	0%	73%	-	39%	12%	32%	22%	15%	12%	11%
Reading and Mathematics Including EOC	2022	41%	43%	47%	25%	31%	73%	*	83%	*	68%	14%	36%	50%	36%	28%	27%
	2021	33%	34%	36%	19%	23%	58%	0%	75%	-	52%	13%	41%	38%	29%	20%	20%
Reading Including EOC	2022	58%	60%	61%	42%	49%	81%	*	87%	*	76%	21%	48%	64%	51%	47%	42%
	2021	47%	48%	48%	31%	37%	67%	17%	81%	-	61%	19%	53%	50%	39%	34%	33%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	50%	55%	28%	39%	81%	*	92%	*	76%	20%	61%	58%	43%	36%	36%
	2021	43%	44%	47%	27%	32%	72%	0%	88%	-	66%	16%	53%	49%	38%	29%	30%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	35%	42%	21%	27%	70%	27%	78%	*	65%	18%	44%	44%	35%	24%	25%
	2021	26%	27%	33%	16%	19%	61%	13%	68%	*	53%	16%	36%	35%	27%	15%	18%
Reading and Mathematics Including EOC	2022	36%	38%	45%	23%	29%	72%	29%	80%	*	68%	19%	44%	47%	37%	25%	26%
	2021	28%	29%	36%	17%	21%	63%	12%	70%	*	55%	16%	37%	38%	29%	17%	19%
Reading Including EOC	2022	53%	55%	57%	40%	43%	81%	39%	85%	*	78%	25%	56%	59%	50%	40%	39%
	2021	41%	42%	45%	31%	31%	70%	27%	74%	*	66%	20%	44%	47%	39%	27%	28%
Math Including EOC	2022	43%	44%	53%	27%	37%	79%	35%	88%	*	75%	24%	56%	55%	45%	34%	36%
	2021	37%	38%	47%	23%	32%	75%	15%	86%	*	65%	22%	54%	50%	39%	27%	31%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	79	81	81	80	79	*	90	-	91	69	85	81	78	80	81
	2019	61	63	61	45	55	72	*	77	-	62	52	43	62	59	54	55
Grade 4 Mathematics	2022	74	76	76	63	75	77	40	89	-	84	65	83	76	75	73	75
	2019	65	66	68	63	63	78	*	82	-	68	60	68	70	65	63	64
Grade 5 ELA/Reading	2022	87	89	90	82	88	92	83	96	-	92	79	92	90	89	86	88
	2019	81	81	86	83	84	89	*	89	*	91	77	84	86	85	84	86
Grade 5 Mathematics	2022	79	81	78	74	76	81	71	88	-	85	71	75	78	78	76	78
	2019	83	82	83	82	78	91	*	95	*	96	72	86	83	83	78	79
Grade 6 ELA/Reading	2022	61	61	60	40	55	68	*	78	*	68	59	57	60	58	54	54
	2019	42	44	43	34	39	49	8	66	*	54	34	43	45	37	39	40
Grade 6 Mathematics	2022	61	62	63	62	57	73	*	82	*	71	57	73	63	65	56	55
	2019	54	55	62	53	55	78	25	80	*	74	56	80	63	61	54	55
Grade 7 ELA/Reading	2022	88	89	89	84	85	96	100	96	-	99	75	95	90	86	84	84
	2019	77	78	78	71	75	82	*	90	*	80	72	77	78	75	74	75
Grade 7 Mathematics	2022	60	62	68	62	60	82	83	88	-	75	62	65	69	64	60	61
	2019	62	63	65	53	60	73	*	80	*	77	42	63	66	60	59	60
Grade 8 ELA/Reading	2022	83	83	81	82	78	83	*	94	*	85	64	78	81	79	78	78
	2019	77	78	78	74	76	80	*	87	-	84	73	68	78	78	75	75
Grade 8 Mathematics	2022	74	76	77	85	76	72	*	91	*	82	62	77	76	78	77	76
	2019	82	84	86	82	88	77	-	80	-	68	73	83	86	86	87	88
End of Course English II	2022	71	71	71	76	69	71	*	75	*	72	62	63	71	69	70	66
	2019	69	70	64	64	63	66	75	65	*	59	59	59	63	67	63	63
End of Course Algebra I	2022	67	70	71	58	64	82	50	94	*	84	45	74	72	66	62	62
	2019	75	75	66	51	65	72	*	89	-	50	37	77	67	63	64	66
All Grades Both Subjects	2022	74	75	75	70	72	80	72	88	78	82	65	77	76	74	71	71
	2019	69	70	70	62	66	77	49	83	78	75	59	69	70	68	65	66
All Grades ELA/Reading	2022	78	79	78	73	76	81	83	88	60	85	69	79	79	77	76	76
	2019	68	69	69	61	65	74	52	82	60	73	60	63	69	67	64	65
All Grades Mathematics	2022	69	71	72	67	67	79	64	88	*	80	62	74	72	71	67	67
	2019	70	71	71	63	67	79	43	85	*	76	58	75	72	69	66	67

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	74%	76%	65%	*	-	76%	62%	63%	56%	73%	50%	59%	66%	86%	58%	93%
	2021	67%	68%	71%	53%	-	-	66%	51%	64%	46%	61%	44%	41%	59%	83%	48%	88%
At Meets Grade Level or Above	2022	48%	49%	54%	33%	*	-	43%	31%	25%	27%	48%	22%	27%	39%	68%	28%	74%
	2021	41%	43%	48%	23%	-	-	37%	20%	36%	20%	35%	19%	14%	30%	64%	21%	60%
At Masters Grade Level	2022	23%	25%	30%	14%	*	-	21%	12%	7%	10%	24%	8%	9%	20%	41%	11%	39%
	2021	18%	20%	25%	9%	-	-	16%	7%	17%	6%	16%	5%	4%	10%	36%	7%	27%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	75%	74%	66%	*	-	81%	63%	75%	49%	76%	41%	54%	61%	86%	54%	94%
	2021	68%	69%	70%	55%	-	-	69%	52%	65%	40%	62%	36%	37%	59%	84%	44%	91%
At Meets Grade Level or Above	2022	53%	54%	55%	35%	*	-	47%	32%	38%	25%	53%	18%	28%	46%	71%	28%	79%
	2021	45%	46%	48%	24%	-	-	41%	20%	44%	18%	33%	16%	14%	33%	65%	19%	68%
At Masters Grade Level	2022	25%	27%	29%	16%	*	-	25%	13%	16%	10%	29%	6%	10%	18%	42%	11%	34%
	2021	18%	20%	23%	9%	-	-	17%	8%	24%	5%	14%	3%	4%	13%	34%	6%	29%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	73%	77%	67%	*	-	73%	65%	56%	62%	74%	57%	64%	72%	84%	63%	92%
	2021	66%	66%	73%	58%	-	-	60%	57%	65%	55%	66%	53%	49%	65%	82%	55%	88%
At Meets Grade Level or Above	2022	42%	44%	51%	35%	*	-	40%	33%	19%	30%	49%	24%	28%	36%	63%	31%	65%
	2021	37%	39%	48%	28%	-	-	37%	26%	32%	26%	43%	23%	19%	32%	62%	26%	58%
At Masters Grade Level	2022	20%	22%	29%	13%	*	-	18%	13%	0%	12%	23%	9%	9%	19%	39%	12%	38%
	2021	18%	19%	27%	12%	-	-	20%	11%	21%	10%	25%	7%	5%	10%	38%	10%	29%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	76%	78%	54%	*	-	72%	49%	53%	63%	62%	61%	68%	65%	87%	60%	95%
	2021	71%	71%	74%	49%	-	-	75%	44%	64%	51%	55%	52%	44%	73%	85%	50%	89%
At Meets Grade Level or Above	2022	47%	49%	53%	23%	*	-	39%	19%	12%	28%	34%	25%	30%	41%	65%	26%	78%
	2021	44%	45%	51%	18%	-	-	37%	14%	30%	21%	26%	22%	14%	23%	67%	19%	64%
At Masters Grade Level	2022	21%	23%	28%	10%	*	-	16%	8%	6%	9%	13%	8%	7%	29%	38%	9%	39%
	2021	20%	22%	26%	5%	-	-	17%	3%	6%	6%	8%	6%	3%	4%	38%	5%	29%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	79%	73%	-	-	73%	-	-	53%	-	54%	49%	69%	89%	53%	93%
	2021	73%	74%	75%	70%	-	-	70%	-	-	43%	-	45%	28%	52%	88%	44%	78%
At Meets Grade Level or Above	2022	50%	51%	57%	32%	-	-	32%	-	-	25%	-	26%	19%	25%	71%	25%	73%
	2021	49%	51%	54%	33%	-	-	33%	-	-	19%	-	21%	7%	33%	70%	19%	46%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	32%	39%	22%	-	-	22%	-	-	9%	-	11%	5%	16%	52%	9%	48%
	2021	29%	31%	35%	7%	-	-	7%	-	-	7%	-	8%	1%	14%	49%	7%	21%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	75%	75%	78%	*	-	78%	78%	64%	67%	81%	64%	65%	71%	78%	70%	80%
	2019	69%	70%	70%	67%	70%	67%	69%	65%		61%	70%	59%		63%		63%	
All Grades ELA/Reading	2022	78%	79%	78%	83%	*	-	81%	83%	96%	72%	85%	69%	71%	81%	80%	75%	81%
	2019	68%	69%	69%	65%	70%	62%	62%	64%		61%	70%	59%		63%		62%	
All Grades Mathematics	2022	69%	71%	72%	74%	*	-	75%	75%	41%	62%	77%	59%	60%	61%	76%	66%	78%
	2019	70%	71%	71%	69%	70%	71%	73%	65%		61%	71%	59%		64%		64%	

* 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
2021-22 STAAR Participation (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	State	Region 04	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)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	98%	99%	99%	98%	99%	100%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	93%	92%	88%	90%	97%	94%	93%	100%	96%	94%	96%	97%	78%	91%	87%
Not Included in Accountability: Mobile	5%	4%	4%	10%	4%	2%	2%	3%	0%	3%	3%	3%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	3%	0%	5%	1%	2%	4%	0%	0%	2%	0%	1%	8%	4%	7%
Not Tested	1%	1%	1%	2%	1%	1%	2%	1%	0%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	2%	1%	0%	2%	0%	0%	1%	1%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	98%	99%	99%	96%	100%	100%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	92%	92%	90%	87%	88%	96%	91%	92%	100%	96%	91%	95%	96%	76%	88%	84%
Not Included in Accountability: Mobile	5%	4%	4%	10%	4%	2%	2%	3%	0%	3%	3%	3%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	5%	1%	7%	2%	4%	5%	0%	0%	5%	0%	3%	11%	7%	11%
Not Tested	1%	1%	1%	2%	1%	1%	4%	0%	0%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	2%	1%	0%	4%	0%	0%	1%	1%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	98%	99%	99%	98%	99%	100%	99%	99%	99%	100%	98%	99%	99%
Included in Accountability	93%	93%	93%	87%	91%	97%	95%	93%	100%	96%	95%	95%	99%	78%	92%	89%
Not Included in Accountability: Mobile	5%	5%	4%	11%	5%	2%	2%	3%	0%	4%	3%	4%	1%	13%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	3%	0%	0%	3%	0%	0%	0%	0%	0%	7%	3%	4%
Not Tested	1%	1%	1%	2%	1%	1%	2%	1%	0%	1%	1%	1%	0%	2%	1%	1%
Absent	1%	1%	1%	2%	1%	0%	2%	0%	0%	0%	1%	1%	0%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Science																
Assessment Participant	98%	98%	99%	98%	99%	99%	100%	99%	*	99%	98%	99%	99%	98%	99%	99%
Included in Accountability	93%	93%	94%	89%	93%	97%	95%	94%	*	96%	96%	98%	98%	83%	93%	92%
Not Included in Accountability: Mobile	4%	4%	3%	9%	3%	2%	5%	2%	*	3%	3%	2%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	2%	*	0%	0%	0%	0%	5%	2%	3%
Not Tested	2%	2%	1%	2%	1%	1%	0%	1%	*	1%	2%	1%	1%	2%	1%	1%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	State	Region 04	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%	1%	2%	1%	1%	0%	1%	*	0%	2%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	1%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	99%	98%	98%	99%	100%	99%	*	99%	98%	100%	99%	97%	98%	98%
Included in Accountability	94%	94%	94%	92%	93%	97%	100%	96%	*	96%	95%	98%	98%	83%	93%	91%
Not Included in Accountability: Mobile	4%	3%	3%	6%	3%	2%	0%	2%	*	2%	3%	2%	1%	9%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	1%	*	0%	0%	0%	0%	6%	2%	4%
Not Tested	2%	2%	1%	2%	2%	1%	0%	1%	*	1%	2%	0%	1%	3%	2%	2%
Absent	1%	2%	1%	2%	2%	1%	0%	0%	*	1%	2%	0%	1%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	90%	97%	100%	97%	97%	*	97%	-	95%	*	-	97%	86%	98%	100%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	88%	96%	90%	96%	97%	99%	96%	84%	94%	93%	96%	96%	94%	95%	97%
Included in Accountability	83%	84%	91%	80%	91%	95%	85%	92%	74%	91%	89%	96%	95%	80%	90%	90%
Not Included in Accountability: Mobile	3%	3%	3%	10%	3%	2%	11%	2%	0%	4%	3%	0%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	4%	3%	11%	0%	2%	1%	1%	4%	2%	4%
Not Tested	12%	12%	4%	10%	4%	3%	1%	4%	16%	6%	7%	4%	4%	6%	5%	3%
Absent	2%	2%	1%	2%	1%	1%	1%	0%	0%	1%	2%	1%	1%	2%	2%	1%
Other	10%	10%	3%	8%	3%	2%	0%	3%	16%	5%	5%	3%	3%	4%	3%	2%
Reading																
Assessment Participant	89%	89%	96%	90%	96%	97%	100%	97%	86%	95%	94%	97%	97%	95%	96%	97%
Included in Accountability	83%	83%	89%	80%	88%	94%	82%	91%	71%	90%	86%	95%	93%	78%	88%	86%
Not Included in Accountability: Mobile	3%	3%	3%	10%	3%	2%	10%	2%	0%	4%	2%	0%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	3%	3%	4%	1%	5%	1%	8%	4%	14%	0%	6%	2%	3%	6%	5%	8%
Not Tested	11%	11%	4%	10%	4%	3%	0%	3%	14%	5%	6%	3%	3%	5%	4%	3%
Absent	2%	2%	1%	2%	1%	1%	0%	0%	0%	1%	2%	1%	1%	2%	2%	1%
Other	10%	9%	3%	7%	2%	2%	0%	3%	14%	4%	4%	2%	2%	3%	3%	2%
Mathematics																
Assessment Participant	88%	88%	96%	92%	96%	97%	98%	96%	83%	95%	94%	95%	97%	95%	96%	97%
Included in Accountability	84%	84%	92%	81%	92%	95%	86%	92%	67%	91%	91%	94%	96%	80%	92%	92%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	3%	10%	3%	2%	10%	2%	0%	4%	3%	0%	1%	11%	3%	3%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	1%	0%	2%	2%	17%	0%	0%	0%	0%	3%	1%	2%
Not Tested	12%	12%	4%	8%	4%	3%	2%	4%	17%	5%	6%	5%	3%	5%	4%	3%
Absent	2%	2%	1%	1%	1%	1%	2%	0%	0%	1%	2%	2%	1%	2%	1%	1%
Other	10%	10%	3%	7%	3%	2%	0%	3%	17%	4%	4%	4%	2%	4%	3%	2%
Science																
Assessment Participant	87%	88%	96%	90%	96%	97%	100%	97%	*	96%	92%	98%	97%	94%	95%	96%
Included in Accountability	84%	84%	93%	80%	92%	96%	83%	94%	*	94%	90%	98%	96%	82%	92%	92%
Not Included in Accountability: Mobile	3%	3%	3%	10%	3%	2%	17%	2%	*	2%	2%	0%	1%	9%	3%	3%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	1%	0%	0%	2%	*	0%	0%	0%	0%	2%	1%	1%
Not Tested	13%	12%	4%	10%	4%	3%	0%	3%	*	4%	8%	2%	3%	6%	5%	4%
Absent	2%	2%	1%	2%	2%	0%	0%	0%	*	0%	2%	1%	1%	2%	2%	2%
Other	10%	10%	3%	8%	3%	2%	0%	3%	*	4%	6%	1%	3%	4%	3%	2%
Social Studies																
Assessment Participant	87%	88%	95%	84%	95%	96%	100%	97%	*	95%	90%	98%	96%	92%	94%	95%
Included in Accountability	84%	85%	92%	76%	92%	95%	92%	94%	*	91%	88%	98%	95%	82%	91%	91%
Not Included in Accountability: Mobile	3%	2%	2%	8%	2%	1%	8%	1%	*	3%	2%	0%	0%	8%	2%	3%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	0%	1%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	13%	12%	5%	16%	5%	4%	0%	3%	*	5%	10%	2%	4%	8%	6%	5%
Absent	3%	3%	2%	2%	2%	1%	0%	0%	*	1%	3%	0%	1%	3%	2%	2%
Other	10%	10%	4%	14%	3%	3%	0%	3%	*	5%	7%	2%	3%	5%	4%	3%
Accelerated Testers																
SAT/ACT Participant	85%	87%	98%	100%	97%	99%	-	99%	-	100%	80%	*	98%	97%	97%	97%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	94.8%	94.5%	91.9%	93.3%	96.4%	92.7%	98.2%	90.9%	95.6%	92.1%	92.9%	93.4%
2019-20	98.3%	98.5%	97.7%	96.7%	97.3%	98.5%	97.0%	99.2%	93.7%	98.2%	96.7%	97.2%	97.5%
Chronic Absenteeism													
2020-21	15.0%	15.4%	17.1%	28.7%	22.2%	7.4%	21.2%	3.8%	35.7%	12.8%	26.7%	23.7%	21.9%
2019-20	6.7%	6.4%	7.4%	13.2%	9.3%	3.5%	8.1%	1.6%	35.3%	5.7%	12.4%	9.6%	8.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	1.1%	0.8%	1.2%	0.9%	0.4%	0.0%	0.9%	*	1.4%	1.5%	1.1%	1.2%
2019-20	0.5%	0.7%	1.2%	0.3%	1.5%	0.8%	4.8%	0.3%	*	0.9%	0.6%	1.4%	2.2%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.4%	3.0%	3.9%	4.1%	1.0%	0.0%	1.1%	*	3.0%	3.9%	4.2%	6.5%
2019-20	1.6%	1.7%	1.7%	2.8%	2.5%	0.3%	12.5%	0.0%	*	0.9%	1.9%	2.4%	4.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.0%	91.9%	88.5%	89.6%	96.6%	23.1%	97.7%	-	92.1%	86.6%	88.6%	79.4%
Received TxCHSE	0.3%	0.2%	0.2%	0.0%	0.1%	0.4%	0.0%	0.6%	-	0.0%	0.0%	0.1%	0.2%
Continued HS	3.9%	3.8%	2.2%	2.2%	2.8%	1.3%	7.7%	0.6%	-	0.0%	8.1%	2.7%	4.4%
Dropped Out	5.8%	5.9%	5.7%	9.4%	7.5%	1.7%	69.2%	1.2%	-	7.9%	5.4%	8.7%	16.0%
Graduates and TxCHSE	90.3%	90.3%	92.1%	88.5%	89.7%	97.0%	23.1%	98.2%	-	92.1%	86.6%	88.7%	79.6%
Graduates, TxCHSE, and Continuers	94.2%	94.1%	94.3%	90.6%	92.5%	98.3%	30.8%	98.8%	-	92.1%	94.6%	91.3%	84.0%
Class of 2020													
Graduated	90.3%	89.9%	90.0%	87.1%	86.5%	95.2%	42.9%	99.4%	*	94.5%	72.8%	87.0%	75.6%
Received TxCHSE	0.4%	0.3%	0.2%	0.9%	0.1%	0.5%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.2%
Continued HS	3.9%	3.6%	3.2%	4.3%	4.2%	1.9%	7.1%	0.0%	*	1.8%	17.9%	3.6%	5.0%
Dropped Out	5.4%	6.1%	6.6%	7.8%	9.2%	2.3%	50.0%	0.6%	*	3.6%	9.3%	9.2%	19.2%
Graduates and TxCHSE	90.7%	90.3%	90.3%	87.9%	86.6%	95.8%	42.9%	99.4%	*	94.5%	72.8%	87.3%	75.8%
Graduates, TxCHSE, and Continuers	94.6%	93.9%	93.4%	92.2%	90.8%	97.7%	50.0%	99.4%	*	96.4%	90.7%	90.8%	80.8%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	91.8%	91.9%	90.4%	89.1%	96.0%	50.0%	99.4%	*	96.3%	82.1%	89.5%	78.8%
Received TxCHSE	0.5%	0.4%	0.3%	0.9%	0.2%	0.5%	0.0%	0.0%	*	0.0%	0.0%	0.3%	0.2%
Continued HS	1.1%	1.0%	0.5%	0.0%	0.4%	0.7%	0.0%	0.0%	*	0.0%	6.4%	0.2%	0.0%
Dropped Out	6.2%	6.7%	7.3%	8.8%	10.2%	2.7%	50.0%	0.6%	*	3.7%	11.5%	9.9%	21.0%
Graduates and TxCHSE	92.7%	92.3%	92.2%	91.2%	89.3%	96.6%	50.0%	99.4%	*	96.3%	82.1%	89.8%	79.0%

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	93.3%	92.7%	91.2%	89.8%	97.3%	50.0%	99.4%	*	96.3%	88.5%	90.1%	79.0%
Class of 2019													
Graduated	92.0%	91.4%	90.9%	84.9%	88.2%	94.6%	*	99.4%	*	92.1%	79.2%	87.4%	73.9%
Received TxCHSE	0.5%	0.5%	0.4%	0.0%	0.2%	0.7%	*	0.0%	*	0.0%	0.0%	0.3%	0.5%
Continued HS	1.3%	1.2%	0.5%	0.8%	0.4%	0.7%	*	0.0%	*	0.0%	6.3%	0.3%	0.5%
Dropped Out	6.1%	6.9%	8.2%	14.3%	11.2%	4.0%	*	0.6%	*	7.9%	14.6%	12.0%	25.0%
Graduates and TxCHSE	92.6%	91.9%	91.3%	84.9%	88.4%	95.3%	*	99.4%	*	92.1%	79.2%	87.7%	74.5%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	91.8%	85.7%	88.8%	96.0%	*	99.4%	*	92.1%	85.4%	88.0%	75.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.8%	91.2%	85.6%	88.6%	94.8%	*	99.4%	*	89.7%	81.9%	87.8%	74.5%
Received TxCHSE	0.6%	0.6%	0.4%	0.0%	0.2%	0.9%	*	0.0%	*	0.0%	0.0%	0.3%	0.5%
Continued HS	0.6%	0.6%	0.2%	0.0%	0.0%	0.5%	*	0.0%	*	2.6%	3.5%	0.0%	0.0%
Dropped Out	6.2%	7.0%	8.2%	14.4%	11.2%	3.8%	*	0.6%	*	7.7%	14.6%	11.9%	25.0%
Graduates and TxCHSE	93.2%	92.4%	91.6%	85.6%	88.8%	95.7%	*	99.4%	*	89.7%	81.9%	88.1%	75.0%
Graduates, TxCHSE, and Continuers	93.8%	93.0%	91.8%	85.6%	88.8%	96.2%	*	99.4%	*	92.3%	85.4%	88.1%	75.0%
Class of 2018													
Graduated	92.6%	91.8%	92.5%	92.6%	89.6%	96.0%	83.3%	98.0%	*	91.4%	80.3%	89.3%	76.5%
Received TxCHSE	0.7%	0.7%	0.5%	0.0%	0.4%	0.9%	0.0%	0.0%	*	0.0%	0.8%	0.4%	0.6%
Continued HS	0.6%	0.6%	0.4%	0.0%	0.4%	0.6%	0.0%	0.5%	*	0.0%	7.6%	0.5%	0.0%
Dropped Out	6.1%	6.9%	6.6%	7.4%	9.6%	2.5%	16.7%	1.5%	*	8.6%	11.4%	9.9%	22.9%
Graduates and TxCHSE	93.3%	92.5%	93.0%	92.6%	90.0%	96.9%	83.3%	98.0%	*	91.4%	81.1%	89.6%	77.1%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	93.4%	92.6%	90.4%	97.5%	83.3%	98.5%	*	91.4%	88.6%	90.1%	77.1%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	90.0%	91.4%	87.3%	88.8%	96.5%	23.1%	97.7%	-	92.1%	83.6%	87.7%	78.8%
Class of 2020	90.3%	89.9%	89.5%	84.8%	85.9%	95.2%	42.9%	98.8%	*	94.5%	72.0%	86.4%	75.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	98.8%	100.0%	*	100.0%	*	-	*	-	-	*	100.0%	100.0%
Class of 2020	83.0%	64.3%	100.0%	-	100.0%	*	-	-	-	-	*	100.0%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.9%	2.4%	5.9%	3.9%	0.3%	*	0.0%	-	0.0%	7.0%	4.6%	8.5%
Class of 2020	4.3%	3.7%	1.9%	2.0%	3.0%	0.6%	0.0%	0.0%	*	0.0%	3.4%	3.4%	3.6%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	80.1%	71.9%	52.1%	59.4%	89.5%	*	89.8%	-	88.6%	17.7%	56.4%	43.7%
Class of 2020	83.5%	83.0%	75.9%	69.3%	64.8%	89.6%	83.3%	95.7%	*	88.5%	18.1%	62.4%	48.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	84.1%	75.6%	59.3%	66.5%	89.8%	*	89.8%	-	88.6%	26.1%	64.1%	54.9%
Class of 2020	87.8%	86.7%	77.9%	71.3%	68.1%	90.1%	83.3%	95.7%	*	88.5%	22.9%	66.0%	52.7%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	55.8%	99.2%	*	100.0%	80.0%	-	*	-	-	*	100.0%	100.0%
2019-20	38.6%	21.3%	78.6%	-	81.8%	*	-	-	-	-	60.0%	90.0%	*
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.9%	2.4%	6.0%	3.8%	0.3%	*	0.0%	-	0.0%	6.0%	4.4%	8.3%
2019-20	4.4%	3.7%	1.8%	1.7%	2.9%	0.6%	0.0%	0.0%	*	0.0%	2.9%	3.2%	3.2%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	78.6%	70.5%	50.9%	58.0%	88.2%	*	89.3%	-	90.2%	15.4%	54.8%	42.2%
2019-20	81.8%	81.2%	73.8%	62.7%	62.9%	88.3%	71.4%	94.1%	*	88.5%	15.2%	60.5%	47.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	82.4%	74.2%	58.3%	65.0%	88.4%	*	89.3%	-	90.2%	22.7%	62.4%	53.5%
2019-20	85.8%	84.5%	75.7%	64.4%	65.9%	88.8%	71.4%	94.1%	*	88.5%	19.6%	63.9%	50.8%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	2,367	100.0%	358,842	100.0%
By Ethnicity:				
African American	120	5.1%	44,018	12.3%
Hispanic	1,293	54.6%	183,306	51.1%
White	740	31.3%	103,898	29.0%
American Indian	4	0.2%	1,195	0.3%
Asian	169	7.1%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	41	1.7%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	1	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	119	5.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	609	25.7%	56,281	15.7%
Foundation H.S. Program (Endorsement)	54	2.3%	13,582	3.8%
Foundation H.S. Program (DLA)	1,584	66.9%	287,316	80.1%
Special Education Graduates	185	7.8%	31,028	8.6%
Economically Disadvantaged Graduates	1,151	48.6%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	398	16.8%	32,809	9.1%
At-Risk Graduates	1,077	45.5%	155,884	43.4%
CTE Completers	302	12.8%	99,076	27.6%

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	61.9%	61.0%	36.7%	44.6%	85.8%	*	89.3%	-	90.2%	51.4%	41.5%	27.6%
2019-20	63.0%	61.1%	63.4%	42.4%	47.9%	85.4%	42.9%	91.1%	*	82.7%	55.9%	45.0%	27.1%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	50.2%	55.3%	28.3%	37.5%	82.0%	*	86.4%	-	85.4%	6.5%	33.9%	14.3%
2019-20	53.4%	52.1%	59.0%	38.1%	42.3%	82.7%	42.9%	87.6%	*	76.9%	5.6%	39.3%	16.5%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	52.0%	60.1%	41.7%	41.0%	88.4%	*	88.2%	-	95.1%	9.7%	38.7%	10.6%
2019-20	59.7%	57.8%	63.0%	46.6%	46.0%	87.7%	42.9%	87.0%	*	78.8%	7.0%	42.5%	9.3%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	43.0%	52.1%	25.0%	34.3%	78.2%	*	86.4%	-	82.9%	6.5%	32.0%	16.6%
2019-20	47.9%	47.9%	56.3%	41.5%	36.9%	82.5%	42.9%	91.1%	*	73.1%	4.2%	35.2%	15.7%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	37.7%	46.7%	20.8%	26.4%	76.2%	*	82.8%	-	82.9%	4.9%	23.6%	6.5%
2019-20	43.2%	42.3%	51.3%	28.8%	30.6%	80.1%	42.9%	87.0%	*	71.2%	2.8%	27.7%	6.1%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	24.9%	30.7%	8.3%	16.8%	49.1%	*	65.7%	-	63.4%	2.2%	14.4%	5.0%
2019-20	21.1%	24.7%	34.6%	11.9%	22.9%	49.0%	0.0%	72.8%	*	40.4%	2.1%	19.8%	8.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	2.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2019-20	2.1%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	22.2%	21.9%	11.7%	12.2%	39.6%	*	24.3%	-	31.7%	0.0%	9.7%	3.3%
2019-20	24.6%	20.7%	22.5%	15.3%	13.0%	39.0%	0.0%	24.3%	*	28.8%	3.5%	13.0%	4.3%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	2.0%	19.1%	5.0%	11.0%	35.7%	*	17.8%	-	24.4%	0.5%	8.0%	2.8%
2019-20	4.0%	1.5%	18.1%	11.9%	8.1%	34.1%	0.0%	23.7%	*	30.8%	0.7%	7.1%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	22.1%	20.4%	13.3%	13.6%	32.8%	*	23.7%	-	22.0%	48.1%	14.0%	15.3%
2019-20	18.7%	17.3%	14.1%	9.3%	11.2%	18.6%	0.0%	17.2%	*	21.2%	54.5%	10.7%	12.8%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	16.8%	16.7%	6.7%	9.1%	30.3%	*	21.9%	-	22.0%	2.2%	8.9%	6.5%
2019-20	13.2%	12.8%	10.0%	5.9%	6.0%	15.9%	0.0%	15.4%	*	17.3%	4.9%	5.1%	2.9%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.4%	0.5%	0.8%	0.5%	0.5%	*	0.0%	-	0.0%	0.0%	0.3%	0.3%
2019-20	0.7%	0.4%	1.1%	0.0%	1.6%	0.7%	0.0%	0.0%	*	1.9%	0.0%	1.6%	1.1%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	2.3%	2.2%	5.8%	2.8%	1.1%	*	1.2%	-	0.0%	28.6%	3.5%	5.3%
2019-20	2.4%	2.0%	2.3%	3.4%	2.9%	1.4%	0.0%	1.8%	*	0.0%	37.1%	3.4%	6.9%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.0%	1.8%	1.7%	2.1%	1.6%	*	0.6%	-	0.0%	22.7%	2.1%	4.3%
2019-20	3.7%	3.1%	1.2%	0.0%	1.7%	0.8%	0.0%	0.0%	*	1.9%	19.6%	1.5%	3.7%

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	17.6%	5.3%	6.7%	5.7%	4.6%	*	3.6%	-	7.3%	2.2%	5.9%	2.5%
	2019-20	30.1%	21.0%	6.6%	5.1%	8.1%	5.4%	14.3%	3.0%	*	3.8%	2.8%	8.7%	3.5%
Mathematics	2020-21	19.4%	14.6%	6.2%	4.2%	6.7%	5.9%	*	4.1%	-	9.8%	1.6%	6.4%	2.5%
	2019-20	21.2%	15.5%	7.6%	10.2%	8.5%	6.4%	14.3%	5.9%	*	3.8%	1.4%	10.2%	6.1%
Both Subjects	2020-21	14.4%	9.5%	2.1%	2.5%	2.0%	2.0%	*	1.8%	-	4.9%	1.1%	1.9%	1.5%
	2019-20	16.4%	10.4%	2.8%	0.8%	3.4%	2.3%	14.3%	1.8%	*	1.9%	0.7%	4.3%	2.4%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	5.5%	2.0%	3.3%	3.0%	0.3%	*	0.6%	-	2.4%	0.0%	3.9%	2.5%
	2019-20	7.3%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	6.7%	5.2%	9.2%	6.8%	2.8%	*	1.2%	-	0.0%	1.1%	7.6%	8.0%
	2019-20	9.7%	9.2%	4.2%	14.4%	4.9%	2.5%	0.0%	0.6%	*	1.9%	0.7%	6.1%	5.1%
Both Subjects	2020-21	4.9%	2.8%	0.1%	0.0%	0.2%	0.0%	*	0.0%	-	0.0%	0.0%	0.3%	0.0%
	2019-20	4.2%	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	23.9%	31.3%	12.8%	20.3%	45.6%	44.4%	62.0%	*	50.6%	4.0%	18.9%	6.6%
	2020	22.0%	24.6%	33.5%	13.4%	22.7%	47.4%	0.0%	68.1%	*	49.0%	3.7%	19.8%	6.5%
English Language Arts	2021	12.1%	13.7%	17.8%	7.3%	13.6%	21.4%	22.2%	39.4%	*	28.1%	2.1%	13.2%	4.0%
	2020	12.7%	14.1%	19.1%	7.7%	15.1%	21.9%	0.0%	45.1%	*	22.9%	2.9%	13.6%	3.9%
Mathematics	2021	6.1%	7.5%	12.4%	3.7%	6.2%	18.3%	33.3%	37.7%	*	22.5%	0.7%	6.1%	1.7%
	2020	6.4%	7.3%	11.9%	2.0%	5.5%	18.4%	0.0%	38.3%	*	18.8%	0.0%	5.3%	0.5%
Science	2021	8.7%	9.9%	13.9%	5.0%	7.2%	19.9%	11.1%	41.7%	*	31.5%	0.0%	7.3%	1.2%
	2020	9.4%	10.7%	13.1%	2.8%	7.0%	18.5%	0.0%	42.2%	*	24.0%	1.0%	6.7%	1.3%
Social Studies	2021	11.6%	14.0%	23.4%	7.3%	11.9%	38.4%	33.3%	54.5%	*	39.3%	1.2%	10.4%	2.8%
	2020	12.4%	14.6%	23.8%	9.7%	11.5%	38.7%	0.0%	59.3%	*	42.7%	1.0%	9.7%	0.9%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	51.3%	61.2%	39.3%	35.5%	74.7%	*	83.2%	-	80.0%	17.6%	32.8%	17.5%
	2020	59.0%	61.3%	66.7%	57.6%	45.6%	77.6%	-	88.3%	-	72.3%	14.3%	42.4%	23.6%
English Language Arts	2021	42.7%	44.9%	57.6%	25.0%	28.3%	81.2%	*	82.4%	-	72.0%	11.1%	26.4%	10.5%
	2020	50.1%	51.1%	59.2%	57.9%	34.5%	80.0%	-	77.1%	-	72.7%	18.2%	32.4%	0.0%
Mathematics	2021	49.4%	51.4%	63.7%	25.0%	31.7%	74.0%	*	83.8%	-	80.0%	*	28.4%	18.8%
	2020	56.5%	58.8%	68.9%	20.0%	41.8%	77.6%	-	81.5%	-	77.8%	-	40.9%	*
Science	2021	41.4%	44.4%	59.2%	54.5%	31.8%	70.7%	*	66.7%	-	89.3%	-	30.9%	18.2%
	2020	47.6%	50.0%	60.5%	42.9%	28.8%	74.6%	-	73.4%	-	69.6%	*	28.6%	18.2%

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	45.3%	55.4%	31.3%	30.0%	65.1%	*	68.1%	-	74.3%	20.0%	24.4%	11.1%
	2020	52.3%	55.0%	62.9%	41.7%	42.8%	68.4%	-	77.1%	-	75.6%	*	38.7%	12.5%
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	78.0%	95.2%	97.5%	91.0%	100.0%	*	97.6%	-	100.0%	55.7%	91.2%	88.0%
	2019-20	76.7%	81.7%	99.2%	95.8%	98.0%	100.0%	100.0%	100.0%	*	94.2%	63.9%	97.6%	96.6%
At/Above Criterion for All Examinees	2020-21	32.9%	33.5%	43.0%	17.1%	21.3%	70.9%	*	81.8%	-	76.2%	5.8%	18.3%	5.1%
	2019-20	35.7%	37.4%	46.3%	20.4%	24.6%	75.5%	28.6%	82.7%	*	71.4%	3.3%	20.0%	3.5%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	1000	1040	904	933	1172	*	1275	-	1208	814	921	821
	2019-20	1019	1024	1052	949	947	1183	913	1277	700	1198	783	933	821
English Language Arts and Writing	2020-21	504	501	518	459	464	587	*	619	-	599	410	458	400
	2019-20	513	514	524	483	472	592	454	617	360	599	393	465	402
Mathematics	2020-21	498	499	522	445	469	585	*	656	-	609	404	463	421
	2019-20	506	510	528	466	475	591	459	660	340	600	389	468	420
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	20.4	25.4	20.1	21.7	26.0	-	28.3	-	27.9	17.0	20.7	18.5
	2019-20	20.2	21.0	25.2	17.7	21.0	26.4	21.0	30.1	-	25.9	17.0	19.6	14.9
English Language Arts	2020-21	19.6	19.9	25.5	20.2	21.7	26.2	-	28.4	-	28.7	16.0	20.9	16.3
	2019-20	19.9	20.7	25.3	17.4	20.7	26.6	20.5	30.5	-	26.6	16.3	19.2	13.2
Mathematics	2020-21	19.9	20.5	25.0	19.6	21.6	25.5	-	27.9	-	26.7	16.7	19.9	22.7
	2019-20	20.1	20.9	24.8	17.2	20.7	26.0	23.0	30.1	-	25.2	17.1	19.7	15.9
Science	2020-21	20.3	20.7	24.9	20.1	21.4	25.5	-	28.2	-	27.5	18.7	20.9	18.2
	2019-20	20.5	21.3	24.8	17.9	21.2	26.0	21.0	28.9	-	25.3	17.8	19.9	16.9

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	39.7%	43.5%	27.2%	32.7%	60.3%	30.8%	71.2%	*	51.8%	11.9%	30.7%	16.0%
	2019-20	46.3%	46.9%	43.1%	30.7%	33.7%	56.1%	28.6%	70.7%	*	57.4%	10.0%	32.0%	15.6%
English Language Arts	2020-21	16.3%	16.2%	20.7%	10.1%	14.9%	30.4%	8.0%	32.4%	*	28.2%	3.5%	13.2%	3.8%
	2019-20	18.2%	20.0%	19.8%	10.9%	13.4%	29.5%	7.1%	34.2%	*	27.9%	2.1%	12.4%	3.1%
Mathematics	2020-21	19.3%	17.8%	29.3%	15.2%	19.3%	44.0%	28.0%	52.2%	*	42.0%	6.2%	18.2%	8.0%
	2019-20	20.7%	20.8%	27.9%	19.2%	18.2%	42.0%	22.2%	50.9%	*	38.0%	4.8%	17.3%	7.4%
Science	2020-21	20.6%	17.2%	16.3%	7.9%	9.3%	24.9%	8.0%	37.4%	*	28.2%	1.7%	9.1%	2.5%
	2019-20	22.4%	20.7%	16.6%	10.4%	11.2%	23.0%	7.1%	34.7%	*	24.5%	1.5%	10.4%	2.8%
Social Studies	2020-21	22.8%	21.5%	27.1%	12.7%	15.5%	43.3%	17.4%	57.7%	*	40.6%	2.0%	14.0%	4.5%
	2019-20	24.6%	24.8%	25.9%	12.8%	17.1%	38.0%	4.0%	53.2%	*	38.8%	2.7%	15.7%	3.2%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
	2019-20	58.5%	55.9%	38.5%	41.5%	35.7%	42.3%	28.6%	43.8%	*	30.8%	23.1%	36.3%	31.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	46.7%	42.1%	39.0%	32.3%	54.6%	28.6%	56.8%	*	61.5%	15.3%	31.5%	15.8%
	2018-19	52.6%	53.6%	50.6%	36.4%	39.8%	65.2%	*	73.6%	*	45.7%	24.8%	38.7%	20.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	33,474	100.0%	5,402,928	100.0%	33,545	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	39	0.1%	14,290	0.3%	62	0.2%	21,375	0.4%
Pre-Kindergarten	1,703	5.1%	222,767	4.1%	1,703	5.1%	223,733	4.1%
Pre-Kindergarten: 3-year Old	254	0.8%	33,969	0.6%	254	0.8%	34,259	0.6%
Pre-Kindergarten: 4-year Old	1,449	4.3%	188,798	3.5%	1,449	4.3%	189,474	3.5%
Kindergarten	2,386	7.1%	370,054	6.8%	2,391	7.1%	371,502	6.8%
Grade 1	2,372	7.1%	384,494	7.1%	2,376	7.1%	386,232	7.1%
Grade 2	2,434	7.3%	382,008	7.1%	2,439	7.3%	383,838	7.1%
Grade 3	2,353	7.0%	383,078	7.1%	2,361	7.0%	384,872	7.1%
Grade 4	2,321	6.9%	383,959	7.1%	2,325	6.9%	386,011	7.1%
Grade 5	2,380	7.1%	387,945	7.2%	2,383	7.1%	389,971	7.2%
Grade 6	2,442	7.3%	398,640	7.4%	2,444	7.3%	400,447	7.4%
Grade 7	2,509	7.5%	418,486	7.7%	2,511	7.5%	418,788	7.7%
Grade 8	2,551	7.6%	424,287	7.9%	2,552	7.6%	424,544	7.8%
Grade 9	2,856	8.5%	475,437	8.8%	2,856	8.5%	475,746	8.8%
Grade 10	2,430	7.3%	408,393	7.6%	2,431	7.2%	408,700	7.5%
Grade 11	2,438	7.3%	389,034	7.2%	2,439	7.3%	389,454	7.2%
Grade 12	2,260	6.8%	360,056	6.7%	2,272	6.8%	362,157	6.7%
Ethnic Distribution:								
African American	1,826	5.5%	690,999	12.8%	1,829	5.5%	694,302	12.8%
Hispanic	19,225	57.4%	2,850,147	52.8%	19,255	57.4%	2,860,754	52.7%
White	9,150	27.3%	1,420,166	26.3%	9,181	27.4%	1,427,241	26.3%
American Indian	116	0.3%	17,944	0.3%	116	0.3%	18,028	0.3%
Asian	2,231	6.7%	259,342	4.8%	2,236	6.7%	261,788	4.8%
Pacific Islander	12	0.0%	8,443	0.2%	12	0.0%	8,477	0.2%
Two or More Races	914	2.7%	155,887	2.9%	916	2.7%	156,780	2.9%
Sex:								
Female	16,308	48.7%	2,640,313	48.9%	16,335	48.7%	2,650,563	48.8%
Male	17,166	51.3%	2,762,615	51.1%	17,210	51.3%	2,776,807	51.2%
Economically Disadvantaged	19,012	56.8%	3,278,452	60.7%	19,035	56.7%	3,289,420	60.6%
Non-Educationally Disadvantaged	14,462	43.2%	2,124,476	39.3%	14,510	43.3%	2,137,950	39.4%
Section 504 Students	2,377	7.1%	400,729	7.4%	2,377	7.1%	401,648	7.4%
EB Students/EL	12,462	37.2%	1,171,661	21.7%	12,470	37.2%	1,175,333	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	108	0.3%	34,054	0.6%				
Students w/ Dyslexia	1,734	5.2%	270,260	5.0%	1,739	5.2%	270,966	5.0%
Foster Care	21	0.1%	15,338	0.3%	21	0.1%	15,409	0.3%
Homeless	394	1.2%	61,433	1.1%	395	1.2%	61,687	1.1%
Immigrant	1,987	5.9%	108,510	2.0%	1,987	5.9%	108,787	2.0%
Migrant	2	0.0%	14,366	0.3%	2	0.0%	14,426	0.3%
Title I	16,528	49.4%	3,473,996	64.3%	16,566	49.4%	3,487,333	64.3%
Military Connected	20	0.1%	176,253	3.3%	20	0.1%	176,554	3.3%
At-Risk	18,304	54.7%	2,892,191	53.5%	18,319	54.6%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	12,784	38.2%	1,182,035	21.9%	12,788	38.1%	1,185,511	21.8%
Gifted and Talented Education	3,729	11.1%	434,269	8.0%	3,730	11.1%	435,356	8.0%
Special Education	3,507	10.5%	624,256	11.6%	3,575	10.7%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	3,507		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	1,599	45.6%	268,673	43.0%				
Students with Physical Disabilities	746	21.3%	129,679	20.8%				
Students with Autism	582	16.6%	91,742	14.7%				
Students with Behavioral Disabilities	555	15.8%	125,096	20.0%				
Students with Non-Categorical Early Childhood	25	0.7%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	4,168	13.1%	705,063	13.6%				
By Ethnicity:								
African American	483	1.5%	131,970	2.5%				
Hispanic	2,829	8.9%	342,504	6.6%				
White	579	1.8%	184,235	3.5%				
American Indian	29	0.1%	2,852	0.1%				
Asian	148	0.5%	16,716	0.3%				
Pacific Islander	6	0.0%	1,690	0.0%				
Two or More Races	94	0.3%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	473	13.2%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	1,921	16.3%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	3,000	16.2%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	4,143	16.5%	772,746	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.7%	1.9%	2.1%	5.2%
Grade 1	1.1%	2.9%	0.8%	4.2%
Grade 2	0.7%	1.7%	0.9%	2.2%
Grade 3	0.2%	1.0%	0.0%	1.0%
Grade 4	0.2%	0.7%	0.3%	0.7%
Grade 5	0.2%	0.5%	0.0%	0.7%
Grade 6	0.4%	0.6%	0.3%	0.6%
Grade 7	0.1%	0.7%	0.8%	0.7%
Grade 8	0.1%	0.6%	0.4%	0.8%
Grade 9	7.0%	10.5%	10.1%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	79	0.5%	8,781	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	19.0	18.7
Grade 1	18.2	18.7
Grade 2	19.1	18.6
Grade 3	19.0	18.7
Grade 4	18.6	18.8
Grade 5	20.9	20.2
Grade 6	18.3	19.2
Secondary:		
English/Language Arts	16.4	16.3
Foreign Languages	17.5	18.4
Mathematics	18.3	17.5
Science	18.0	18.5
Social Studies	18.7	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	4,553.3	100.0%	749,473.4	100.0%
Professional Staff:	3,063.9	67.3%	480,632.3	64.1%
Teachers	2,196.8	48.2%	369,695.8	49.3%
Professional Support	694.5	15.3%	80,190.4	10.7%
Campus Administration (School Leadership)	126.0	2.8%	22,091.4	2.9%
Central Administration	46.6	1.0%	8,654.8	1.2%
Educational Aides:	423.9	9.3%	82,972.4	11.1%
Auxiliary Staff:	1,065.6	23.4%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	29.0	n/a	4,194.0	n/a
Part-time Librarians	9.0	n/a	607.0	n/a
Full-time Counselors	72.0	n/a	13,550.0	n/a
Part-time Counselors	3.0	n/a	1,176.0	n/a
Total Minority Staff:	2,505.9	55.0%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	185.5	8.4%	41,286.1	11.2%
Hispanic	664.8	30.3%	106,866.5	28.9%
White	1,208.3	55.0%	208,485.4	56.4%
American Indian	8.8	0.4%	1,235.6	0.3%
Asian	98.8	4.5%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	30.5	1.4%	4,312.0	1.2%
Teachers by Sex:				
Males	511.5	23.3%	89,015.4	24.1%
Females	1,685.3	76.7%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	4.0	0.2%	5,187.9	1.4%
Bachelors	1,569.6	71.4%	268,560.2	72.6%
Masters	586.4	26.7%	93,139.5	25.2%
Doctorate	36.8	1.7%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	105.6	4.8%	29,215.8	7.9%
1-5 Years Experience	603.4	27.5%	98,764.8	26.7%
6-10 Years Experience	486.7	22.2%	76,197.2	20.6%

Texas Education Agency
2021-22 Staff Information (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
11-20 Years Experience	635.3	28.9%	105,811.4	28.6%
21-30 Years Experience	282.9	12.9%	48,804.6	13.2%
Over 30 Years Experience	82.8	3.8%	10,902.0	2.9%
Number of Students per Teacher	15.2	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.6	6.3
Average Years Experience of Principals with District	6.5	5.4
Average Years Experience of Assistant Principals	7.1	5.5
Average Years Experience of Assistant Principals with District	6.6	4.8
Average Years Experience of Teachers:	11.6	11.1
Average Years Experience of Teachers with District:	7.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$60,217	\$51,054
1-5 Years Experience	\$60,735	\$54,577
6-10 Years Experience	\$63,288	\$57,746
11-20 Years Experience	\$66,434	\$61,377
21-30 Years Experience	\$71,348	\$65,949
Over 30 Years Experience	\$79,135	\$71,111
Average Actual Salaries (regular duties only):		
Teachers	\$64,985	\$58,887
Professional Support	\$76,699	\$69,505
Campus Administration (School Leadership)	\$96,878	\$84,990
Central Administration	\$143,295	\$112,797
Instructional Staff Percent:	65.5%	64.9%
Turnover Rate for Teachers:	16.7%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	6.8	2,113.6

Texas Education Agency
2021-22 Staff Information (TAPR)
SPRING BRANCH ISD (101920) - HARRIS COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	129.9	5.9%	22,926.8	6.2%
Career and Technical Education	81.0	3.7%	19,365.5	5.2%
Compensatory Education	4.8	0.2%	11,037.2	3.0%
Gifted and Talented Education	15.4	0.7%	6,465.0	1.7%
Regular Education	1,717.6	78.2%	261,685.1	70.8%
Special Education	169.3	7.7%	35,441.0	9.6%
Other	78.8	3.6%	12,775.1	3.5%

- Indicates there are no students in the group.

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

** 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 2020-21 Financial Actual Report](#)

(To open link in a new window, press the "Ctrl" key and click on the link.)

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

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

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

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

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

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	
SPRING BRANCH ISD								
	101920016 ACADEMY OF CHOICE							
	Four-Year Public University	0						
	Two-Year Public Colleges	3						
	Independent Colleges & Universities	0						
	Not Trackable	5						
	Not Found	22						
	Total High School Graduates	30						
	101920001 MEMORIAL H S							
	Four-Year Public University	262	15	14	30	50	151	2
	Two-Year Public Colleges	121	15	6	12	23	60	5
	Independent Colleges & Universities	35						
	Not Trackable	56						
	Not Found	150						
	Total High School Graduates	624						
	101920005 NORTHBROOK H S							
	Four-Year Public University	89	30	14	11	20	14	0
	Two-Year Public Colleges	68	27	9	7	11	11	3
	Independent Colleges & Universities	10						
	Not Trackable	105						
	Not Found	227						
	Total High School Graduates	499						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

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	
	101920003 SPRING WOODS H S							
	Four-Year Public University	81	13	6	18	22	21	1
	Two-Year Public Colleges	106	51	10	13	14	16	2
	Independent Colleges & Universities	7						
	Not Trackable	78						
	Not Found	225						
	Total High School Graduates	497						
	101920006 STRATFORD H S							
	Four-Year Public University	186	23	16	18	43	83	3
	Two-Year Public Colleges	105	25	17	11	21	25	6
	Independent Colleges & Universities	36						
	Not Trackable	59						
	Not Found	170						
	Total High School Graduates	556						
	101920014 WESTCHESTER ACADEMY FOR INTERNATIO							
	Four-Year Public University	40	5	4	9	11	11	0
	Two-Year Public Colleges	45	12	6	10	7	8	2
	Independent Colleges & Universities	7						
	Not Trackable	8						
	Not Found	38						
	Total High School Graduates	138						

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.

SBISD: VIOLENT and CRIMINAL INCIDENTS
2021-2022
School Year

Disciplinary Offenses Descriptions	Comparison Years																																												
SCHOOLS	01	02	04	05	07	08	09	10	11	12	13	14	18	20	22	26	27	28	29	30	32	33	34	35	36	41	46	49	50	52	54	55	61	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
ACADEMY OF CHOICE																																													
MEMORIAL HS			34	3												1		2									7							47	10	25	108	88	51	50	32	28	22	41	31
NORTHBROOK HS & Yes			45	8						2						2	2	2		1							68	2						132	29	66	84	45	54	73	81	77	84	104	78
SPRING WOODS HS		1	64	3	4														2	1				1			20	1					97	28	45	79	78	51	55	63	75	102	83	42	
STRATFORD HS			23	5	1		1						1				1	1									11						44	21	48	101	53	37	41	31	36	44	39	57	
WESTCHESTER AIS			2																														1	3		1	16	8	4	7	5	10	13	21	9
CORNERSTONE ACADEMY																										1							1	0	2	2	4	2			1		1		
LANDRUM MS & KIPP			15		1											2		1									28						47	18	38	56	54	40	40	39	25	29	48	36	
MEMORIAL MS			7																							4							11	3	4	11	11	17	7	3	3	1	2	4	
NORTHBROOK MS & Yes			9																														9	24	10	24	27	10	21	30	43	38	29	21	
SPRING BRANCH MS			6	3	2											5		1								1	25						43	9	20	20	21	36	33	23	38	36	36	20	
SPRING FOREST MS					2											1	6				2						33						45	22	22	18	31	22	28	18	17	38	59	18	
SPRING OAKS MS			8	2																							27						37	21	41	63	47	45	28	28	39	34	39	37	
SPRING WOODS MS			12	3												4		2									43						68	18	37	55	36	56	37	57	49	26	54		
SBAI																	1																1												
Subtotal - Secondary	0	1	225	27	10	0	0	1	0	2	0	0	1	0	0	15	10	11	0	1	3	0	0	1	1	267	3	0	0	0	0	0	6	585	203	359	639	511	443	452	391	450	491	527	408

SBISD: VIOLENT and CRIMINAL INCIDENTS
2021-2022
School Year

Disciplinary Offenses Descriptions	Comparison Years																																													
	Permanent Removal by a Teacher from Classroom	Conduct Punishable as a Felony	Possession of Controlled Substance Drugs	Possession of Controlled Substance Alcohol	Public Lewdness / Indecent Exposure	Retaliation against a School Employee	Conduct Occurring Off Campus - Title 5 Felony	Conduct Occurring Off Campus - Non-Title 5 Felony	Used/possessed firearm	Used, exhibited, or possessed an illegal knife	Used/possessed club	Used / Possessed Prohibited Weapon	Indecency With a Child	Serious or Persistent Misconduct while at a DAEP	Criminal Mischief	Terroristic Threat	Assault Against an Employee or Volunteer	Assault Against someone other than Employee/Volunteer	Aggravated Assault against employee/volunteer	Aggravated Assault against a school employee	Assault/aggravated sexual, other than school district employee or volunteer	Possession or Use of Tobacco Products	School related gang violence	False Alarm or False Report	Felony Violation of a Controlled Substance	Fighting / Mutual combat	Aggravated Robbery	Engaged in deadly conduct	Used or Possessed a Non-Illegal Knife	Used/possessed illegal knife, club, or prohibited weapon	Felony Marihuana, Controlled Substance, Dangerous Drug	Registered sex offender under court supervision	Bullying	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR		
SCHOOLS	01	02	04	05	07	08	09	10	11	12	13	14	18	20	22	26	27	28	29	30	32	33	34	35	36	41	46	49	50	52	54	55	61	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	
BENDWOOD CAMPUS																																		0												
BUFFALO CREEK ES																										1								1												
BUNKER HILL ES																										1								1												
CEDAR BROOK ES																										6								6	1	9	5	2	1	4		3	5	4	3	
EDGEWOOD ES																																		0		0	1	2			4			4		
FROSTWOOD ES																																		0												
HOLLIBROOK ES																																		0				1	1	6	7	1	3	2	3	
HOUSMAN ES																																		0	1								4	6	6	
HUNTERS CREEK ES																																		0												
MEADOW WOOD ES																																		0					2	2	6		1	1	3	
MEMORIAL DRIVE ES																																		0												
NOTTINGHAM ES																										1								1		0	2		1	1		1	1	2	1	
PINE SHADOWS ES																																		0	1					3		11	6	4	3	
RIDGECREST ES																																		0											1	1
RUMMEL CREEK ES																										1								1												
SHADOW OAKS ES																																		0		0	1		5	3	1	4	2	4	2	
SHERWOOD ES																																		0		4	1	2	3	6	6	4	2	8	6	
SPRING BRANCH ES																																		0		4	8	2	2	1	1	2	20	6		
SPRING SHADOWS ES																																		8		4	1	7	12	2		3	6			
TERRACE ES																																		0		1	2	4	1	2		4	7	7	4	
THORNWOOD ES																																		0		3	14	16	13	14		7	5	7	7	
TREASURE FOREST ES																																		0		1			1	10					2	
VALLEY OAKS ES																																		0												
WESTWOOD ES																																		0											1	1
WILCHESTER ES																																		0	2			1	1				2	2		
WOODVIEW ES																																		0	1	1	1	2			1		2	11		
THE BEAR BLVD. SCHOOL																																		0												
THE LION LANE SCHOOL																																		0												
THE PANDA PATH SCHOOL																																		0												
THE TIGER TRAIL SCHOOL																																		0												
THE WILDCAT WAY SCHOOL																																		0												
Subtotal - Elementary & Early Childhood	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	0	0	0	0	0	0	0	18	6	27	36	37	46	52	37	31	43	90	45	

SBISD: VIOLENT and CRIMINAL INCIDENTS
2021-2022
School Year

Disciplinary Offenses Descriptions	Comparison Years																																													
Permanent Removal by a Teacher from Classroom	01	02	04	05	07	08	09	10	11	12	13	14	18	20	22	26	27	28	29	30	32	33	34	35	36	41	46	49	50	52	54	55	55	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR	TOTAL INCIDENTS PER SCHOOL YEAR		
Conduct Punishable as a Felony	0	1	225	27	10	0	0	1	0	2	0	0	1	0	0	15	10	11	0	1	3	0	0	1	1	285	3	0	0	0	0	0	6	603	209	386	675	548	489	504	428	481	534	617	453	
Possession of Controlled Substance Drugs	2	75	5	1		1	2	1								3		2						2	1	113	1																			
Possession of Controlled Substance Alcohol	5	148	13	7	4		1	1							2	8	9	11		1				1	1	174																				
Public Lewdness/ Indecent Exposure	4	163	26	4			3	2	1						3	6	8	8		2		211	1	2	3	226	2																			
Retaliation against a School Employee	6	145	25	3		2	1		1							8	2	8	1			115	2	3	226											548										
Conduct Occurring Off Campus - Title 5 Felony	3	136	17	1		8	1		2							1	6	12		1		66	4	2	229											489										
Conduct Occurring Off Campus - Non-Title 5 Felony	12	159	21			6	1		1			1			3	4	5	11			46	1	7	225	1											504										
Used/possessed firearm	1	142	13	4		1	2				1				7	2	13	8				35			8	178	1		12									428								
Used, exhibited, or possessed an illegal knife		5	173	14	7		4	1	2		1	3			6	4	4	8			38	2	9	187	1	1	11													481						
Used/possessed club																																														
Used / Possessed Prohibited Weapon																																														
Indecency With a Child																																														
Serious or Persistent Misconduct while at a DAEP																																														
Criminal Mischief																																														
Terroristic Threat																																														
Assault Against an Employee or Volunteer																																														
Assault Against someone other than Employee/Volunteer																																														
Aggravated Assault against employee/volunteer																																														
Aggravated Assault against a school employee																																														
Assault/aggravated sexual, other than school district employee or volunteer																																														
Possession or Use of Tobacco Products																																														
School related gang violence																																														
False Alarm or False Report																																														
Felony Violation of a Controlled Substance																																														
Fighting / Mutual combat																																														
Aggravated Robbery																																														
Engaged in deadly conduct																																														
Used or Possessed a Non-Illegal Knife																																														
Used/possessed illegal knife, club, or prohibited weapon																																														
Felony Marihuana, Controlled Substance, Dangerous Drug																																														
Registered sex offender under court supervision																																														
Registered sex offender under court supervision																																														
TOTAL INCIDENTS PER SCHOOL YEAR	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011																																		

School Violence Prevention and Violence Intervention Policies and Procedures 2022-2023

Maintaining safe and secure schools is the highest priority of the Spring Branch Independent School District. Some major components of the District's efforts to keep students safe are:

- A state certified Police Department, staffed by fully state certified Peace Officers to ensure student and staff safety and security.
- Enforcement of Local Ordinances, State and Federal law, and School Board policies to ensure the safety and security of students, staff, and visitors.
- Emergency operation plans for district campuses and facilities, enhanced student/parent unification plan.
- Each campus is required to conduct drills in the four main Standard Response Protocols which include "Secure", "Lockdown", "Evacuate", and "Shelter" drills every year.
- Safety and Security Audits of District campuses are conducted per State requirements. Implementation of audits' findings address deficiencies and allow improvement on best practices for school safety.
- An Emergency Radio System notifies all campuses and departments of emergency situations involving weather, terrorist, or criminal activities requiring a Standard Response Protocol.
- An Active Threat Alert system notifies directly the police department and officers.
- Tactical training for SBISD Police Officers on "Active Shooter Response" including training on lessons learned from recent school and college shootings.
- Self-Aid/Buddy Aid Medical training for SBISD Police Officers.
- Develop and maintain policies and procedures related to school safety and security.
- Detailed and comprehensive policies for weapons, gang-related activities, assaults, racial intolerance, sexual harassment, drugs, alcohol, and bullying.
- Policies prohibiting disruptive activities on District property.
- Use of access control, burglar and fire alarms, and Closed Circuit Television to protect students, staff, and property.
- Use of trained K-9s for patrol and the detection of explosives and drugs.
- Discipline alternative education program for students who commit serious discipline offenses.
- SBISD supplies Emergency Management Pocket Guides for all District Campus and Departmental Administrators.
- Training for administrators and staff using table top drills on Incident Command procedures following guidelines set by the National Incident Management System (NIMS).


$$4 \times 5 = 20$$

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

**SCHOOL
FINANCE**

ADVOCACY

For the 88th Legislative Session

Jennifer Blaine

Superintendent of Schools

**The state will take*
\$87 Million in taxpayer
funds from SBISD in 2023.**

**The cost is too high for
our children.**

Our **DISTRICT:**



46 Campuses



**4,636 Teachers
& Staff**

Our **STUDENTS:**



33,653 Students Enrolled

57% Economically Disadvantaged

38% English Language Learners

54% At-risk

12% Gifted & Talented

12% Special Education

10,000+ Enrolled in CTE Courses

Data source: Spring Branch ISD PIEMS Report - October 2022

**Recognized by state rating agencies and national organizations
for excellence in financial management and reporting.**

STATE FINALIST



Congratulations!

2023 Large District Finalist

Points of Pride

SBISD STAAR scores exceed Region and State in all three performance levels in every subject tested

- Overall district results reflect improvement in every subject area at every
- Performance level by up to 11 points (STAAR 3-8)
- 27 schools maintained an A or improved at least one letter rating.
- Distinction designations increased from a total of 64 in 2019 to 78 in 2022

College Readiness (PSAT 8/9 and NMSQT - Fall 2021)

- The percentage of 8th, 9th, 10th, and 11th grade students meeting College Ready Benchmarks on Evidence Based Reading/ and Writing and Math on the PSAT exceeded the State at every grade level by 7 to 14 points
- 29 students recognized as National Merit Scholarship semi-finalists (Fall 2022)

Beginning of Year Data

- The % of students starting the year reading on or above grade level is the highest over the last four years (38% in 2019 to 59% in 2022) (Running Records)
- Based on fall MAP assessments, our Beginning of the Year STAAR projections are at or above Fall 2021 projections in both reading and math in most grades.

District of Distinction

- Texas Art Education Association District of Distinction: 2021 and 2022

2011

Can't happen again!

- \$37M in state funding lost
 - 350 staff positions cut

Christine Porter

Associate Superintendent
Finance

Texas School Finance 101

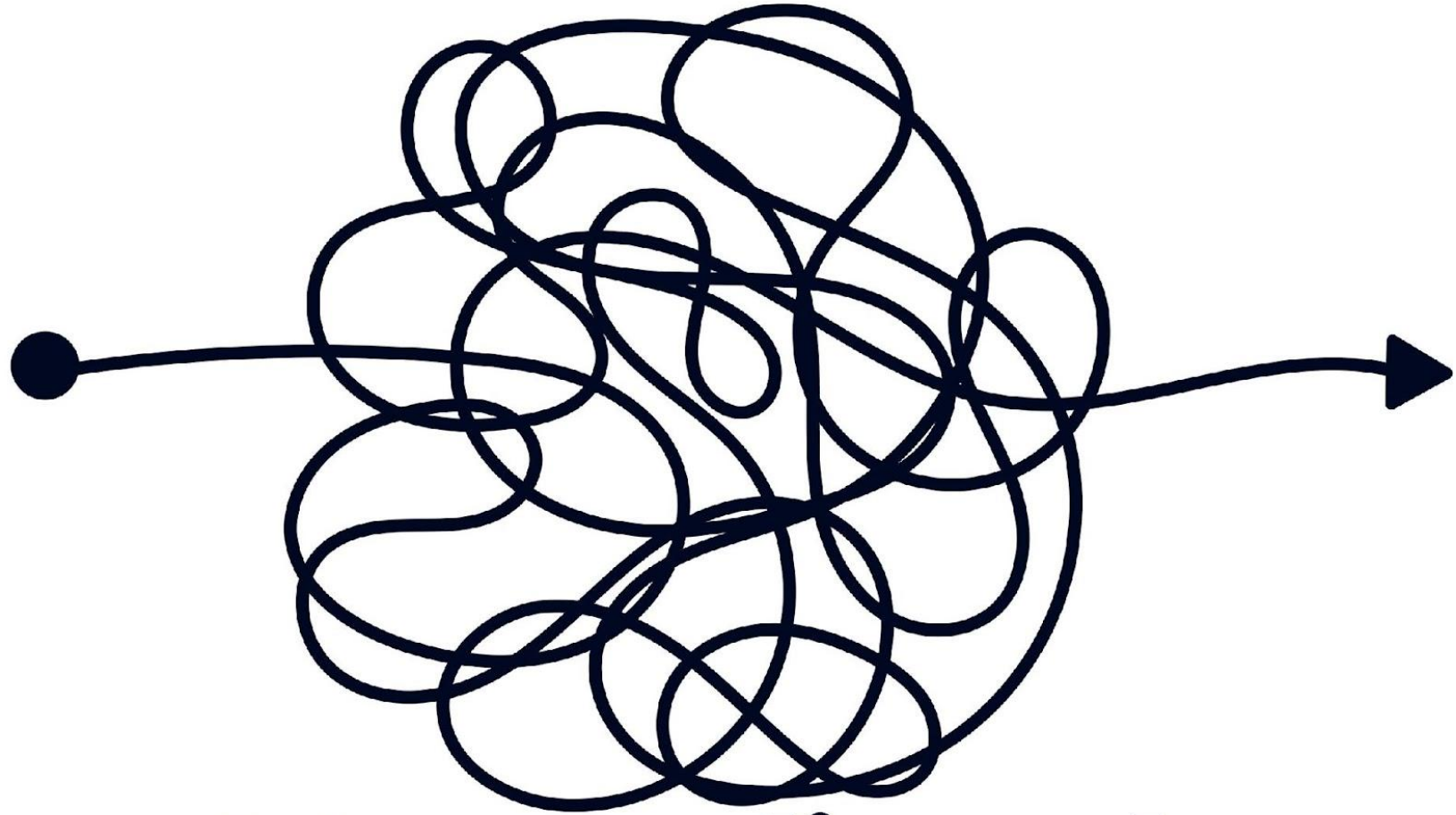
What's happening?

Over **5 million** students

\$50 billion for maintenance
and operations

\$5
~~(\$5.2 billion)~~ in Recapture

**SCHOOL
FINANCE**



It's complicated.

**SCHOOL
FINANCE**

Three Essential Drivers Texas School Funding

Student
Counts

Property
Values

Tax
Effort

Total cost of Texas School Funding is a shared cost between the state and local districts.

**SCHOOL
FINANCE**

SBISD BUDGET

	Audited FY 2022 \$0.9998	8.80% TAV Increase FY 2023 \$0.9643
State Revenue Calculation:		
Tax Collections (Current and Delinquent)	\$ 339,354,541	\$ 358,640,443
State Funding	20,470,730	21,689,814
Recapture	(64,424,029)	(86,717,197)
Net State Funding	295,401,242	293,613,060
Other Revenue:		
Penalty and Interest and Misc. Tax Revenue	2,355,751	1,950,000
Other Local Revenue	5,996,856	8,168,500
Other State Revenue	89,381	-
Prior Year Funding and Recapture Adjustment	(2,068,293)	700,000
TRS - State Contribution	17,805,349	18,820,300
Federal Revenue	17,391,847	12,874,658
Total Revenue	336,972,133	336,126,518
Expenditures:		
Payroll Costs	290,596,619	307,359,375
Contracted Services/Supplies/Other Operating	35,283,061	44,316,784
Debt Service	506,150	-
Capital Outlay	1,705,127	1,910,304
Total Expenditures	328,090,957	353,586,463
Other Sources (Uses)	1,482,656	50,000
Revenues Over(Under) Expenditures:	10,363,832	(17,409,945)

RECAPTURE vs. State Funding

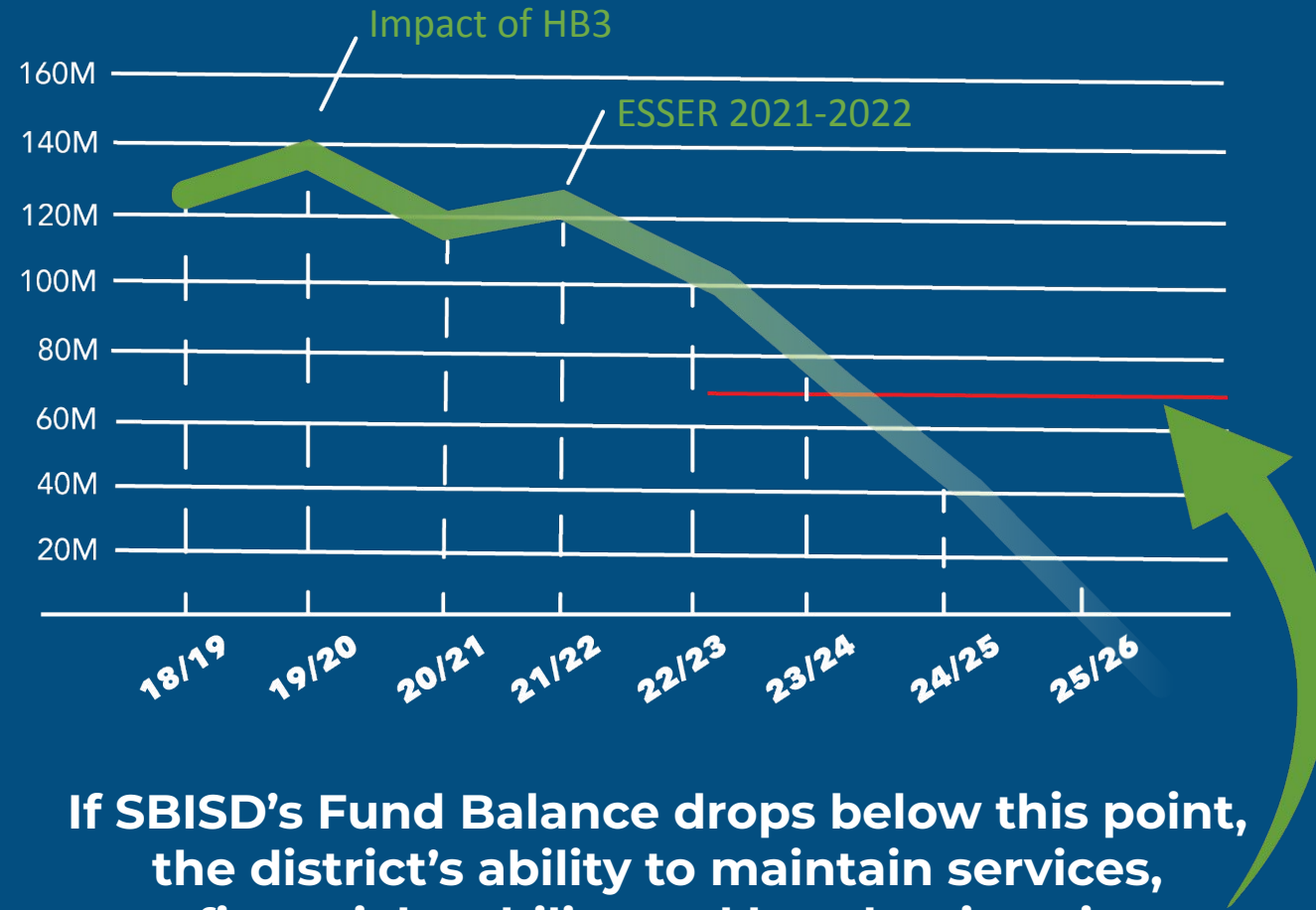
* 2023 BUDGETED

\$86.7M

Passage of
House Bill 3

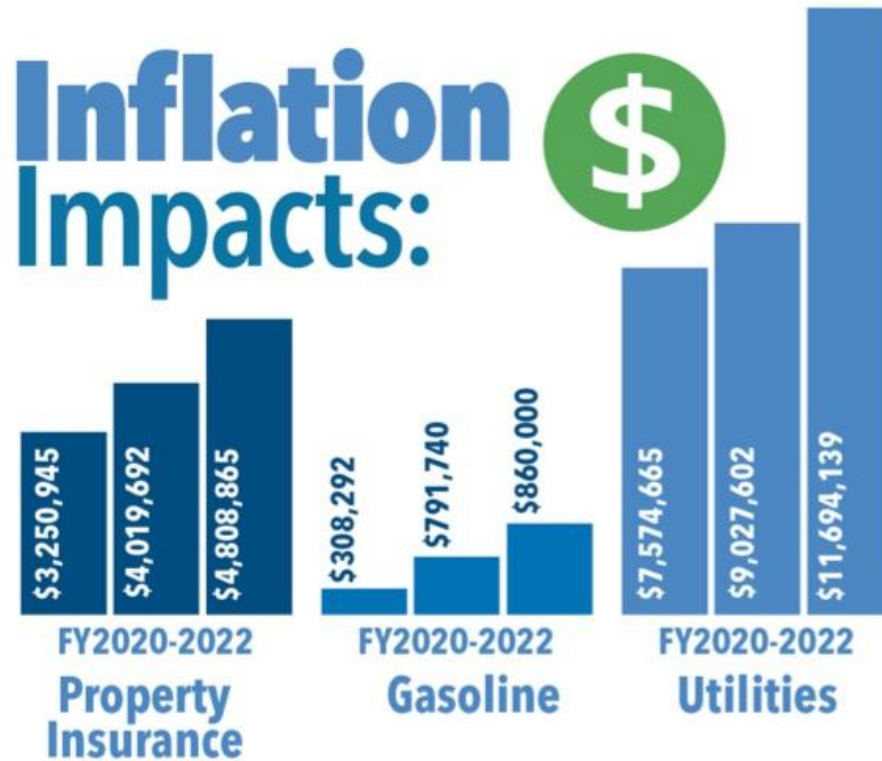


Projected Fund Balance Impact if no change is made to funding formula.



If SBISD's Fund Balance drops below this point, the district's ability to maintain services, financial stability and bond ratings is unsustainable.

Inflation Impacts on Bottom Line



From FY2020-FY2022 inflation has increased these line item expenses by 55%.

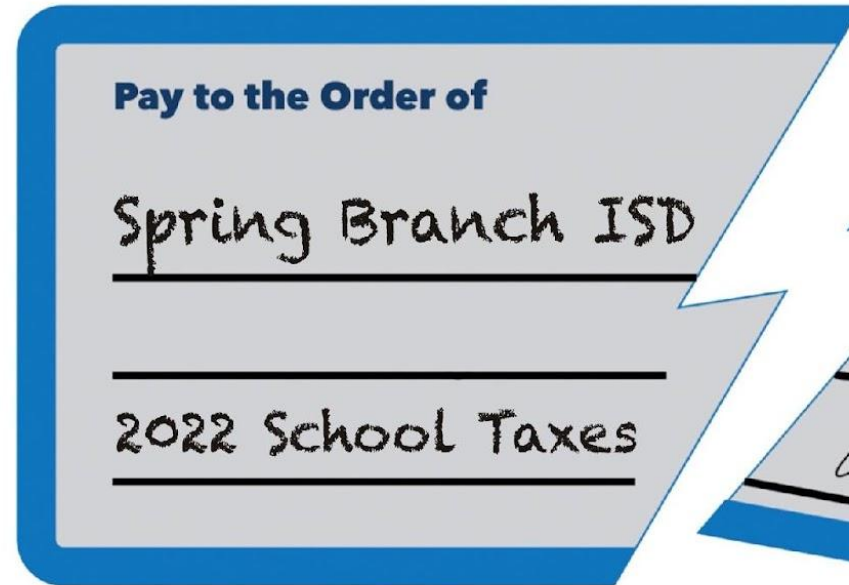
Property Insurance increased by 48%.
Gasoline increased by 179%.
Utilities increased by 54%.

= \$6.3 million

The current state funding formula does not account for inflation.

Local Tax Revenues

\$1 Million



\$790,000

STAYS IN SBISD

\$210,000

**RECAPTURED
BY STATE**

Update: On January 9, the Comptroller's Biennial Revenue Estimate affirms recapture will be \$4.96 billion for FY2023. The estimate is \$10 billion by 2025 if there is no reform to the state funding formulas.

RECAPTURE

The State determines what we keep and what we pay based on current formulas.

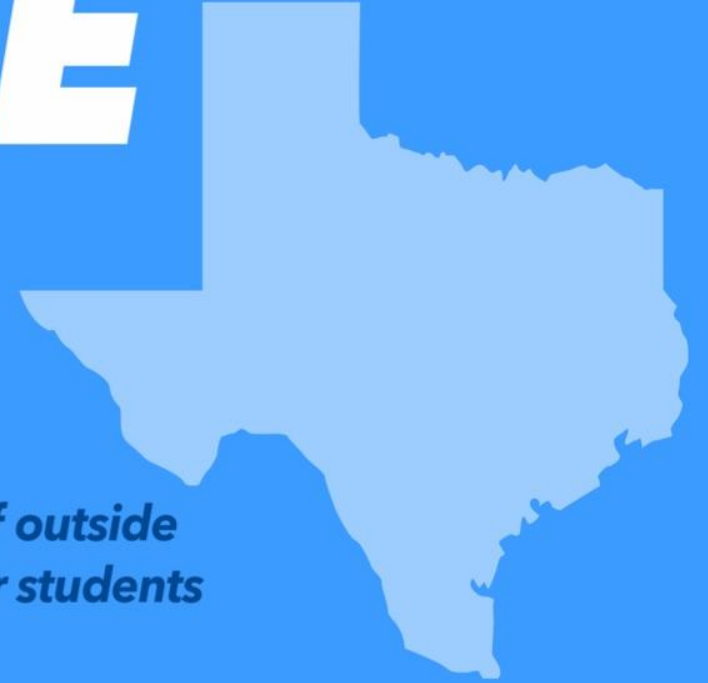
Robin Hood

(Chapter 41)

“Local Revenue in Excess of Entitlement”

(Chapter 49)

RECAPTURE



- \$ **STATE DECIDES** how much revenue per penny of tax rate we keep in SBISD for our students
- \$ Property value increases **GO TO THE STATE**
- \$ State dictates how much per student we keep - **REGARDLESS** of outside forces such as **INFLATION** or **INCREASED COST** of educating our students
- \$ Inflation actually **BRINGS MORE MONEY TO THE STATE**
- \$ **NO MECHANISM** to give increases to school districts - unless the Legislature acts
- \$ State is projecting almost ~~\$30~~ ^{\$33} billion in excess revenue

Maintaining high-quality schools in SBISD is vital to our community.

We must ensure we have the funding to do so.



The Spring Branch ISD School Finance Advocacy Team (SFAT) is a group of concerned SBISD parents and community members who want full and fair funding for Spring Branch ISD schools.

What motivates us?

- 1** SBISD is the **39th largest district**; SBISD pays the **10th highest recapture payment**.
- 2** SBISD pays the 10th highest recapture payment though **57% of SBISD students are economically disadvantaged**.
- 3** Since 2014, SBISD has paid over **\$472 million in recapture**; SBISD has only received \$168 million in state funding.
- 4** **No inflation adjustment** is built into funding formula.
- 5** **No cost of education adjustment** is built into funding formula.
- 6** **Lack of transparency** in state budget relative to recaptured funds.
- 7** Texas is among the **lowest 10 states** for education funding.
- 8** "Begging for breadcrumbs" – **there has been no fix to the school finance model**.
- 9** The State has required use of ESSER funds to cover inflationary costs; **These one-time federal funds go away next year**.
- 10** **We cannot have a repeat of 2011 in SBISD!**
SBISD lost \$37 million in state funding and had to eliminate 350 positions.



What are our **TOP PRIORITIES**?

Basic Allotment Increase*

Automatic Inflation Adjustment*

Cost of Education Adjustment**

Early Recapture Payment Discount***

Full Credit for Homestead Exemption****

*impacts all districts

**Impacts urban and coastal districts

***Impacts Chapter 49 districts

**** Impacts SBISD & other Chapter 49 LOHE offering districts

What can you do?

Advocate!

www.springbranchisd.com/sfat
#fullyfundsbisd





TX PTA RALLY DAY

SAVE THE DATE

SBISD Council of PTAs is once again organizing SBISD advocates on a road trip to Austin to meet with local legislators and attend the Texas PTA Rally Day on the steps of the Capital. Please mark your calendar and look for more information to be coming out soon.

MONDAY
FEBRUARY 27
2023



Use or
click QR
code to
RSVP

**With a \$33 billion surplus,
we need state leaders to
make a meaningful
investment into our public
schools that also provides
sustainable relief for
property taxpayers.**

SBISD Trustee Message

Community

MEETING DATES - Mark your calendars!

All meetings will run 7:00 - 8:00 p.m.

Wednesday, January 11

Memorial High School Cafeteria

Wednesday, January 18

Spring Woods High School Cafeteria

Wednesday, January 25

Northbrook High School Cafeteria

Wednesday, February 8

Stratford High School Cafeteria

**Let Austin know
our kids and schools
are worth it in
Spring Branch!**

www.springbranchisd.com/sfat
#fullyfundsbsd



Q & A

STATE FINALIST



Congratulations!

2023 Large District Finalist


$$4 \times 5 = 20$$

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

SCHOOL FINANCE

ADVOCACY

88th Legislative Session

Thank You!